

# Regional School Unit 25

## Return to School Fall 2020

(this is a working document and will be updated as information changes and /or becomes available)

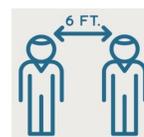
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### Key Components of our Plan



Symptom  
Screening



Physical  
Distancing



Face Coverings



Hand Hygiene



In-Person  
Learning Option



Remote Learning  
Option

***The most important assumption in all the planning that is occurring in regard to COVID 19, and our return to school, is we will all do our part to keep each other healthy and safe. We must all do our daily checklist for symptoms, we must all wear our face coverings, and we must all wash and sanitize our hands on a regular basis.***

***By working together, and for each other, we will maximize the benefits of our efforts.***

**Planning:**

Planning for the return to school began in early June of 2020 with the gathering of available information and guidance and evolved into an educational exercise with the administrative team and the school nurses. The formal planning process began July 1st with the initial meeting of the workgroup composed of administrative team members, local union leadership, and soon expanded to include representation from the professional staff. By design the planning group began as a smaller working group and is being expanded to include School Board representation, additional staff representation, and parent representation.

As key components of the plan are discussed, district employees and contract services will be included in the discussion. Specifically, facilities and maintenance, the food service program, and transportation. A key component to the development of the re-entry plan will be the responses received from the surveys that have been sent out to both parents and to staff members. Data collected from those surveys will help guide the work of the group.

The planning group's goal is to have a draft plan completed by the end of July and a finalized plan by mid August. Understanding the need of parents to plan for daycare, communication of the intent of the plan should begin to be communicated as early in August as possible. The work of the planning group will be discussed with the school board at their July meeting, again at a dedicated Board workshop August 3rd, and at the regular Board meeting August 18th.

**Planning Assumptions:**

The virus that causes COVID-19 will remain in circulation until a vaccine is developed and widely available for use. A vaccine is not likely to be in broad use within the next 12-18 months. During this time...

- a. Improvements in understanding the virus and in testing will allow public health officials to act with greater precision when taking steps to slow the rate of infection. Broad stay-at-home orders and long-term school closures are not likely to be needed in the future.
- b. Additional waves of infection are to be expected, possibly coinciding with flu season in October or November. These waves will likely not be as significant as the first but could result in site, district, regional, or countywide school closures for up to four weeks.
- c. Short-term closures of single or multiple schools will remain a possibility until a vaccine is widely used.
- d. Children and staff with significant health conditions will continue to be especially vulnerable during this time.
- e. Teaching and reinforcing prevention behaviors (hand washing and cough/sneeze etiquette) and promoting flu vaccinations will continue to be important strategies in slowing the spread of this and other infectious diseases.
- f. Frequent cleaning and disinfection of high-touch surfaces will also be needed throughout this period.
- g. Use of face coverings will be required for all school staff and for students.

When schools are permitted to re-open within this timeframe, it is likely that operations will need to be modified and may include:

- a. Proactive screening of students and staff for symptoms
- b. Stepped up health and hygiene measures
- c. Limits on group sizes & other social distancing rules
- d. Staggered schedules to assist in limiting group sizes
- e. Limits on student/staff interactions outside of the school district
- f. Limits on Co & Extra Curricular activities
- g. Limits on use of playground equipment
- h. Limits on use of school buses to transport students
- i. Social/emotional and practical help for students
- j. Adjustments to attendance policies to make more allowances for remote learning

**Overview:**

Given the nature of the COVID 19 Pandemic and the current guidance available to RSU 25 the following plan represents an operational structure that will be flexible and respond to the conditions relative to the COVID 19 virus in our community, our county, and our State. It is critical to note, the planning included in this document is based on the current information available, and may require adjustments as more current information is provided to RSU 25 from the Maine Department of Education and the Maine CDC. As education professionals we are not public health experts and we will rely on the guidance provided to the Maine Department of Education by the Maine CDC. It is important for all to understand COVID 19 is a highly contagious and infectious virus, and even with the prevention plans in place, RSU 25 cannot guarantee that there will be no risk. Parents / Guardians will need to make informed decisions regarding their children.

The State of Maine will be making the determination when it is safe to return to school, and will use green, yellow, and red designations. The three tiered health advisory system will be updated every two weeks, after the initial rollout set for July 31, 2020. A designation of green suggests there is a low COVID 19 risk and in-person instruction may take place in schools, with safety precautions in place. A yellow designation suggests there is an elevated risk of COVID 19 spread in the county and a modified instruction model should be implemented, and a red designation indicates there is a high risk of COVID 19 spread in the county and remote learning should take place.

**Required Health and Safety Measures for All Schools**

**1) Symptom Screening Before Coming to School:**

- Students (parents/caregivers) and staff members must conduct self-checks for symptoms prior to boarding buses or entering school buildings each day.
- Any person showing symptoms must report their symptoms and not be present at school.
- Schools must provide clear and accessible directions to parents/caregivers and students for reporting symptoms and absences.

**2) Physical Distancing and Facilities:**

- Adults must maintain 6 feet of distance from others to the extent possible. Maintaining 3 feet of distance is acceptable between and among students when combined with the other measures outlined in this list of safety requirements.
- 6 feet of physical distancing is required for students while eating breakfast and lunch, as students will be unable to wear masks at that time.
- A “medical isolation room” must be designated for students/staff who exhibit COVID-19 symptoms during the school day.
- Schools will evaluate their existing ventilation capabilities and ensure that they are maximizing their current capacity. Adequate ventilation is required for classrooms, with schools having flexibility in implementation such as using properly working ventilation systems or outdoor air exchange using fans in open windows or doors.
- Groups in any one area, room, or classroom must not exceed the Governor’s gathering size limits. *(currently 50 as of 7.23.20)*

**3) Masks/Face Coverings:**

- Adults, including educators and staff, are required to wear a mask/face covering.
- Students age two and above are required to wear a mask/face covering that covers their nose and mouth.
- Masks/face coverings must be worn by all students on the bus.

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- During outdoor activities (Phys. Ed., Recess, and other outdoor learning activities) masks do not need to be worn. Maintaining a six foot minimum distance will be a requirement during these times.

Face shields may be an alternative for those students with medical, behavioral, or other challenges who are unable to wear masks/face coverings. The same applies to staff with medical or other health reasons for being unable to wear face coverings. Face shields worn in place of a face covering must extend below the chin and back to the ears. Medical documentation will need to be provided from the students / employees primary care physician.

RSU 25 has ordered and will provide face masks for all students and staff. Each student and staff will be issued a minimum of two face masks. Students may provide their own masks but they must cover both the nose and the mouth (simultaneously) and be secured to the individual's head. The mask does not need to be medical grade, but may be either made of cloth or disposable. Remember, masks are not intended to protect the wearer so much as they are intended to protect those around us. Any mask or face covering with patterns, designs, or words must meet the same level of acceptability as other items of clothing.

Masks should be washed daily and disposable masks should be properly disposed of after wearing and are intended to be single use items.

### **4) Hand Hygiene:**

- All students and staff in a school will receive training in proper hand hygiene.
- All students and staff must wash hands or use sanitizing gel upon entering the school, before and after eating, before and after donning or removing a face mask, after using the restroom, before and after use of playgrounds and shared equipment, upon entering and exiting a classroom, and upon entering a school bus.

### **5) Personal Protective Equipment**

- Additional safety precautions are required for school nurses and/or any staff supporting students in close proximity, when distance is not possible, or when students require physical assistance. These precautions must at a minimum include eye protection (e.g., face shield or goggles) and a mask/face covering.
- Classrooms and/or areas that have been used by an individual diagnosed with Covid-19 must be closed off until thorough cleaning and sanitization takes place.

### **6) Return to School after Illness**

- Sick staff members and students must use home isolation until they meet criteria for returning to school.

### **Other Changes parents and students should be aware of:**

The majority of RSU 25 classrooms, in the past, used collaborative learning models and students commonly shared tables with their classmates. In order to enhance distancing in the classrooms all classrooms will now have individual desks for students. As allowed by the Maine DOE guidelines, there will be a minimum of three feet between the students in the classroom. During lunch, snack time, or a designated "mask break" a minimum of 6 feet of spacing will be observed.

### **Other changes:**

- Students and staff will be required to wear face masks / face coverings
- Parents/guardians and visitors will not be allowed in the buildings.
- Students will need to enter buildings through assigned entries.
- Student movement throughout the buildings will be greatly reduced
- Traffic patterns in hallways will be in place to keep physical distancing.
- Drinking fountains will require the use of paper cups (which will be provided)

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- Hand washing and hand sanitizing will be required multiple times during the day
- Lunches will be served, but students will need to eat separated by a minimum of six feet from other students
- There will be no large assemblies. (groups of greater than fifty (**50**) are not allowed at this time)
- Meetings will be held remotely.

### Continuum of Instruction

The following graphic represents the continuum of educational program delivery and the direction of the Governor's office, as well as local conditions that will determine at what level we will be able to deliver educational services. Understanding conditions can change rapidly, it is imperative we are prepared to deliver educational programming in all four levels throughout the upcoming school year. And, it is quite likely we will need to transition between levels relative to the prevalence of the virus in our State, our county, our District and in each of our schools.

#### Regional School Unit 25's Continuum of Fall Reopening Models

Level 1	Level 2	Level 3	Level 4
<b>Return without restrictions</b>	<b>In person learning with enhanced safety precautions (with accommodation for virtual synchronous learning)</b>	<b>Modified Schedule (students learn both in person and with virtual synchronous learning on a rotating in person attendance)</b>	<b>Full Remote Learning</b>
<i>Students return in person without any restrictions</i>	<i>All students return in person classrooms, schedules, protocols modified to meet health &amp; safety requirements</i>	<i>Students learn both in person and remotely (rotating attendance)</i>	<i>All learning takes place remotely</i>

#### Definitions:

**In Person Learning-** In person learning is when the learners receive their instruction at school. This will mean all students are physically back in school like we have traditionally done (Level 1), or students are back in school with modifications like physical distance between people or with restricted movement within the school(Level 2)

**Modified Schedule-** Because of spacing restrictions a combination of in person and remote learning for each student. Learners would rotate between in-person/at school learning and online instruction, with students attending school some days of the week and other days participating via a remote option.

**Remote Learning-** Remote learning is when teachers present learning via digital and remote means. It could mean lessons and activities are done in real time (synchronously) or through pre-recorded presentations to be listened to at a time convenient to the students and their families (asynchronous).

**\*\*It is important to note, it is expected all students participating remotely will be in attendance on their computer (attendance will be taken), they will participate fully, and student performance will be graded the same as in person learning.**

**Information gathered to date:**

Based on the data we received from our initial survey (340 respondents as of 7.30.20) many of our families (78.5%) would send their children to school if there were on site instruction. Given that return, 21.5% of our families would choose to keep their children at home for remote instruction. Given this response, it is likely RSU 25 will need to provide a remote option when we return, both at level 2 and level 3, that will provide in person and remote learning in a parallel structure. To assist with establishing an accurate count of students planning to return to in person learning and the number of students who will access programming remotely, RSU 25 will do a follow up electronic survey as well as contact each home by phone. The phone calls will come from the student’s school and will allow for the parents to ask questions plus determine if the student will be in person or remote when we open September 8th.

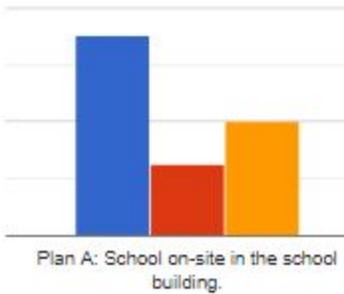
Students selecting a remote option will need to commit to that option for a period of not less than the first trimester for grades PK-8 and the first semester grades 9-12. Students choosing remote learning will be allowed to participate in co-and extra- curricular activities if available. Students who are enrolled in HCTC programming may choose remote for their academic classes and in person for their HCTC classes. (remote learning may not be an option for HCTC classes).

Additionally, the guidance provided will require each of the learning spaces available will be limited to the number of students allowed in each of the learning spaces at one time. A learning space inventory will be completed and an occupancy limit will be assigned to each learning space.

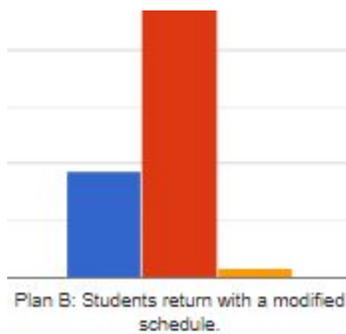
Parents will be contacted via an electronic survey as well as a follow up phone call from the school to determine their preference for programming when we open school September 8th. If the numbers of families who choose in person instruction and the number of families who choose remote instruction match our space allocations we will be able to run an in person and remote learning program five days per week.

Should the numbers indicate we will have a greater return to in person learning than we have room to accommodate, given the spacing requirements, we will need to offer a modified return plan (Level 3). It is important to remember, regardless of the county designation we must still meet all parameters of the Maine DOE framework for return. The best case scenario is we return to level 2 programming, even with a green designation for Hancock County.

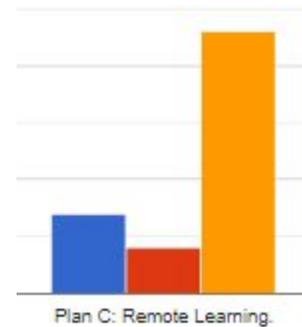
Most preferred option for return to school:



Responses:  
176 - selected plan A as first choice  
63- selected plan A as second choice  
101- selected plan A as third choice



Responses:  
94 - selected plan B as first choice  
237- selected plan B as second choice  
9 - selected plan B as third choice

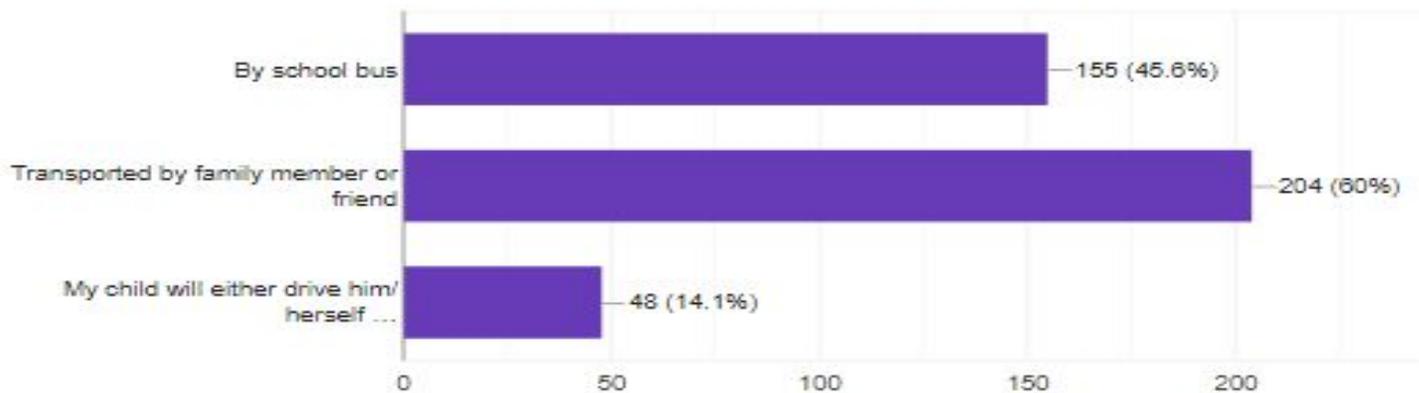


Responses:  
70 - selected Plan C as first choice  
40 - selected plan C as second choice  
230- selected plan C as third choice

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### Transportation Responses:

340 responses



### Technology Updates:

The events of the past spring challenged our existing technology plan on multiple levels. Historically, RSU 25 has not allowed school issued computers to be sent home with students, but given the necessity of remote learning technology was issued and allowed to go home with each student, with the exception of grades PK, K and 1. Late last May, RSU 25 did receive additional computers and hot spots that will allow us to expand our technology so we can now deploy either a laptop or a touch pad to every RSU 25 student. We have truly become a 1 to 1 district when it comes to technology.

Another identified area for improvement for remote learning is the need to establish a consistent learning platform for the entire district. RSU 25 has contracted with and will be deploying a learning management platform called Brightspace. A learning management platform allows students to access course content, submit their assignments, participate in discussions, communicate with their instructors and classmates, take exams and quizzes. In short, the Brightspace Learning Management Platform will be the umbrella for all we do educationally, and will be the entry point for students to access their classes, as well as allow them to do their work form within one platform. In addition to the course and document management function, Brightspace will enhance our communication with students and parents. We will continue to use Infinite Campus, Google Classroom, Google Meets, IXL and many other learning and communication tools, but they will all be housed under the Brightspace platform. To facilitate age appropriate experiences, RSU 25 will also be using SeeSaw as a learning platform for Kindergarten, Grade 1 and Grade 2.

### Technology by grade levels:

- **Kindergarten, Grade 1, and Grade 2** will be 1 to 1 with I-pads (this level will also use See-Saw as their Learning Management Platform)
- **Grades 3, 4, 5, 6, 7, & 8** will be 1 to 1 using Chromebooks and working under the Brightspace Learning Management Platform
- **Grades 9-12** will be 1 to 1 using PCs and working under the Brightspace Learning Management Platform

**Classroom technology-** Each RSU 25 classroom will be outfitted with a poly conference system that will allow for both in person instruction and as well as synchronous instruction for students accessing classes remotely.

**Internet Accessibility** - Households without internet access may contact their building principal and may be able to access the internet through a mobile hotspot provided by the District.

## Attendance Guidelines

Attendance and full participation are important factors in student academic success. However, we must balance perfect attendance with appropriate health guidelines to care for both ourselves and those around us. A required part of our re-entry plan is a daily health questionnaire which has been recommended by the Maine Department of Education over individual health checks upon arriving at school. Each day students and staff must complete the health questionnaire prior to arriving at school or getting on the bus.

### Daily Health Survey

- Do I feel unwell today?
- Do I have a cough, a fever, or sore throat?
- Do I have a fever or do I feel feverish?
- Do I have shortness of breath?
- Do I have loss of taste or smell?
- Have I been around anyone exhibiting these symptoms in the past 14 days?
- Has anyone in my household been sick or quarantined?
- Have I vomited in the last 24 hours?
- Have I been out of State in the last 14 days?

If you have answered yes to any of these questions please contact your school and stay home.

If a student or staff becomes ill while at school, the person will be held in an identified area away from other people until parents/guardians are able to provide transportation home. If a parent does not have transportation and is available, a van will be used to transport the student home. Employees would follow the same procedure.

Students and staff must be fever free for 24 hours before returning to school if fever is **due to non** COVID-19 symptoms.

Following a diagnosis of COVID 19, a student or employee may return after day 10 of symptom onset **IF** symptoms have resolved **AND** 24 hours with no fever (100.4 F) without the use of tylenol, aspirin, or advil with a note clearing their return from their primary care physician. The return must be cleared by an RSU 25 nurse and documentation reviewed before returning in person.

Should COVID-19 be identified the RSU 25 Superintendent will advise families of protocol moving forward. Schools or specific classrooms may be closed for up to three days for deep cleaning. More information will be forthcoming as we better determine the best course of action based on the directions from the CDC.

## Social Emotional Support for Students and Staff

The impact of COVID 19 has been felt in every aspect of our lives and routines. Recognizing this, RSU 25 will have support available to our students and staff that will include support from our guidance counselors, our social workers, and through our collaborations with Bucksport Regional Health Center. The first level of support will be at the classroom level with established routines and expectations to provide a consistent supportive environment. Guidance counselors and social workers will be available to support individual students, small groups, and classrooms throughout the day. There will be social emotional supports and lessons in all buildings.

RSU 25 has a collaboration with Bucksport Regional Health Center to provide direct counseling services to students at school. This arrangement is directly between the family and BRHC, with RSU 25 providing space to the counselors and a

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conduit for a referral if requested by parents. Bucksport Regional Health Center will also provide supportive services and professional development to staff on an as needed basis.

### **Physical Health and Safety - Building Operations**

As required by the Maine Framework for Return to School, all adults, including educators and staff, are required to wear a face mask/face covering. Students age two and above are required to wear a mask / face covering that covers their nose and mouth. Masks / face coverings must be worn by all students on the bus. Face shields may be an alternative for those students with medical, behavioral, or other challenges who are unable to wear masks/face coverings. The same applies to staff with medical or other health reasons for being unable to wear face coverings. Face shields worn in place of a face covering must extend below the chin and back to the ears.

To minimize exposure risks, parents and visitors will not be allowed in the buildings without an appointment. Schools will be encouraged to establish virtual meetings to minimize person to person contact. Current CDC recommendations encourage limiting non-essential visitors, volunteers, and activities involving external groups and organizations.

RSU 25 schools will

- Keep windows open (weather permitting) and unit ventilators will remain clear to provide ventilation.
- Automated ventilation systems will be operated throughout the day to increase air exchange
- Classroom doors will remain open to provide ventilation and air flow.
- Not allow drinking directly from the water coolers, but will provide paper cups at each cooler
  - Where possible bottle fill stations will be provided
- Remove any furniture, rugs, and toys that cannot be cleaned each day
- Clearly mark hallways for travel and provide directional signing as needed, maximizing one way travel as much as possible
- Create a travel flow for each building that will be signed and communicated
- Mark six foot standing spaces in areas students may line up or congregate
- Post signs to remind students and staff to properly space, keep hands to themselves, wash/ disinfect hands frequently
- Entrances and exits will be posted with signage informing people of the requirement to wear masks
- Establish student drop off and pick up locations at each building
- Establish daily operating procedures by building
- Provide lexan barriers for teachers, guidance, and secretary desks
- Provide lexan barriers for office windows to limit face to face contact

### **Cleaning and Disinfecting**

RSU 25 schools will develop and implement a cleaning plan that will ensure:

- Custodial staff will clean and disinfect all high touch areas throughout the school day.
- Custodial staff will clean and disinfect bathrooms throughout the school day.
- Custodians will complete a thorough cleaning upon the completion of the school day.
- Cleaning and sanitizing materials and PPE will be provided to each room for cleaning as needed throughout the day

## **Hand washing and sanitizing**

Each school will make a plan to establish hand washing / sanitizing procedures for their buildings and the classrooms. This plan shall include students being taught specific hand washing procedures, as well as the proper use of hand sanitizers. Signage will be posted in all buildings encouraging the need for washing and sanitizing hands.

Sanitizer, of at least 60% alcohol, will be made available in all classrooms and students will be expected to use it or wash their hands each time they enter the classroom throughout the day, prior to eating, and when their hands are soiled. Washing will be encouraged as the preference for students in rooms that have a sink available.

## **Health Protocols and Screening**

Per the Return to School Framework, RSU 25 will utilize the self administered health checklist each day before students board a school bus or enter school. Staff will also be required to complete the checklist each day prior to reporting work. If a student or staff member identifies they are exhibiting a symptom(s) identified on the list they should stay home and notify the appropriate person at their school.

### **Daily Health Survey**

- Do I feel unwell today?
- Do I have a cough, a fever, or sore throat?
- Do I have a fever or do I feel feverish?
- Do I have shortness of breath?
- Do I have loss of taste or smell?
- Have I been around anyone exhibiting these symptoms in the past 14 days?
- Has anyone in my household been sick or quarantined?
- Have I vomited in the last 24 hours?
- Have I been out of State in the last 14 days?

Each RSU 25 school will establish an isolation room and any individual exhibiting symptoms of COVID 19 will be placed there until such time as they can be picked up by parent or guardian. Ideally, any individual exhibiting symptoms will be excused immediately and encouraged to contact their primary care physician. Key points for isolation rooms:

- Any student presenting with fever/chills/shortness of breath/new cough/or new loss of taste or smell is to be isolated
- A fever is defined as over 100.4 F
- While in isolation room if student is stable they are to wear a mask
- While in isolation if student has shortness of breath, oxygen sat less than 92%, Persistent chest pain or pressure, confusion or change in behavior, inability to stay awake, or change in coloring in face or extremities call 911
- Students in isolation are to be supervised by staff wearing PPE and practicing social distancing as feasible
- If the student needs to use the restroom that area will be off limits to any other persons until it is disinfected
- If multiple students are in the isolation room at the same time they will maintain a distance of 6 ft from each other
- Signs will be placed on isolation rooms and PPE will be in carts at doorways
- No students or staff are to enter isolation rooms unless they are monitoring a student

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Should a student or staff member exhibit symptoms while at school the following protocol will be followed:

### Isolate

- Keep face mask or covering on student unless in respiratory distress
- Remove student from classroom following building protocol
- Place student in specified isolation room with supervision
- Call nurse if they are not in house
- Wear appropriate PPE

### Exam

- Is a fever present?
- If yes and is not needing emergency services, call guardian immediately to pick up student
- Is respiratory distress present?
- If yes and respiratory distress is causing student to become blue, loss of consciousness, or to seize, call 911 immediately
- If nurse has not been present, call to update

### Inform

- Call guardian immediately, student must be picked up from school without delay
- Encourage guardian to notify primary provider for student and obtain Covid-19 test
- Encourage guardian to report results to school administrator and/or nurse
- Keep tracking information of student and inform guardian that information is being tracked
- If student is diagnosed with Covid-19 based on a positive test, or does not get a test but has had symptoms, they can return to school when:
  - At least 10 days have passed since symptoms first appeared **AND**
  - At least 24 hours have passed with resolution of fever without the use of medication and improvement in respiratory symptoms
  - **Both conditions are to be met prior to return**

Should COVID-19 be identified the RSU 25 Superintendent and the school nurses will communicate with the Maine CDC and local health officials. Our response will follow the recommendations of those entities, which may include schools or specific classrooms being closed for up to three - five days for deep cleaning.

### Travel by both Staff and Students

Staff and Students who travel outside the State of Maine will be required to follow the State of Maine guidelines for travel which includes quarantine and / or testing upon their return. The length of the quarantine will be based on the current CDC recommendations and be attested to by the student's parent / guardian, or by the employee.

For students or staff who have a COVID 19 test, they must stay out of school until they can provide a copy of the results of a negative COVID 19 test that will need to be presented prior to their return to work or school.

The State of Maine is currently exempting Vermont, New Hampshire, Connecticut, New York and New Jersey from any travel restrictions. For current travel information visit <https://www.maine.gov/covid19/>

## **Transportation**

The initial guidance provided by the Maine Department of Education will require we limit the number of passengers on buses and vans. Final guidance is expected by the first week in August and at that point in time we will meet with the bus contractor to establish bus routes and time schedule to maximize the potential of the bus and van fleet. The guidance will determine the number of runs that we will need and the start and end times of our school day. Parents will be encouraged to transport their children if possible and walking will be encouraged as much as possible for families living near the schools. Along with the guidelines provided by the Maine Department Education, RSU 25 will work with First Student to establish cleaning and sanitizing procedures. Transportation by RSU 25 owned vehicles will also be directed by the guidelines provided by the Maine Department of Education. The current guidance indicates no more than two students in a van at one time. As with the bus transportation, we will establish procedures for transporting students in vans once the final guidance is issued by the Department of Education.

## **Food Service**

Food service procedures will be customized for each building. As required by the return to school framework, separation of at least six feet is required whenever students are eating breakfast, snack, or lunch at school. In a building where six feet of distancing is available in the classrooms children will eat their meals in the classroom, and maintain the six feet of distancing requirement.

In each of the buildings, breakfast will be available to students upon entering the building in pre assembled bags. Students will be directed to the assigned eating area based on the building level plan. Students will be allowed to remove their mask / face coverings while eating. Should they need to leave their assigned eating location they will need to return to wearing their mask / face covering.

Students who are learning remotely will have access to the school nutrition program and information will be provided to families regarding time and location they can pick up the meal from the school.

A critical component of the school nutrition program is the completion of the free and reduced meal applications. A concerted effort will be made to connect with each family and encourage the completion of the Free and reduced Meal application form. This information is critical in providing eligible families with benefit free or reduced priced meals, and the total free and reduced count in the district determines a number of funding sources for the district to provide programming.

## **Return Level Overview by Building & Program**

### **Jewett School:**

#### **School Day:**

##### **Level 1: Full In Person Programming Without Restrictions**

Standard pre-COVID school day and arrival, grouping, foodservice, and dismissal procedures.

##### **Level 2: In person learning with enhanced safety precautions (with accomodation for remote learning)**

Parents will complete a symptom checklist for each of their children at home before arriving at school. All staff and students will wear a face covering while in the school building, aside from meal times and specified 'mask breaks'. Student drop off times will be determined once school day start times are determined. Students will report directly to their homeroom upon arrival. Students will have an opportunity to pick up a 'grab and go' breakfast on their way to their homerooms. Hallways

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will be marked with appropriate social distancing spaces and clear 'traffic patterns' for when students must travel throughout the school.

Students will be in cohorts and will work within those cohorts in grades PreK - 4. There will be outside recess every day, weather permitting. Students will be allowed to remove their masks when they are outside as long as 6 foot distancing is in place. Recess will be by cohort. We will provide movement breaks in the classroom and snack time will be in the classroom as well. Students will also eat lunch in their classrooms.

Dismissal will begin earlier to accommodate bus runs and increased time spent on dismissal. There will be separate dismissal calls for parent pick up, buses, walkers, and after school activities. Parents will not be able to enter the building, including during morning drop off and dismissal times. Building specific arrival and parent pick up procedures will be in place.

### **Level 3: Modified Schedule (students learn both in person and remotely with rotating in person attendance)**

Parents of students scheduled to attend school that day will complete a symptom checklist for their student at home before arriving at school. All staff and students will wear a face covering while in the school building, aside from meal times and specified 'mask breaks'. Student drop off times will be determined once school day start times are determined. Students in attendance that day will report directly to their homeroom upon arrival. Students will have an opportunity to pick up a 'grab and go' breakfast on their way to their homerooms. Hallways will be marked with appropriate social distancing spaces and 'traffic patterns' for when students must travel throughout the school.

Cohorts will be determined by which students are on site on a given day and they will work within those cohorts in grades PreK - 4. There will be outside recess every day, weather permitting for students on site. Students will be allowed to remove their masks when they are outside as long as 6 foot distancing is in place. Recess will be by specified cohort. We will provide movement breaks in the classroom and snack time will be in the classroom as well. Students will also eat lunch in their classrooms.

Dismissal will begin earlier to accommodate bus runs and increased time spent on dismissal. There will be separate dismissal calls for parent pick up, buses, walkers, and after school activities. Parents will not be able to enter the building, including during morning drop off and dismissal times. Building specific arrival and parent pick up procedures will be in place.

### **Level 4: Full Remote Learning**

The remote school day will have specified daily learning time frames based on national recommendations for students at the PreK-4 grade levels. Students will be expected to engage in learning activities every day. Grouping of students in a full remote learning environment will be by homeroom.

## **Academic Program:**

### **Level 1: Full In Person Programming Without Restrictions**

Standard pre-COVID academic program.

### **Level 2: In person learning with enhanced safety precautions (with accommodation for remote learning)**

Our academic programming will focus on the essential promotion standards that are listed on the K-4 report cards. Most students will attend daily and receive instruction on site. However, some students may attend remotely and access their instruction virtually either through synchronous or asynchronous instruction. Attendance will be taken each day. Existing grading practices will be used and report cards will be sent home at the end of each trimester.

**Level 3: Modified Schedule (students learn both in person and remotely with rotating in person attendance)**

Our academic programming will focus on the essential promotion standards that are listed on the K-4 report cards. Students will alternate in-person and remote instruction on a predetermined schedule. On scheduled in-person days, students will attend daily and receive instruction on site. On scheduled remote days, students will participate either through synchronous or asynchronous instruction, or a combination of the two. Existing grading practices will be used and report cards will be sent home at the end of each trimester.

**Level 4: Full Remote Learning**

Our academic programming will focus on the essential promotion standards that are listed on the K-4 report cards. All students will participate in daily remote instruction. This will be delivered through a combination of synchronous and asynchronous instructional sessions.

**Co-/Extra-Curricular Activities:**

N/A-No district sponsored co-/extra curricular activities are offered at the elementary level.

**Miles Lane School:**

**School Day:**

**Level 1: Full In Person Programming Without Restrictions**

Standard pre-COVID school day and arrival, grouping, foodservice, and dismissal procedures.

**Level 2: In person learning with enhanced safety precautions (with accomodation for remote learning)**

Parents will complete a symptom checklist for each of their children at home before arriving at school. All staff and students will wear a face covering while in the school building, aside from meal times and specified 'mask breaks'. Student drop off times will be determined once school day start times are determined. Students will report directly to their homeroom upon arrival. Students will have an opportunity to pick up a 'grab and go' breakfast on their way to their homerooms. Hallways will be marked with appropriate social distancing spaces and clear 'traffic patterns' for when students must travel throughout the school.

Students will be in cohorts and will work within those cohorts in grades PreK - 4. There will be outside recess every day, weather permitting. Students will be allowed to remove their masks when they are outside as long as 6 foot distancing is in place. Recess will be by cohort. We will provide movement breaks in the classroom and snack time will be in the classroom as well. Students will also eat lunch in their classrooms.

Dismissal will begin earlier to accommodate bus runs and increased time spent on dismissal. There will be separate dismissal calls for parent pick up, buses, walkers, and after school activities. Parents will not be able to enter the building, including during morning drop off and dismissal times. Building specific arrival and parent pick up procedures will be in place.

**Level 3: Modified Schedule (students learn both in person and remotely with rotating in person attendance)**

Parents of students scheduled to attend school that day will complete a symptom checklist for their student at home before arriving at school. All staff and students will wear a face covering while in the school building, aside from meal times and specified 'mask breaks'. Student drop off times will be determined once school day start times are determined. Students in attendance that day will report directly to their homeroom upon arrival. Students will have an opportunity to pick up a 'grab and go' breakfast on their way to their homerooms. Hallways will be marked with appropriate social distancing spaces and 'traffic patterns' for when students must travel throughout the school.

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Cohorts will be determined by which students are on site on a given day and they will work within those cohorts in grades PreK - 4. There will be outside recess every day, weather permitting for students on site. Students will be allowed to remove their masks when they are outside as long as 6 foot distancing is in place. Recess will be by specified cohort. We will provide movement breaks in the classroom and snack time will be in the classroom as well. Students will also eat lunch in their classrooms.

Dismissal will begin earlier to accommodate bus runs and increased time spent on dismissal. There will be separate dismissal calls for parent pick up, buses, walkers, and after school activities. Parents will not be able to enter the building, including during morning drop off and dismissal times. Building specific arrival and parent pick up procedures will be in place.

### **Level 4: Full Remote Learning**

The remote school day will have specified daily learning time frames based on national recommendations for students at the PreK-4 grade levels. Students will be expected to engage in learning activities every day. Grouping of students in a full remote learning environment will be by homeroom.

### **Academic Program:**

#### **Level 1: Full In Person Programming Without Restrictions**

Standard pre-COVID academic program.

#### **Level 2: In person learning with enhanced safety precautions (with accommodation for remote learning)**

Our academic programming will focus on the essential promotion standards that are listed on the K-4 report cards. Most students will attend daily and receive instruction on site. However, some students may attend remotely and access their instruction virtually either through synchronous or asynchronous instruction. Attendance will be taken each day. Existing grading practices will be used and report cards will be sent home at the end of each trimester. After school support will be provided to students in grades 2-4 for students attending in-person instruction.

#### **Level 3: Modified Schedule (students learn both in person and remotely with rotating in person attendance)**

Our academic programming will focus on the essential promotion standards that are listed on the K-4 report cards. Students will alternate in-person and remote instruction on a predetermined schedule. On scheduled in-person days, students will attend daily and receive instruction on site. On scheduled remote days, students will participate either through synchronous or asynchronous instruction, or a combination of the two. Existing grading practices will be used and report cards will be sent home at the end of each trimester. After school support will be provided to students in grades 2-4 for students attending in-person instruction.

### **Level 4: Full Remote Learning**

Our academic programming will focus on the essential promotion standards that are listed on the K-4 report cards. All students will participate in daily remote instruction. This will be delivered through a combination of synchronous and asynchronous instructional sessions.

### **Co-/Extra-Curricular Activities:**

N/A-No district sponsored co-/extra curricular activities are offered at the elementary level.

## **Bucksport Middle School:**

### **School Day:**

#### **Level 1: Full In Person Programming Without Restrictions**

Standard pre-COVID school day and arrival, grouping, foodservice, and dismissal procedures.

#### **Level 2: In person learning with enhanced safety precautions (with accomodation for remote learning)**

Students will complete a symptom checklist at home before arriving at school. All staff and students will wear a face covering while in the school building. Student drop off times will be determined once school day start times are determined. Students report directly to homerooms upon arrival. Grab bag breakfast will be available for students as they enter. Students will be cohorted by homeroom. When possible cohorts of students will remain in a classroom and teachers will rotate to deliver instruction. Depending on the number of students opting for remote learning, "remote only" homerooms may be created. Academic lockers will not be used.

Students will eat lunch in classrooms. There will be recess every day, weather permitting. Students can take their masks off at recess and during other times outside as long as 6 feet of physical distance is maintained. Dismissal will begin earlier to accommodate bus runs and increased time spent on dismissal. There will be separate dismissal calls for parent pick up, buses, walkers, and after school activities.

Parents will not be able to enter the building, including during drop off and dismissal.

#### **Level 3: Modified Schedule (students learn both in person and remotely with rotating in person attendance)**

Students scheduled to attend school that day will complete a symptom checklist at home before arriving at school. All staff and students will wear a face covering while in the school building. Student drop off times will be determined once school day start times are determined. Students report directly to homerooms upon arrival. Grab bag breakfast will be available for students as they enter. Students will be cohorted by homeroom. When possible cohorts of students will remain in a classroom and teachers will rotate to deliver instruction. Academic lockers will not be used.

Students on-site will eat lunch in classrooms while a bag lunch will be available for pick up for students scheduled to be remote that day. There will be recess every day, weather permitting. Students can take their masks off at recess and during other times outside as long as 6 feet of physical distance is maintained. Dismissal will begin earlier to accommodate bus runs and increased time spent on dismissal. There will be separate dismissal calls for parent pick up, buses, walkers, and after school activities.

Parents will not be able to enter the building, including during drop off and dismissal.

#### **Level 4: Full Remote Learning**

The remote school day will have a specific start and end time. Daily schedule will include designated instructional times as well as regularly scheduled breaks and "screen free" time.

### **Academic Program:**

#### **Level 1: Full In Person Programming Without Restrictions**

Standard pre-COVID academic program.

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### **Level 2: In person learning with enhanced safety precautions (with accomodation for remote learning)**

The curriculum will focus on the essential promotion standards in each content area. Most students will attend in-person daily and receive instruction. Some students may attend remotely and virtually access *synchronous* instruction. Attendance will be taken each day and full class participation will be expected, whether the student in in-person or remote. Existing grading practices will be used and Infinite Campus and Brightspace will be regularly updated. Report cards will be sent home at the end of each trimester.

After school support will be provided Monday-Thursday.

### **Level 3: Modified Schedule (students learn both in person and remotely with rotating in person attendance)**

The curriculum will focus on the essential promotion standards in each content area. Students will alternate in-person and remote instruction on a predetermined schedule. On scheduled in-person days, students will receive instruction. On scheduled remote days, students will participate in *asynchronous* instruction. Attendance will be taken each day and full class participation will be expected, whether the student in in-person or remote. Existing grading practices will be used and Infinite Campus and Brightspace will be regularly updated. Report cards will be sent home at the end of each trimester.

After school support will be provided Monday-Thursday for students scheduled for in-person instruction.

### **Level 4: Full Remote Learning**

The curriculum will focus on the essential promotion standards in each content area. Depending on # of remote instructional days, curriculum may need to be further modified. All students will attend daily via remote instruction. Instruction will be a mix of *synchronous* and *asynchronous* instruction. Attendance will be taken each day and full class participation will be expected. Existing grading practices will be used and Infinite Campus and Brightspace will be regularly updated. Report cards will be sent home at the end of each trimester.

## **Co-/Extra-Curricular Activities:**

### **Level 1: Full In Person Programming Without Restrictions**

Standard pre-COVID co- and extra-curricular offerings and programming.

### **Level 2: In person learning with enhanced safety precautions (with accomodation for remote learning)**

Follow MPA guidelines modified for middle school as they pertain to:

- Safety protocols
- Sport specific training guidelines
- Transportation

### **Level 3: Modified Schedule (students learn both in person and remotely with rotating in person attendance)**

Follow MPA guidelines modified for middle school, but would likely not offer co- & extra-curricular activities unless they can successfully be done remotely.

### **Level 4: Full Remote Learning**

We will not offer co- & extra-curricular activities unless they can successfully be done remotely.

## **Bucksport High School:**

### **School Day:**

#### **Level 1: Full In Person Programming Without Restrictions**

Standard pre-COVID school day and arrival, grouping, foodservice, and dismissal procedures.

#### **Level 2: In person learning with enhanced safety precautions (with accomodation for remote learning)**

Students will complete a symptom checklist at home before arriving at school. All staff and students will wear a face covering while in the school building. There will be traffic patterns clearly marked in the hallways. Students report directly to Period 1 upon arrival. During this time students will sign up for their choices of break food and lunch. Students will have a break during their Period 3 class and their food will be delivered to their classroom. Academic lockers will not be used.

Students will eat lunch in classrooms. Dismissal will begin earlier to accommodate bus runs and increased time spent on dismissal. There will be separate dismissal calls for parent pick up, buses, walkers, and after school activities.

Parents will not be able to enter the building, including during drop off and dismissal.

#### **Level 3: Modified Schedule (students learn both in person and remotely with rotating in person attendance)**

Students scheduled to attend school that day will complete a symptom checklist at home before arriving at school. All staff and students will wear a face covering while in the school building. There will be traffic patterns clearly marked in the hallways. Students report directly to Period 1 upon arrival. During this time students will sign up for their choices of break food and lunch. Students will have a break during their Period 3 class and their food will be delivered to their classroom. Academic lockers will not be used.

Students on-site will eat lunch in classrooms while a bag lunch will be available for pick up for students scheduled to be remote that day. Dismissal will begin earlier to accommodate bus runs and increased time spent on dismissal. There will be separate dismissal calls for parent pick up, buses, walkers, and after school activities.

Parents will not be able to enter the building, including during drop off and dismissal.

#### **Level 4: Full Remote Learning**

The remote school day will have a specific start and end time. Daily schedule will include designated instructional times as well as regularly scheduled breaks and “screen free” time based on the individual students academic schedule.

### **Academic Program:**

#### **Level 1: In Person Programming Without Restrictions**

Standard pre-COVID academic program.

#### **Level 2: In person learning with enhanced safety precautions (with accomodation for remote learning)**

The curriculum will focus on the essential graduation standards in each course. Most students will attend in-person daily and receive instruction. Some students may attend remotely and virtually access *synchronous* instruction. Attendance will be taken each day and full class participation will be expected, whether the student in in-person or remote. Existing grading practices will be used and Infinite Campus and Brightspace will be regularly updated. Report cards will be sent home at the end of each quarter. After school support will be provided Monday-Thursday.

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### **Level 3: Modified Schedule (students learn both in person and remotely with rotating in person attendance)**

The curriculum will focus on the essential graduation standards in each content area. Students will alternate in-person and remote instruction on a predetermined schedule. On scheduled in-person days, students will receive instruction. On scheduled remote days, students will participate in a combination of *synchronous* or *asynchronous* instruction, depending on the course. Attendance will be taken each day and full class participation will be expected, whether the student in in-person or remote. Existing grading practices will be used and Infinite Campus and Brightspace will be regularly updated. Report cards will be sent home at the end of each trimester.

After school support will be provided Monday-Thursday for students scheduled for in-person instruction.

### **Level 4: Full Remote Learning**

The curriculum will focus on the essential promotion standards in each content area. Depending on # of remote instructional days, curriculum may need to be further modified. All students will attend daily via remote instruction. Instruction will be a mix of *synchronous* and *asynchronous* instruction. Attendance will be taken each day and full class participation will be expected. Existing grading practices will be used and Infinite Campus and Brightspace will be regularly updated. Report cards will be sent home at the end of each quarter.

### **Co / Extra-Curricular Activities:**

#### **Level 1: Full In Person Programming Without Restrictions**

Standard pre-COVID co- and extra-curricular offerings and programming.

#### **Level 2: In person learning with enhanced safety precautions (with accomodation for remote learning)**

Follow MPA guidelines.

#### **Level 3: Modified Schedule (students learn both in person and remotely with rotating in person attendance)**

Follow MPA guidelines but would likely not offer co- & extra-curricular activities unless they can successfully be done remotely.

#### **Level 4: Full Remote Learning**

We will not offer co- & extra-curricular activities unless they can successfully be done remotely.

## **Special Education**

During this time, IEP meetings and parent meetings will be held remotely.

All annual and triennial IEP meetings will continue to be held in their natural time frames. Triennial evaluations will continue to be issued and provided within their timeline deadlines unless the impact of covid -19 causes school buildings to be closed.

#### **Level 1: Full In Person Programming Without Restrictions**

Standard pre-COVID school day and arrival, grouping with IEP identified services/transportation, foodservice, and dismissal procedures.

## **Level 2: In person learning with enhanced safety precautions (with accommodations for remote learning)**

### **Academic and Functional Programs**

Whether students are learning on-site or working remotely, attendance will be taken each day and class participation will be expected.

**With on-site learning**, special education students will follow RSU25 grade level academic standards of all content areas with their IEP determined accommodations to ensure progress. The spirit of the student's IEP will be upheld in all classes, which includes their right to be educated in their least restrictive environment. During "on site" learning special education will be taught and practice the skills needed to access and learn through SeeSaw (K-2) and Bright Space (grades 3-12).

**Specialized Instruction will focus on** IEP Literacy and or Math goals. These goals are aligned with RSU25 grade level promotion/graduation standards. Recognized interventions will support and provide special education students with access to new learning and improve skills within their area of deficit. A student with behavioral challenges may not have academic deficits but will work on grade level standards with positive behavior plans in place and appropriate accommodations for pace/rigor to allow for practice /application of learned social emotional skills. Formative assessment, grading assignments and progress monitoring will be regularly applied and documented. Special Education Progress Notes will go home with report cards and be sent home at the end of each Trimester (grades K-8) or quarter (grades 9-12).

All special education staff and students will wear a face covering while in the school building. Special education staff who work with students who have moderate to high needs in the areas of self care and or self regulation will be procedurally trained and use specific Personal Protective Equipment (for example; particular scenarios, gowns, gloves, goggles, face shields, and masks etc) that will protect both students and staff. Not all special education students will require IEPs at this instructional delivery level but medically fragile, compromised students or identified students may need IEP or team meetings to identify possible new student needs that root from their disability. Specialists and some resource room teachers may wear visually clear masks and face shields that will allow special education students with severe communication or functional needs to better see and understand the teacher's voiced instruction. When students are cohorted, special education services will be delivered either in resource rooms or in the classroom following the school building's safety procedures and designed learning experiences.

Students with special needs will participate in general education and or special education lessons/activities addressing the significance of using the CDS and state recommended healthy and safety procedures at school and in the community. Students with moderate to severe cognitive/functional needs may need to revisit these lessons/expectations daily. Social narratives, visuals and or other resources may need to be used to assist students with Autism with safety changes of their learning environments. Also students with behavioral needs may require certain interventions/accommodations added to their IEPs positive behavior plan to stay safe and access learning. Daily visuals and or prompts may be required to support students with attentional, emotional, or anxiety symptoms especially prior to times of transition or outside activities.

**Special education students will access remote learning** classes which will be synchronous (at the same time) and connected to onsite regular education classes. Daily attendance is expected in all classes at their scheduled time. Accommodations will be implemented in regular remote learning environments. Some Special education students may need IEP or team meetings to adjust IEP accommodations to compliment remote learning and the student's needs. Resource teachers will provide specialized instruction that will address the intent of the individual's IEP goals. The student's IEP goals are aligned with RSU25 grade level curriculum standards of the determined area(s) of deficit on the IEP. Remotely this could present as assignments that are at the student's ability level in math and or literacy then gradually increasing performance level and goal expectations. Appropriate interventions that address the

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student's disability will be used and scheduled resource teacher contact will be provided. Many of our remote programs are designed as special education resources to be used as specially designed instruction or to be a supplement to Sped instruction. Social and functional learning will also take place remotely. IEP or team meetings may need to take place to examine progress or to adjust special services.

Many of our remote programs will measure student engagement and accuracy. In most cases special education students will be expected to access their learning through SeeSaw (K-2) and Bright Space (grades 3-12). Formative assessments, grading and progress monitoring will be regularly applied and documented. Special Education Progress Notes will go home with report cards and be sent home at the end of each Trimester (grades K-8) or quarter (grades 9-12).

### **Level 3: Modified Schedule (students learn both in person and remotely with rotating in person attendance)**

**Special Education services will function much as the above level 2** except that students will have a learning schedule that requires them to rotate from coming "on site" to learn to accessing classes remotely. IEP or team meetings may need to take place to examine the student's ability to adapt to a rotating schedule or to adjust special services to meet the student's current needs. Whether students are on-site or working remotely, attendance will be taken each day and class participation is expected, Formative assessments, grading and progress monitoring will be regularly applied and documented. Special Education Progress Notes will go home with report cards and be sent home at the end of each Trimester (grades K-8) or quarter (grades 9-12).

### **Level 4: Full Remote Learning**

**All students will attend learning sessions daily through remote instruction.** Within curriculum special education will focus on the essential grade level promotion/graduation standards of the content areas of Literacy, Math and Social Emotional Learning. A formative assessment will be given and the results will determine the student's baseline ability level within their academic and functional need. Instruction delivery will target specific standards that need to be learned or mastered. Instruction will be delivered in a sequential manner and progress will be determined by a student's mastery of a standard which was taught and learned.

Formative assessments, grading and progress monitoring will be regularly applied and documented. Special Education Progress Notes will go home with report cards and be sent home at the end of each Trimester (grades K-8) or quarter (grades 9-12). Regularly scheduled student and parent communications will be provided IEP meetings may need to be scheduled to review student progress or adjust services.

**English Language Learners** - students who are qualified for the ELL program will receive services in a manner consistent with the level of return for the schools.

## **Adult Education**

### **Level 1: Full In Person Programming Without Restrictions**

Standard pre-COVID offerings and programming both on-site and off-site locations.

### **Level 2: In person learning with enhanced safety precautions (with accommodation for remote learning)**

Students newly entering the program throughout the year will receive an information packet regarding enhanced safety precautions before coming on site to their first Intake session which will be by appointment only. Students will complete a symptom checklist at home before arriving at school. All staff and students will wear a face covering while in the school building or the Learning Center. There will be traffic patterns clearly marked in the hallways and the Learning Center.

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Students report directly to either the Learning Center or classrooms located in the Adult Education office area as assigned. Students will have assigned breaks dependent on length of time on site during program hours. Adult students on site for longer periods of time may eat in the classroom during assigned breaks or leave the premises for a break and return. Adult Education students will be responsible for providing their own food and drink.

Parents/Guardians/Spouses will not be able to enter the building, including drop off and dismissal. Parents/Guardians who may need to sign official Intake forms for minors and spouses providing interpreter services are permitted by appointment only during the student's initial Intake session.

Children of adult education students will not be able to enter the Learning Center.

### **Level 3: Modified Schedule (students learn both in person and remotely with rotating in person attendance by appointment only)**

Students newly entering the program throughout the year will receive an information packet regarding enhanced safety precautions before coming on site to their first Intake which will be by appointment only. Students scheduled to attend school that day will complete a symptom checklist at home before arriving at school. All staff and students will wear a face covering while in the school building or the Learning Center. There will be traffic patterns clearly marked in the hallways. Students report directly to the Learning Center or classrooms located in the Adult Education office area as assigned. Students will have assigned breaks dependent on length of time on site during program hours. Adult students on site for longer periods of time may eat in the classroom during assigned breaks or leave the premises for a break and return. Adult Education students will be responsible for providing their own food and drink.

Parents/Guardians/Spouses will not be able to enter the building, including drop off and dismissal. Parents/Guardians who may need to sign official Intake forms for minors and spouses providing interpreter services are permitted by appointment only during the student's initial Intake session.

Children of adult education students will not be able to enter the Learning Center, or any of the school buildings.

### **Level 4: Full Remote Learning**

The remote school day will have a specific start and end time. Virtual open labs will be scheduled for students at varied times to accommodate adult student work schedules. Daily schedule will include designated instructional times as well as regularly scheduled breaks and "screen free" time based on the individual student's academic schedule.

## **Adult Education Academic Program:**

### **Level 1: In Person Programming Without Restrictions**

Standard pre-COVID academic program.

### **Level 2: In person learning with enhanced safety precautions (with accommodation for remote learning)**

The curriculum will focus on the essential graduation standards in each course or HiSET preparation. Most students will attend in-person as scheduled and receive instruction. Some students may attend remotely and virtually access *synchronous* instruction. Attendance will be taken and full participation will be expected, whether the student in in-person or remote. Existing grading practices will be used and MaineSTARS and Schoology will be regularly updated. In-person and virtual labs will be available for each instructor at varied times for student support. Students will need to schedule lab attendance with the instructor.

### **Level 3: Modified Schedule (students learn both in person and remotely with rotating in person attendance)**

The curriculum will focus on the essential graduation standards in each course or HiSET preparation. Students will alternate in-person by appointment and/or remote instruction on a predetermined schedule. On scheduled in-person days,

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students will receive instruction. On scheduled remote days, students will participate in a combination of *synchronous* or *asynchronous* instruction, depending on the course. Attendance will be taken and full class participation will be expected, whether the student is in-person or remote. Existing grading practices will be used and MaineSTARS and Schoology will be regularly updated.

In-person and virtual labs will be available for each instructor at varied times for student support. Students will need to schedule lab attendance with the instructor.

### **Level 4: Full Remote Learning**

The curriculum will focus on the essential graduation standards in each course or HiSET preparation. All students will attend scheduled courses and academic/workforce training activities via remote instruction. Instruction will be a mix of *synchronous* and *asynchronous* instruction. Attendance will be taken and full class participation will be expected. Existing grading practices will be used and MaineSTARS and Schoology will be regularly updated.

**All Levels:** If permitted on site, students participating in on site assessments, high stakes, or certification exams may be required to adhere to additional protocols which will be provided to students not less than 24 hours prior to assessment/examination/testing date. Remote proctoring by qualified proctors/examiners will be offered for specific assessments, exams, and tests, if available. Adult Education, HiSET, NHA, CASAS, Accuplacer and/or other assessment and testing protocols will be followed pertaining to corresponding assessments/examinations/tests..

To the extent possible, Maine Governor's strategies, as well as DECD, CDC, and OSHA guidance for businesses will be integrated to enable job training programs to continue. (For example, Clinical Medical Assistant and Phlebotomy certification programs implement guidance for health care facilities.)

