

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)

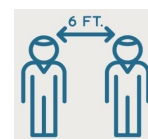
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Key Components of our Plan



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.

- 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)

- 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.

Updated Guidance from the Maine Department of Education issued August 8, 2020

Introduction

This document provides requirements and guidance for school reopening that prioritizes returning as many students as possible to in-person learning—safely, following a comprehensive set of health and safety requirements. This guidance includes best practices developed by the American Academy of Pediatrics, U.S. Centers for Disease Control and Prevention (CDC), and other states. Because COVID-19 is a novel disease, scientific literature is growing rapidly with new information emerging almost every day. Guidance will continue to evolve as the science develops. Official minimal requirements for schools are included as part of the Maine Department of Education's Framework for Returning to Classroom Instruction. No single action or set of actions will completely eliminate the risk of COVID-19 transmission, but taken together, the following health and safety measures can greatly reduce that risk. Schools should establish a culture of health and safety that focuses on regularly enforcing these important practices.

COVID-19 is primarily spread when people are in relatively close proximity, through respiratory droplets generated through coughing, sneezing, or talking with an infected person. Among the most effective preventive measures—when used consistently and in combination—are masks/face coverings, physical distancing, hand hygiene, cohorting groups, and cleaning and disinfecting frequently touched surfaces. Preventing person-to-person transmission, via respiratory droplets, is more important than frequent cleaning and disinfection.

Best current evidence suggests that children, particularly younger children, are less likely than adults to be infected with COVID-19.^{4,5} In general, rates of COVID-19 infection are lower for children than for adults; 5.2% of all cases in the United States through May 30 were people under 20 years old.⁶ Furthermore, infected children may be less likely to transmit COVID-19 to others. The ability to transmit the virus appears to increase as children age. This fact may partially explain why, to date, schools do not appear to have played a major role in COVID-19 transmission. Informing Maine's guidance is the experience in other countries and states, where schools are already open or where schools and daycares never closed. For instance, in countries such as Denmark, the Netherlands, Finland, Belgium, and Austria, the pandemic has continued to subside, even as schools reopened this spring. This evidence supports a safe in person return to school if health and safety protocols are followed.

Physical distancing is an important practice that helps mitigate transmission of the virus. There is no precise threshold for safety; indeed, studies suggest that physical distancing of three feet or more leads to reduced transmission, with additional distance providing additional protection. According to the American Academy of Pediatrics, evidence suggests that spacing as close as three feet may approach the benefits of six feet of space, particularly if students are wearing face coverings and are asymptomatic. Simultaneously, attention to adult-adult transmission in school should not be overlooked. Evidence from childcare and summer camp settings to date suggests that adult staff, and not children, are most often the source of COVID-19 exposure in a facility. This fact informs our recommendation of maintaining six feet of distance between adults and between students and adults as much as possible.

Schools should aim for six feet of distance between students where feasible. At the same time, a minimum physical distance of three feet between students has been established when combined with the other measures outlined in this list of safety requirements (e.g., masks/face coverings, use of outdoor spaces). Because of the reduced susceptibility in children and lower apparent rates of transmission, establishing a minimum physical distance of three feet is informed by evidence

and balances the lower risk of COVID-19 transmission and the overarching benefits of in-person school. Schools should seek to maximize physical distance among individuals within their physical and operational constraints. Adult students and staff should adhere to six feet of distancing as much as possible, given their higher susceptibility to COVID-19. The minimum physical distancing requirement of three feet does not apply to settings outside of schools.

Families and communities play a critical role in supporting the new culture of health and safety that each school must establish. Most importantly, families can help mitigate the transmission of COVID-19 in their school communities by checking their children daily for any COVID-19 symptoms and keeping them home from school if they are sick or have had close contact with a person diagnosed with or suspected of having COVID-19. Families can also contribute by supporting the use of masks in school and on the bus, arranging alternate transportation whenever possible; communicating with teachers, school leaders and local authorities; and continuing to follow State health and safety guidelines outside of school.

The wellbeing of teachers and staff is paramount to opening safely. Scientific evidence about transmission suggests that embedded public health protection measures in school operations, including physical distancing and cohorting together with provision of protective equipment for staff and teachers, helps prevent spread in the school setting. Teachers and staff can employ and model these normative behaviors for students. Reopening plans will reflect novel solutions to balancing the need to reopen schools with the health and safety of people in the school community.

Public Health Requirements for In-Person Learning (Identical to "6 Requirements for Safely Opening Schools in the Fall" in the Framework)

Symptom Screening at Home Before Coming to School (for all Staff and Students) - Students (parents/caregivers) and staff members must conduct self-checks for symptoms prior to boarding buses or entering school buildings each day. Schools should provide information to families in their primary language to support them in conducting this check. 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.

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 space" (separate from the nurse's office) must be designated for students/staff who exhibit COVID-19 symptoms during the school day. 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.

Masks/Face Coverings - Adults, including educators and staff, are required to wear a mask/face covering. Students age five and above are required to wear a mask/face covering that covers their nose and mouth. (Updated 7/31/20) Masks are recommended for children ages two to four, when developmentally appropriate. (Updated 7/31/20). Masks/face coverings must be worn by all students on the bus. Face shields may be an alternative for those students with documented medical or behavioral challenges who are unable to wear masks/face coverings (Updated 8/11/20). 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.

Hand Hygiene - All students and staff in a school must 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, and upon entering and exiting a school bus.

Personal Protective Equipment - Additional safety precautions are required for school nurses and/or any staff supporting symptomatic 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.

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

Public Health Considerations, Recommendations and Strategies

The following sections provide more detailed recommendations about the six health and safety requirements along with additional information to assist with planning and implementation of risk mitigation strategies. (Updated 8/11/20)

Masks/Face Coverings

As the primary route of transmission for COVID-19 is respiratory, masks/face coverings are among the most critical components of risk reduction. Face coverings help prevent respiratory droplets from traveling into the air and onto other people or surfaces when the person wearing the face covering coughs, sneezes, talks, or raises their voice. Face coverings should cover your nose and mouth, and fit snugly against the sides of your face. Cloth face coverings should have multiple layers of cloth.

1. Adults, including educators and staff, are required to wear a mask/face covering.
2. Students age five and above are required to wear a mask/face covering that covers their nose and mouth. Masks are recommended for children ages two to four, when developmentally appropriate. (7/31/20)
3. Face shields may be an alternative for those students with documented medical or behavioral challenges who are unable to wear masks/face coverings. The same applies to staff with documented medical or other health reasons for being unable to wear face coverings. (Updated 8/11/20) a. Face shields worn in place of a face covering must extend below the chin and back to the ears.
4. Transparent face coverings may be valuable to teachers and students in classes for deaf and hard of hearing students.
5. Alternatives to mask/face covering requirements must be made for those for whom it is not possible due to medical conditions, disability impact, or other health or safety factors.
6. Masks/face coverings may be removed during mealtime and outdoor activities where students and staff can maintain at least six feet of physical distancing from others and have ready access to put them back on as needed when activity stops (guidance on mask breaks was removed). (Updated 8/11/20)
 - a. Teach and direct students to cough or sneeze into their elbow when not wearing a face covering or alternatively, cough or sneeze into a tissue, discard the tissue into a trash container, and then perform hand hygiene.
7. Masks/face coverings should be provided by the student/family, but extra disposable masks should be made available by the school for students who need them. Districts and schools with families experiencing financial hardship and unable to afford masks/face coverings should provide masks for students.
8. Reusable masks/face coverings provided by families should be washed by families daily.
9. Masks/face coverings should be replaced when soiled or wet. If the mask/face covering becomes soiled, remove and safely discard disposable masks, or store reusable face coverings in a sealed container or plastic bag for laundering. Perform hand hygiene after changing a soiled mask/face covering.
10. Masks/face coverings—or face shields for those who need them as described above—are required to be worn by everyone on the bus during school bus transportation.

11. Schools should provide information on proper use, removal, and washing of face coverings to staff, students, and parents/guardians (Updated 8/11/20 for clarity).
12. The use of masks with exhalation valves is highly discouraged as the valve can allow a concentrated stream of exhaled air containing droplets, putting others nearby at transmission risk. (Updated 8/11/20)

Physical Distancing

Physical distancing is another important practice that helps mitigate transmission of the virus. Schools should aim for six feet of distance between individuals where feasible. At the same time, a minimum physical distance of three feet between students is adequate when combined with the other measures outlined in this document, including the use of masks/face coverings, stable cohorts, screening, and hand hygiene. Because of the reduced susceptibility in children and lower apparent rates of transmission, establishing a minimum physical distance of three feet is informed by evidence and balances the lower risk of COVID-19 transmission and the overarching benefits of in-person school.

1. Consistent with the requirements, schools should seek to maximize physical distance among individuals within their physical and operational constraints. Schools should aim for a physical distance of six feet when feasible, and three feet is the minimum distance allowed (Updated 8/11/20 for clarity).
2. Evaluate classroom capacity on a case-by-case basis, based on the maximum capacity consistent with health and safety guidelines. Schools should seek to maximize physical distance between students within their physical and operational constraints, consistent with the requirement. (Updated 8/11/20 for clarity)
 - a. To the extent possible, aim for desks to be spaced six feet apart (but no fewer than three feet apart) and facing the same direction.
 - b. In classrooms that seat students at tables rather than desks, consider installing tabletop partitions that extend above the seated height of the students.
3. Consider repurposing alternative spaces in the school (e.g., cafeteria, library, and auditorium) to increase the amount of available space to accommodate the maximum distance possible.
 - a. In larger spaces, establishing consistent cohorts/classes with at least 14 feet of separation between the cohorts/classes provides another option to maximize these spaces safely.
4. Hold classes and activities outside whenever possible.
5. Adults and adult staff within schools should attempt to maintain a distance of six feet from other persons as much as possible, particularly around other adult staff. Strategies to increase adult physical distancing in time and space include the following:
 - a. Conduct meetings, trainings, curriculum planning, and parent-teacher conferences virtually, to the greatest extent possible, even if all staff are on the school campus.
 - b. Discourage congregation in shared spaces, such as staff lounge areas, in the copy room, when checking mailboxes, etc.
 - c. Stagger drop-offs and pick-ups. Do drop-offs and pick-ups outside when weather allows.
 - d. Parents should, in general, be discouraged from entering the school building.
 - e. Physical barriers, such as plexiglass, should be used in reception areas and employee workspaces where the environment does not accommodate physical distancing. Limit activities that require staff to enter within six feet of another person, regardless of whether physical barriers are installed.
6. Additional safety precautions are required for school nurses and/or any staff supporting students with disabilities in close proximity, when distance is not possible. These precautions must at a minimum include eye protection

(e.g., face shield or goggles) and a mask/face covering.

7. Attention to physical distancing should include when students are moving throughout the school, such as in hallways between class periods.

At-Home Symptom Screening

Families and caregivers can help mitigate the transmission of COVID-19 in their school communities by keeping their children home from school if they are sick or have had close contact with a person diagnosed or suspected of having COVID-19. Checking for symptoms each morning by families and caregivers is critical, and will serve as the primary screening mechanism for COVID-19 symptoms. Schools should provide information to families in their primary language to support them in conducting this check.

1. Parents/guardians should screen their children for illness before sending them to school and should not send their children to school if they are ill. The following questions are recommended for screening:
 - a. Do you feel sick with any symptoms consistent with COVID-19? (such as new cough, shortness of breath, or other)
 - b. Have you been around anyone who is unwell?
 - c. Have you been in close contact with a person who has COVID-19?
 - d. Within the past 24 hours have you had a fever (100.4 and above) or used any fever reducing medicine?
2. Universal temperature checks of students upon entry to school premises is not recommended due to the high likelihood of potential false positive and false negative results.
3. Any student or staff member with a fever of 100.4 degrees or greater, symptoms of possible COVID-19 virus infection, or use of any fever reducing medicine in the past 24 hours should not be present in school.
 - a. The U.S. CDC maintains a list of COVID-19 symptoms that will be updated as more is learned about COVID-19.
 - b. Although children manifest many of the same symptoms of COVID-19 infection as adults, some differences are noteworthy. According to the CDC, children may be less likely to have fever, may be less likely to present with fever as an initial symptom, and may have only gastrointestinal tract symptoms.
4. Screening procedures are not required at the point of entry to the school. However, school staff, as well as bus drivers, should observe students throughout the day and refer students who may be symptomatic to the school healthcare point of contact.
5. Prepare a “medical isolation space” for students/staff who exhibit COVID-19 symptoms during the school day that is a distinct, enclosed area (Updated 8/11/20).
6. Additional guidance on return to school after illness is forthcoming from DOE/MCDC.
7. Students and staff who travel outside of Maine during the school year must follow the Governor’s Executive Orders related to travel. (Updated 8/11/20)

Hand Hygiene

Frequent hand hygiene reduces the risk of transmission of COVID-19 by removing pathogens from the surface of the hands.

1. All students and staff must receive initial training on good hand hygiene practices and methods and receive frequent and ongoing reminders through verbal prompts, signage, and other means.
2. Require all students and staff to exercise hand hygiene (handwashing or hand sanitizer) upon arrival to school, before and after eating, after using the restroom, before and after using shared or playground equipment, before putting on and taking off masks, and before dismissal. After eating, the mask is put back on, and then hand hygiene should be done.
3. All students and staff should wash their hands using soap and water for at least 20 seconds whenever hands are visibly soiled and after using the bathroom. Dry hands with disposable paper towels.
4. Handwashing is the best option. When hand washing is not practicable, use a hand sanitizer with at least 60% alcohol.
5. Apply hand sanitizer to all surfaces of the hands and in enough quantity that it takes 20 seconds of rubbing hands together for the sanitizer to dry.
6. Hand sanitizer should be placed at key locations (e.g., building entrances, classrooms, and cafeteria).
7. Hand hygiene should be performed before and after touching shared equipment, consistent with the requirements (Updated 8/11/20 for clarity).
8. Remind students to avoid touching their face or face coverings.
9. Students using the school bus for transportation to school or for school activities must use hand sanitizer upon entering the bus and exiting the bus.
10. Teach and direct students to cough or sneeze into their elbow when not wearing a face covering or alternatively, cough or sneeze into a tissue, discard the tissue into trash container, and then perform hand hygiene.

Personal Protective Equipment

1. Schools should have an inventory of standard healthcare supplies (e.g., masks and gloves). Use of supplies may be optional based on type of tasks performed (e.g., teachers do not need to wear gloves while teaching but may need to during necessary contact with students, such as when providing physical support to students with disabilities).
2. School health staff should be provided with appropriate medical PPE to use in health suites. This PPE should include N95 masks, surgical masks, gloves, disposable gowns, and face shields and other eye protection. Additional guidance about appropriate use of this PPE by school health staff is available from the National Association of School Nurses (NASN).
3. School health staff should be aware of the CDC guidance on infection control measures.
4. Due to the aerosol-generating nature of nebulizer treatments, nebulizers should be reserved for emergency situations. If a student uses a nebulizer, families should contact their health care provider to discuss switching to

metered dose inhalers for school situations.

5. School health staff should wear gloves, an N95 facemask, and eye protection if a student receives a nebulizer treatment or uses a peak flow meter at school. If N95s are not available, the best alternative is a face shield and a procedure mask. (Updated 7/31/20)
6. Nebulizer treatments should be performed in a space that limits exposure to others and with minimal staff present. Rooms should be well ventilated, or treatments should be performed outside. After use of the nebulizer, the room should undergo routine cleaning and disinfection.
7. Work with the MDOE School Safety Center on procurement of Personal Protective Equipment (PPE).
8. School staff working with students who are unable to wear a cloth face covering and who must be in close proximity to the students should wear a procedural mask in combination with a face shield or goggles or glasses. Face shields or other forms of eye protection (e.g. goggles or glasses) should also be used when working with students unable to manage secretions.

Additional Public Health Considerations, Recommendations and Strategies

Stable Cohorts

The US CDC and the National Academies of Science recommend cohorting (sometimes called podding) as a strategy that schools may use to limit contact between students and staff as part of their efforts to limit transmission of SARS-CoV-2 (the virus that causes COVID-19).¹³ This strategy works by keeping groups of students – and sometimes staff – together over the course of a predetermined period of time, preferably for the duration of the academic term/curriculum. Ideally, the students and staff within a cohort will only have physical proximity with others in the same cohort, including during lunch and recess. This practice may help prevent the spread of COVID-19 by limiting cross-over of students and teachers to the extent possible. The utility of cohorting is in being able to quarantine exposed individuals while maintaining school operations in other cohorts. (Updated 8/11/20)

To the extent feasible, elementary schools should aim to keep students in the same group throughout the day for the duration of the academic term/curriculum, and middle and high schools should minimize mixing student groups. Cohorting strategies may differ between school districts, schools, and classrooms depending on class size, physical space limitations, and community transmission. (Updated 8/11/20)

1. Schools should divide students into small groups that remain with each other throughout each day to the extent feasible. Schools should look for ways to isolate cohorts of students and prevent inter-group contact to the extent feasible.
2. Faculty and staff should remain with a specific cohort to the extent feasible (Updated 8/11/20 for clarity).
3. When in classrooms, all students should have assigned seating.
4. There are no required maximum cohort or group sizes, as long as schools adhere to the physical distancing requirements in this guidance. Schools should utilize the smallest cohort size practicable.
5. Cohorting students in middle and high schools presents unique challenges. Strategies to assist with cohorting in middle and high schools include:
 - a. Block schedules (much like some colleges, intensive 1-month blocks or semester courses).

- b. Consider limiting the use of lockers or assign them by cohort to reduce need for hallway use across multiple areas of the building. This strategy would need to be done in conjunction with planning to ensure students are not carrying home an unreasonable number of books and may vary, depending on other cohorting and instructional decisions schools are making. (Updated 8/11/20)
- c. Have teachers rotate instead of students when feasible.
- d. Support interdisciplinary courses with co-teaching teams (Updated 8/11/20).

Cleaning and Disinfecting

Cleaning and disinfection of frequently touched surfaces is recommended as the virus can be spread if someone touches a surface contaminated with the virus and then touches their eyes, nose, or mouth. However, as COVID-19 is primarily spread through respiratory droplets, preventing person-to-person transmission is more important than frequent cleaning and disinfection.

The following strategies and protocols are recommended (Updated 8/11/20 for clarity and with deletion of items in the maintenance / facility guidelines):

1. Clean and disinfect frequently touched surfaces (e.g., door handles, sink handles, drinking fountains, keyboards, light switches) within the school and on school buses at least daily or between uses as practicable.
2. Develop a schedule for increased, routine cleaning and disinfection.
3. Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children. Use products that meet EPA disinfection criteria.
4. Have users wash their hands before and after using shared objects. Focus increased cleaning and disinfecting on high-touch items (Updated 8/11/20 for clarity).
5. Use only routine maintenance for outdoor playgrounds and other natural play areas, as hand hygiene will be emphasized before and after use of these spaces. Outdoor play equipment with high-touch surfaces such as railings and handles should be cleaned and disinfected regularly if used continuously (Updated 8/11/20 for clarity).
6. Install signage and equipment to enable effective health and safety procedures.
7. Ensure organizations that share or use the school facilities follow the health and safety guidelines established in this guidance (Updated 8/11/20 for clarity).

Shared Objects

1. Discourage sharing of items that are difficult to clean or disinfect.
2. Avoid sharing electronic devices, toys, books, and other games or learning aids.
3. Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas.
4. Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit use of supplies and equipment by one group of students at a time and clean and disinfect between use.
5. Clean and disinfect frequently touched surfaces (e.g. keyboards) at least daily or between uses as much as possible (Updated 8/11/20 for clarity).
6. Ensure hand washing before and after use of shared materials (Updated 8/11/20 for clarity).

Facility Considerations

1. Communicate and consult with business managers, as well as facilities, grounds, and maintenance teams when preparing the facility for the resumption of in-person learning.
2. Identify and procure necessary equipment, materials, and supplies for supporting the public health requirements (e.g., hand washing stations, hand sanitizer, appropriate cleaning and disinfecting supplies).
3. 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. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to individuals using the facility.
4. To minimize the risk of Legionnaires disease and other diseases associated with water, take steps to ensure that all water systems and features (e.g., sink faucets, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown.
5. Using drinking fountains for refill only is recommended. Staff and students should bring water bottles, and cups should be provided for drinking fountain use for those who do not have a water bottle. Drinking fountains should be cleaned and disinfected and have signage/instruction for individuals to wash hands after use.
6. Thoroughly clean and disinfect buildings and classrooms prior to the resumption of in-person classes
7. Clean and disinfect high-touch areas frequently (doorknobs, desktops, faucets, etc.).
8. Eliminate lines to the greatest extent practicable. Where lines are unavoidable (e.g. near doors, sinks, bathrooms, or other places where students may line up), ensure three to six feet of distance between individuals. This can be accomplished by demarcating three- to six-foot distances on floors or walls. Three feet is the minimum amount of distance recommended in the school setting; six feet of physical distance is preferred.
9. Modify building traffic flow to minimize contact between individuals. Consider one-way entrances, exits, and hallways, if possible. Mark hallways to keep traffic flow to the right side where one-way passage is not possible. Use floor decals and/or signage to establish travel patterns.
10. Minimize traffic in enclosed spaces, such as elevators and stairwells. Consider limiting the number of individuals in an elevator at one time and designating one directional stairwells, if possible.
11. Consider installing non-porous physical barriers such as partitions or plexiglass barriers to protect staff in high traffic areas. Barriers should be placed in front office areas, service counters, and other similar locations where it is not possible to maintain a minimum of six feet of physical distance. Limit activities that require staff and/or visitors to enter within six feet of another person, regardless of whether physical barriers are installed.
12. Place signage at entrances and throughout buildings (particularly high traffic areas), alerting staff and students to physical distancing requirements, face covering policies, and hand hygiene protocols.
13. Plan vehicle traffic flow, drop-off, and pick-up logistics and place signage as needed.
14. If needed, set up additional hand washing or sanitizing stations outside school entrances and at convenient

locations outside classrooms and common areas.

15. School libraries are not expected to pose a significant transmission risk. Nevertheless, students should wash or sanitize their hands upon entering and leaving libraries. School libraries should post reminders to maintain physical distance and arrange seating areas to allow for appropriate distance. Shared surfaces such as counters and computers should be regularly cleaned and disinfected.

Recommendations for Busing/Transportation

1. Encourage alternative modes of transportation for students who have other options.
 - a. Consider how you will manage increased traffic flow from families who decide to drop off/pick up their children.
 - b. Promote alternatives such as walking and biking.
 - c. Advise school staff and families to carpool with the same stable group of people. Open vehicle windows and maximize outdoor air circulation. Face coverings are required for everyone in the vehicle (Updated 8/11/20).
2. If transport vehicles (e.g., buses) are used by the school, drivers should practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, cloth face coverings).
3. For students riding the bus, symptom screening should be performed by families prior to being dropped off at the bus.
4. Physical distancing at bus stops and during pick-up and drop-off is recommended.
5. Masks/face coverings are required to be worn by everyone on the bus during school bus transportation.
6. Hand sanitizer should be available and used when entering and exiting the bus.
7. Assign seating. Students from the same household should sit together.
8. Use tape marks and signage to show students where to sit.
9. To minimize contact between passengers, load the bus from back to front and unload the bus from front to back.
10. Drivers should be a minimum of six feet from students to the extent possible; drivers must wear a face covering; consider physical barriers for drivers (e.g., plexiglass) (Updated 8/11/20).
11. Minimize the number of people on the bus at one time within reason.
12. Adults who do not need to be on the bus should not be on the bus.
13. Have windows open if weather allows.
14. Routinely clean and disinfect buses or other transport vehicles. See the Cleaning and Disinfecting section of this guidance for additional information.

15. To the extent possible, maximize the distance between children in the vehicle. Since vehicles have different sizes and capacities, there is no single recommendation for spacing. That said, filling a vehicle to its maximum capacity even with masks/face coverings poses a public health risk and is inadvisable. (Updated 8/11/20)

Student Nutrition Services

School meals play an important role in addressing food security for students. COVID-19 has not been shown to be a food-borne disease. However, eating together is a high-risk time for COVID-19 transmission because people must remove their face coverings to eat and drink. People often touch their mouths with their hands when eating. In addition, meals are usually considered time for talking together, which further increases risk, especially if children must speak loudly to be heard. Standard food preparation guidelines should be followed, with special consideration for masking and physical distancing between food service staff in the kitchen and when in contact with students/staff.

1. Masks/face coverings cannot be worn during meals. In order to achieve six feet of physical distance between individuals, consider ways to conduct breakfast and lunch that support physical distancing of at least 6 feet between/among students (e.g., stagger time, build in other breaks, etc.).
 - a. Prepare to hold breakfast and/or lunch in classrooms or outdoors, instead of the cafeteria or common areas.
 - b. If serving food in the cafeteria, develop staggered schedules that minimize mixing of cohorts and enforce physical distancing protocols.
2. Adjust food preparation and service procedures to minimize shared items (i.e. serving utensils), maintain physical distance, and support compliance with health and safety protocols.
3. In the event students continue with, or transition to, remote learning, provide school meals as needed for days they are not in the school building.

Staff Break Rooms/Teacher Work Rooms

Adults often do not view themselves and colleagues as sources of infection, and forget to take precautions with co-workers, especially during social interactions such as breaks or lunch time, in the copy room, when checking mailboxes, etc.

1. Post the maximum occupancy for the staff rooms, based on 6-foot distancing. Mark places on the floor 6 feet apart for staff to sit or stand.
2. Post signage reminding staff to stay 6 feet apart, keep their masks/face coverings on unless eating, wash their hands before and after eating, and disinfect their area after using it (Updated 8/11/20 for clarity).
3. Discourage staff from eating together, especially indoors. Consider creating a private outdoor area for staff to eat and take breaks.
4. Open windows and doors to maximize ventilation, when feasible, especially if staff are eating or if the room is near maximum occupancy.

Gatherings, Visitors, and Field Trips

1. Pursue virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least six feet between people if events are held. Limit group size to the extent possible. Groups must not exceed the

Governor's gathering size limits.

2. Limit any nonessential visitors, volunteers, and activities involving external groups or organizations as much as possible—especially with individuals who are not from the local geographic area (e.g., community, town, city, and county).
3. Field trips are not recommended at this time. Pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, as much as possible. (Updated 8/11/20)
4. In-person performances present risk mitigation challenges and are discouraged at this time. If schools or school systems elect to allow in-person performances, they must follow all applicable guidelines in the Performing Arts Venues checklist. (Updated 8/11/20)

Courses Requiring Additional Safety Considerations

Students and staff must follow all required health and safety measures while on school grounds or engaged in school courses in other locations. Certain classes such as music, theater, dance, physical education, and the visual arts have unique characteristics that require special consideration. Research into how to safely engage in these types of activities is ongoing, and the following guidance will be updated as the research evolves. At this time, for courses and activities that require increased respiration, including chorus, singing, brass or woodwind instrument use, physical education, dance, and theater, holding courses and activities fully or partially online is highly recommended. If they are held in person, it is strongly recommended – and at times required – that these activities occur outdoors. Safety requirements for these activities are as follows:

Chorus and Singing Instruction / Musical theater Singing and voice projection carry a relatively higher risk of virus transmission because it can aerosolize respiratory droplets to a distance of at least 13 feet (Updated 8/11/20 for clarity).

1. If outdoors, with masks encouraged, these activities can occur with at least 14 feet of distance between individuals. Note: At this time, these activities should not take place indoors.
2. All students should face in one direction instead of facing one another. Avoid singing in a circle or semicircular formation. (Updated 8/11/20)
3. Students and teachers should avoid sharing materials as feasible. Any sharing of equipment, including music stands, props, set pieces, rails, and voice amplification equipment, should follow the guidelines in the “Shared Objects” section of this guidance. Do not share makeup or anything that comes into close contact with mouth or eyes (e.g., microphones). Avoid sharing costumes and wigs. (Updated 8/11/20)

Non-Musical Theater

1. If outdoors, with masks encouraged, these activities can occur with 6 feet of distance between individuals.
2. If indoors, with masks required, these activities can occur with 6 feet of distance between individuals.
3. Note: These activities cannot occur indoors without a mask.

Band and the Use of Musical Instruments

Some musical instruments carry a relatively higher risk of virus transmission. Instruction for brass and woodwind instruments must follow the relevant guidance related to indoor/outdoor activities, masks/face coverings, and physical distancing this in this document. In addition:

1. Instruction for musical instruments that require air blowing (e.g., flute, oboe, clarinet, trumpet, saxophone, trombone) can only occur outdoors when individuals are at least 14 feet apart. These instruments should never be shared.
2. Instruction for musical instruments that do not involve air blowing (e.g., strings, percussion, and piano) may continue indoors or outdoors as long as health and safety requirements are met. If needed, these instruments can be shared between students in accordance with the guidelines in the “Shared Objects” section of this document.
3. Students should be encouraged to clean their instruments regularly, especially the mouthpiece and high-touch surfaces, such as finger pads.

Dance

While dance does not typically involve vocalization, it is an intense physical activity, similar to physical education, and can result in an increased risk of transmission due to increased respiration. Dance courses and activities must follow the relevant guidance related to indoor/outdoor activities, masks/face coverings, and physical distancing on page 15 of this document. In addition:

1. Prioritize forms of dance that allow for adequate distancing or adapt dances reliant on close proximity to allow for physical distancing.
2. All sharing of equipment should follow the guidelines in the “Shared Objects” section of this document.
3. Consider keeping music at a volume that minimizes the need for the instructor to project their voice.

Visual Arts

Visual arts courses and activities may involve the sharing of specialized equipment among students, such as paint brushes, paints, and cameras.

1. Minimize the use of shared equipment, as possible. If equipment must be shared, follow the guidelines in the “Shared Objects” section of this document.
 - a. Add disposable protective covers to shared cameras and any other equipment that requires close eye or mouth contact.

Physical Education

With physical activity, individuals tend to breathe more heavily and speak louder or yell, which increases the potential for dispersal of respiratory droplets. Physical education classes and activities should follow the relevant guidance related to indoor/outdoor activities, masks/face coverings, and physical distancing described in this document. In addition:

1. Physical education classes must not include activities with close physical contact (Updated 8/11/20 for clarity).
2. Physical education should prioritize activities that do not require shared equipment. If any shared equipment is used, clean and disinfect equipment between uses and at least daily.
3. Prioritize outdoor activities, whenever possible.
4. Students must wash or sanitize hands before and after physical education. Particular attention should be paid to washing and sanitizing hands before and after masks are removed and put on, if applicable.
5. No sharing of water bottles, towels, mouth guards, helmets or other equipment that comes into contact with the nose or mouth is allowed.
6. If feasible, close communal areas, including athletic locker rooms. If not feasible, stagger locker assignments and access such that students who need to use lockers at the same time (e.g., those in the same physical education class) will be able to maintain physical distancing. Athletic locker rooms should be cleaned and disinfected at least daily.
7. Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.
8. All sharing of equipment should follow the guidelines in the “Shared Objects” section of this document (Updated 8/11/20).
9. Plan for options to convene sporting events and participation in sports activities in ways that minimizes the risk of transmission of COVID-19 to players, families, coaches, and communities (Updated 8/11/20).
10. Physical activities should follow the following precautions: (Updated 8/11/20) a. If outdoors, without masks, these activities can occur with 14 feet of distance between individuals. b. If outdoors, with masks, these activities can occur with 6 feet of distance between individuals. c. If indoors, with masks required, these activities can occur with 6 feet of distance between individuals.

these

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

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.**

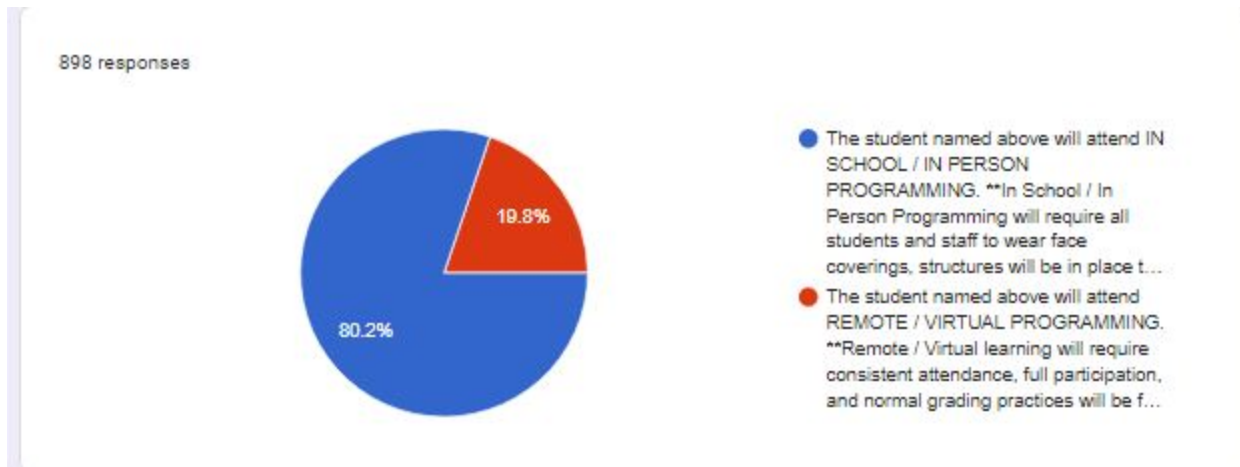
Information gathered to date:

Based on the responses from the first survey, a second survey was sent out to parents asking their preference for either in person program or remote programming. The reason the survey was framed to just these questions, along with intention to use the busing, was to determine if we could in fact operate a full in person program. Because we are limited to the number of students in each classroom and we are limited to the number of students who can ride a bus at one time it was critical we ascertain the information from parents so we could make a recommendation to the school board based on the most current information and data available.

Information from the Second Survey

We had responses to the survey from families that included 898 students (total enrollment of 1065 spring 2020) from either completion of the survey independently or after being contacted by a school representative. As anticipated, we found some phone numbers had changed, email accounts had been changed, or our emails being sent to families were diverted into spam filters. Because of this, an attempt was made to contact every family in our database if they had not completed the survey. The efforts of the survey yielded a return rate of 84.3%.

The overall results indicated 80.2% of the families would prefer in person programming versus 19.8% preferring virtual programming.



Of those choosing in person programming 40.9% of the respondents indicated they would use school transportation. That percentage translates to 367 students.

The information gathered from the two surveys, when overlaid with the guidance from the Maine Department of Education has provided critical information to inform the recommendation for programming this fall.

Information from the First Survey

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.

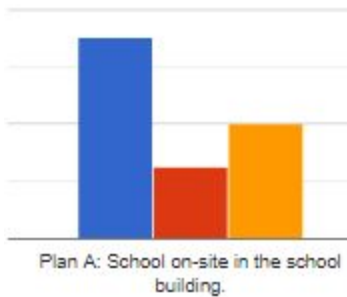
Students selecting a remote option will need to commit to that option for a period of not less than the first trimester for grades PK-8 and the first semester grades 9-12. Students choosing remote learning will be allowed to participate in co-and extra- curricular activities if available. Students who 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.

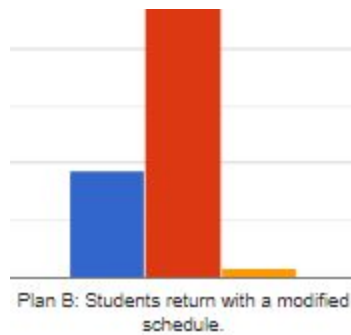
Parents will be contacted via an electronic survey as well as a follow up phone call from the school to determine their preference for programming when we open school September 8th. If the numbers of families who choose in person instruction and the number of families who choose remote instruction match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

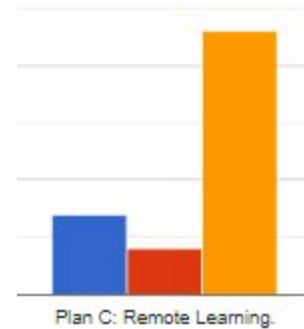
Most preferred option for return to school:



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



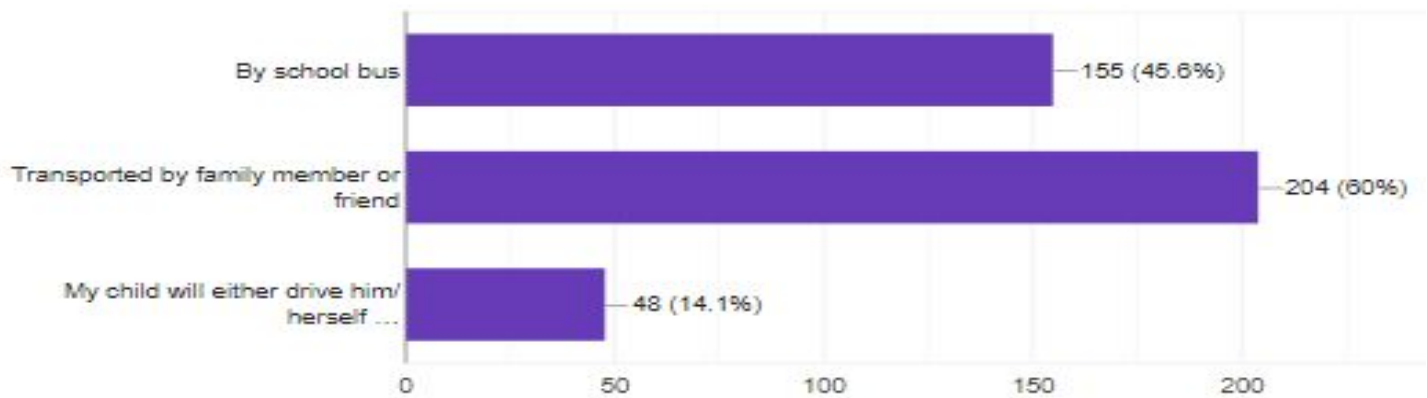
Responses:
 94 - selected plan B as first choice
 237- selected plan B as second choice
 9 - selected plan B as third choice



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

Transportation Responses:

340 responses

**Return to School Recommendations 8.18.20**

The following recommendations are based on the information gathered from our two parent surveys and with consideration of the latest guidance from the Maine Department of Education (8.2.20).

With consideration of maintaining spacing in classrooms, the limitation on the number of students on each bus, and the number of students in a building passing in the hallways (BHS) it is the recommendation of the Superintendent to offer a level 2 opening (in person with a fulltime virtual option) for prekindergarten through grade 4, and a level 3 opening (hybrid model) for grades 5-12. Additionally, it is the recommendation of the Superintendent to provide programming Monday through Thursday from 8 am - 2:30 pm and on Friday from 8 am to 12 noon.

Pre-Kindergarten

The return model for prekindergarten will limit the number of enrolled students to 48 (twelve per classroom). An option has been provided to families of the 48 students enrolled to allow for virtual participation in the programming. All students and staff will follow all guidelines as outlined in this plan. Breakfast, snacks, and lunch will take place in the classroom.

Kindergarten

Kindergarten will have up to 16 students per classroom (planning for 15) for in person instruction (desk spaced six feet apart) and will provide a virtual kindergarten classroom for families choosing this option (currently 17). Breakfast, snack, and lunch will be provided in the classroom.

Please click the links below for detailed information about our kindergarten remote learning plan.

- [Remote Mock Schedule](#)
- [Schedule & Structure Draft](#)
- [DRAFT Remote Teacher Perspective](#)
- [DRAFT Remote Student Perspective](#)
- [DRAFT Remote Parent Perspective](#)

Miles Lane

The return model for grade 1-4 will limit each class to a maximum of 14 students per classroom (providing 5-6 feet of distancing between each desk). Current survey data shows 216 students want in person instruction and 61 students want virtual programming. To meet the need of the in person requests the in person students will be assigned to teachers of up to 14 students per class. We will provide up to three additional classes if needed to be led by current personnel (ed tech III) who would work in conjunction with a classroom teacher and be responsible for up to 8 students each.

Classrooms will be encouraged to use outdoor spaces whenever possible and when needed for snack time classes will have a rotating schedule and use the art room, music room, cafeteria, and amphitheater.

- Lunch and breakfast would be in gymnasium, stage and cafeteria at individual desks 6ft apart not exceeding 40 in those large spaces at once.
- Breakfast will not be by cohort due to the nature of not everyone choosing breakfast. This will be by span--1/2 in the cafeteria and 3/4 in the gymnasium for those choosing the 'grab and go' option. Students would go to their homeroom after finishing breakfast.

Remote Instruction will be provided to students by two teachers, one responsible for grades 1 & 2 and the other responsible for grades 3 & 4.

Please click the links below for detailed information about our remote learning plan.

- [Remote Mock Schedule](#)
- [Schedule & Structure Draft](#)
- [DRAFT Remote Teacher Perspective](#)
- [DRAFT Remote Student Perspective](#)
- [DRAFT Remote Parent Perspective](#)

Note: Parents choosing virtual programming have been asked to commit to at least a trimester. Should students choose to switch to a virtual model they will be allowed to make that transition. Because we have a limited number of seats available for in person instruction there is little opportunity to add additional students for in person instruction. Once the seats have been filled, students will be placed into virtual classrooms.

If by circumstance or necessity to Jewett School and the Miles Lane School would need to switch to a hybrid model they would follow the format established by the middle school and the high school.

Bucksport Middle School

Because of the high number of parents selecting in person instruction and given the challenges with spacing, transitioning, and transportation, it is the recommendation for Bucksport Middle School to return in a hybrid model (level 3).

Under a hybrid school re-entry model at BMS, the school week would be divided into Purple Days [Monday, Wednesday] and Gold Days [Tuesday, Thursday].

- On Purple Days, students whose last name starts with A-J would attend in person, while students whose last name starts with K-Z would attend remotely.
- On Gold Days, students whose last name starts with A-J would attend remotely, while students whose last name starts with K-Z would attend in person.

Hybrid In-Person Instruction:

- Students will be assigned to either a Purple or Gold Cohort.
- Purple cohort will attend on Monday/Wednesday.
- Gold cohort will attend on Tuesday/Thursday.
- Fridays all students will be remote.
- Attendance will be taken daily each class period.
- Brightspace and Zoom will be the main platforms used.

Hybrid Remote Learning Instruction:

- Students will attend all classes on their remote days synchronously
- Learning technology installed in each classrooms (Cameras)
- Attendance will be taken daily.
- Needed materials will be provided by teachers during the In Person Instruction Days.
- Brightspace and Zoom will be the main platforms used.

Full Remote Choice Learning Instruction.

- As detailed above but materials will be provided for families will be sent online.
- Curriculum and assessments will be the same for all students.
- Attendance is taken daily each class period.

Students who opt for fully remote instruction would participate remotely Monday-Thursday. All students would participate remotely for a half day Friday morning, with Friday afternoon reserved for teacher planning and collaboration.

On in person days, students will be grouped into two homerooms and remain with the same students in the same classroom throughout the day while teachers rotate in for instruction. Remote students would join the classroom via technology for *synchronous* learning Monday-Thursday. Friday would be a remote day for all students, with a blend of *synchronous* and *asynchronous* learning.

Bucksport High School

Similar to the middle school, Bucksport High School had a high request for in person instruction which given the restriction of spacing and transportation we will not allow us to have daily in person instruction. As with the middle school, the recommendation is for Bucksport High School to return in a hybrid model (level 3).

Under a hybrid school re-entry model at BHS, the school week would be divided into Purple Days [Monday, Wednesday] and Gold Days [Tuesday, Thursday].

- On Purple Days, students whose last name starts with A-J would attend in person, while students whose last name starts with K-Z would attend remotely.
- On Gold Days, students whose last name starts with A-J would attend remotely, while students whose last name starts with K-Z would attend in person.

Students who opt for fully remote instruction would participate remotely Monday-Thursday. All students would participate remotely for a half day Friday morning through both synchronous and asynchronous instruction, with Friday afternoon reserved for teacher planning and collaboration.

Academics

Student academics will continue to be centered around helping students achieve graduation standards. We will

Hybrid In-Person Instruction:

- Students will be assigned to either a Purple or Gold Cohort.
- Purple cohort will attend on Monday/Wednesday.
- Gold cohort will attend on Tuesday/Thursday.
- Fridays all students will be remote.
- Attendance will be taken daily each class period.
- Brightspace and Zoom will be the main platforms used.

Hybrid Remote Learning Instruction:

- Students will attend all classes on their remote days synchronously
- Learning technology installed in each classrooms (Cameras)
- Attendance will be taken daily.
- Needed materials will be provided by teachers during the In Person Instruction Days.
- Brightspace and Zoom will be the main platforms used.

Full Remote Choice Learning Instruction.

- As detailed above but materials will be provided for families will be sent online.
- Curriculum and assessments will be the same for all students.
- Attendance is taken daily each class period.

Students participating in programming through Hancock County Technical School will attend on an every other day basis and will have the option to attend on Fridays.

Special Education

In all District Buildings all Special Education Staff and Students will follow their building's daily schedules, procedures, protocols, and requirements set with in RSU25 Expectations.

Special Education Students at the Jewett School and Miles Lane School will access their education either with In Person Instruction 5 days per week or in a Remote model 5 days a week.

Special Education Students at the Bucksport Middle School and the High School will access their education 2 days in person and 2 ½ days remotely or a total remote model.

All IEP and Team Meetings will be held remotely through Zoom. In Response to our school instruction restructuring and needing essential school staff, our IEP meeting scheduling may be less flexible than in the past.

On-site Instruction (K-12)

All staff and students will follow all RSU 25 procedures, protocols, and requirements for in-person programming in all buildings. Masks will be worn by all staff and students.

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) and follow the health guidance procedures that protect both students

and staff. Students with significantly low cognitive ability or significant functional needs are also expected to wear masks, if the parent feels their child is unable to tolerate the mask based on their disability or because of medical fragility they must get a signed doctors note. The note, the child's disability records/evals and or medical records will then be reviewed. An IEP meeting will then be held to discuss next steps.

Along with specially designed instruction, special education students will be taught how to use their computer to sign into their learning platforms and navigate their tools needed to stay engaged with remote assignments and resources. The students will then be better prepared to successfully use and learn from distance learning lessons.

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.

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. Although some special education students may need IEP or team meetings to adjust IEP accommodations to compliment remote learning and the student's needs, many accommodations may be made through parent/resource teacher conversations on the phone then the additional amendment(s) will be document in a written notice and new amendments will be shown in the IEP then sent home.

Remotely resource teachers will provide specialized instruction that will address the intent of the individual's IEP goals and the child's remote plan. 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 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-4) and Bright Space (grades 5-12). 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).

Adult Education

Staff and students will follow all RSU 25 procedures, protocols, and requirements for Adult Education programming. Masks will be worn by all staff and students. Students engaged in lab work requiring less than six feet of distance will wear additional appropriate PPE for that work.

In Person Intake, Orientation, and Instruction is by choice and will be by appointment only Monday through Thursday. Staff hours will be held on Fridays. Six feet of distancing will be observed in classrooms with the Learning Center holding a maximum of twelve students and two teachers and the Computer Lab holding six students and one teacher.

Remote and Blended Instruction is available for students preferring that option. Adult Education staff are trained to provide CASAS, Accuplacer, and NHA assessments/examinations remotely. HiSET Diploma testing must be done in person on site. Adult Education staff is using Schoology, OdysseyWare, and Zoom as our primary instructional platforms.

Adult Education is prepared to transition to remote learning should the level assigned become necessary to do so.

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 from 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 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

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 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.

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 accomodation 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.

Level 2: In person learning with enhanced safety precautions (with accommodation 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.

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 accomodations 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 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. 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 accomodation 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, 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 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 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.)

