

Outline of MSAD 54 Return to School *(updated 8/20/2020)*

Overarching Principles

- 1) We believe safety is the utmost priority, safety for students, for staff, and for our community.
- 2) We believe it is important to have our students in school every day with priority given to those students in the younger grades.
- 3) We believe communication, coordination between buildings, and collaboration and feedback (staff, departments/areas, parents, students, community stakeholders, etc.) is essential for the development of a successful re-entry plan.

Plan Development

MSAD 54 worked to include a large number and variety of stakeholders in the development and revision of our outline for a safe return to school. This work has included but is not limited to direct feedback from following groups

Collaborative Planning Team (CPT) - The Collaborative Planning Team includes all stakeholders below as well as the MSAD 54 School Board.

Administrative Team - All building principals, district administrators, and department leads.

Crisis Team - Counselors, social workers, nurses, behavior specialists, administration, and SRO

District Leadership Team - Teachers and administrators with representation from each building and each area in the district (guidance, special education, careers, etc.)

Emergency Operations Team - Local/State Agencies, Community stakeholders, administrators, teachers, union leadership, counselors, social workers, behavior specialist, special education.

Faculty Meetings - Meetings with Teachers by building across the district to share, ask questions and take feedback.

Family Survey - In late June families were provided with a survey to inform our planning. Approximately 1100 parents responded and the feedback was used to develop this plan as well as the building-based plans that are ongoing.

Parent Advisory Group - Parents from each building in a small group to provide additional feedback.

Parent Meetings - Meetings by building to share draft outline and to take questions and feedback.

Professional Development Committee - Numerous teaching staff, educational technicians, principals, and other stakeholders (behavior, guidance, etc.)

Remote Learning Team - Teachers/Administrators from each building.

Trauma Informed Advisory Committee - Teachers, administrators, social workers, guidance counselors, behavior specialist, speech therapist, nurse, Local/State Agencies

Union Leadership - District union leadership from both groups

MSAD 54 Return To School Plans

MSAD 54 has developed plans for a safe return to school that adheres to MSAD 54's overarching principles and follow the [6 Requirements for Safely Opening Schools in the Fall](#) as outlined in the [Maine DOE Framework for Returning to Classroom Instruction](#). The district plans highlighted in this document follow the rules set forth by the Maine Centers for Disease Control (CDC) and the Maine Department of Education. All health and safety guidelines required by these two organizations will be followed as part of MSAD 54's return to school.

Note: All plans are subject to change as Maine DOE/CDC continue to refine their guidance throughout this pandemic. MSAD 54 will utilize direct messaging to parents to inform them of changes following the original release of this plan on 7/20/2020.

Maine CDC County Designations

MSAD 54 will follow the Maine CDC/DOE county-based holistic assessment of quantitative and qualitative information provided on the MDOE website: <https://www.maine.gov/doe/framework/part-I>

Green, Yellow and Red Plans

All plans (Green, Yellow, Red) follow Maine CDC guidelines, allowing for the maximum number of students possible for safe in-person instruction. Additionally, all plans include a remote option for parents. All district plans include ALL Maine CDC requirements outlined in the DOE Framework as well as those specifically outlined this document.

Soft Start

MSAD 54 will utilize a "soft start" to facilitate the successful implementation of our Green/Yellow plans depending on the county designation. This approach will allow staff to begin school with fewer students in our buildings, will allow for increased individual attention and training with hygiene practices, technology, classroom and school routines as well as provide students the opportunity for more individualized attention. The soft start will run for the first three weeks of school from **September 1st through September 18th.** Green plans will be fully operational, with the plans described below, **on September 21st.**

Soft Start Alphabet Breakdown (and 7-12 ongoing): Students with last names starting -
A - J will attend school Tuesday and Thursday: 9/1, 9/3, 9/8, 9/10, 9/15, 9/17
K - Z (and remote learners in grades K-6) will attend school Wednesday and Friday: 9/2, 9/4, 9/9, 9/11, 9/16, 9/18

Note: *Only 9th grade students will attend school on 9/1 (all of them as part of freshmen orientation), followed by all K-Z students on 9/2, and all A-J students on 9/3.*

Additional Workshop Day: Monday, 9/14 will be a district-wide workshop day to allow staff to plan and adjust prior to full implementation on Monday, 9/21. The scheduled ½

day on September 23rd from the original schedule has been removed; 9/23 is now a full student day.

Green

Students PK-8 - Following the soft-start as described above, all students in pre-K through grade 6 will be in-person every day under the MSAD 54 green plan. At this level the focus is on having our students in groups (cohorts) to limit exposure and maximize social interactions under the Maine CDC rules. All students will have 1:1 technology with the ability to take devices home with them as part of the building/grade-specific plan. Building plans include adjustments to classroom structure and operation, hallway and building traffic flow, itinerant programming (ie. art, music, etc.), and include increased education around hygiene and the use of technology.

Students 7-12 - Students in grades 7-12 will be in-person every-other day, split by the alphabet, under the MSAD 54 green plan. This plan calls for the following to occur:

- Students will continue the soft-start schedule going every-other day following the alphabet designations: **A - J** will attend school Tuesday and Thursday: 9/1, 9/3, 9/8, 9/10, 9/15, 9/17. **K - Z** will attend school Wednesday and Friday: 9/2, 9/4, 9/9, 9/11, 9/16, 9/18
- ALL 9th grade students will attend school on 9/1 (Freshmen Orientation). Following 9/1, the high school will follow the every-other-day letter designations above.
- All students will have 1:1 technology where students will take their laptops home with them daily. This may (depending on school), begin after the student's first in-person day. Schools will mail/post information.
- Hybrid / Remote Learning will be ongoing in this schedule. Half the students in a class will be in-person on 1 day, and will be connecting remotely on the other day.
- At the Middle School in grades 7 and 8, in addition to having the student numbers reduced, team schedules have been adjusted to provide additional planning time for staff to allow for remote learning to occur. Cohorting will be maximized as teachers move between rooms whenever possible to limit student interactions between groups.
- The High School has introduced a semester schedule (same 4 periods every day for a semester), effectively reducing the number of courses students and staff need to focus on at any one time (from 8 to 4), which is both trauma informed and allows for remote learning to occur in a more manageable way. Additionally this structure allows for a significant reduction in the interaction between student cohort groups.
- At Somerset Career and Technical Center (SCTC) the schedule has been modified to a morning and afternoon schedule. This new structure allows for MSAD 54 students to attend our tech center with other MSAD 54 students.
- SCTC Students will go every-day for a semester, beginning with our Seniors.

Yellow -

This “Hybrid” plan, as defined by the state, will include a variety of options including those listed below. All hybrid options adhere to MSAD 54’s three overarching principles and all requirements by the Maine CDC and Maine DOE. *(All hybrid options include a remote-learning option for students in grades PK-12.)*

- a) This plan mirrors the Green plan, with students 9-12 in school every-other day and students in grades PK-6 in school daily for instruction.
 - b) Students in Grades 6-12 will be in school every-other day (all others in person).
 - c) Students in Grades 5-12 will be in school every-other day (all others in person).
 - d) Students in Grades 4-12 will be in school every-other day (all others in person).
 - e) Students in Grades PK-12 will be in school every-other day (split by alphabet PK-12, similar to the green plan).
- All Hybrid schedules would follow the [remote learning guidelines](#) (included below).

Red -

This “Remote Learning” plan, as defined by the state, will include all students PK-12 receiving their education primarily remotely. This plan would provide opportunities for certain students K-12 who receive special programming, as well as other students who may qualify for in-person instruction so long as it is deemed safe by Maine CDC.

Safety Protocols

The following safety protocols generally exist in all plans but may look different depending on the plan, the grade-span, or specific building. Protocols will be updated as guidance is provided by the Maine CDC and Maine DOE. For a full list of Maine CDC guidelines visit:

http://bit.ly/54_CDC

General Building Safety Protocols

- Every person in a school building must wear a mask at all times except when eating, or taking a mask break. Classroom spaces will be scheduled with 3-foot social distancing for students per Maine CDC.
- Adults / Staff in a building must maintain 6-feet social distance from others while in school to the extent possible.
- Mask or face coverings will be worn by everyone in school buildings at all times per Maine CDC. Frequent mask breaks will occur during the day.
- Students have some flexibility and are allowed to wear face shields in place of a mask based on the following definition by Maine CDC “*Face shields may be an alternative for those students with documented medical or behavioral challenges who are unable to wear masks/face coverings.*” **(updated from Maine CDC, 8-12-20)**
- Hand sanitizer stations will be installed in or at each classroom across the district as well as at every major entry point and strategic locations throughout our buildings.
- Advanced custodial hygiene practices will be used with a focus on high-touch surfaces and building use.
- Increased education, routines, and regular breaks for student/staff hygiene.
- Building entrance, offices, and nursing stations adjusted to meet recommendations.

- Touchless-water Fountains are being installed in each building to fill/refill water bottles.
- Public not allowed in buildings... (wording) - IEP's via Zoom unless pre-determined.
- Room Furnishings - limiting carpeted surfaces and furnishings that are not easily disinfected.
- Classroom setups will be adjusted for cohorting and to minimize exposure to students.

Additional Adjustments to maximize social distancing and limit exposure between staff and students.

- Hallway and building markings and signage will be provided in all buildings
- Consistent Traffic Patterns in buildings established and taught
- A "medical isolation room: will be designated for students/staff who exhibit COVID-19 symptoms.
- Students and staff will wash their hands or use hand sanitizer anytime they leave a room including before and after the use of a bathroom.
- Lunch (will vary by building/grade level) will be adjusted to maximize social distancing and limit exposure between groups based on state guidelines.
- Recess (will vary by building/grade level) will be adjusted to occur with cohort groups, with students remaining with their class for recess, hand sanitizing before and after use of playground facilities.
- Where possible physical adjustments will be made including the installation of lexan/plexiglass dividers to increase capacity (lunch room, classroom, etc.) and provide additional opportunities for social interaction.
- Building ventilation systems will be overhauled using a single system to maximize air exchange and air quality.
- Scheduling/movement will be adjusted in buildings to maximize social distancing and limit exposure between students and staff.
- Addition of lexan barriers in classrooms to facilitate increased interactions between staff and students.
- Groups will not exceed limits as specified by the State of Emergency or per Maine CDC

Transportation

- Installation of safety barriers in busses and vans.
- Revision of Bus Routes to limit transitions and social interaction between students
- Additional busses and vans will be purchased to maximize our ability to provide safe transportation for students.
- All students would wear a face covering on the bus, and a limit of two students / seat with assigned seats.
- Hand sanitizers will be installed on every bus. Students will sanitize when getting on and off the bus.
- Safety protocols put in place to limit social interaction between students including filling the bus back to front, and having students get off the bus front to back.
- Z-Pass Bus Pass Tracking Technology utilized to track ridership on and off the bus (fob/card used to maximize our ability to track ridership and monitor exposure)
- Advanced cleaning protocols on busses.

Educational Expectations

- MSAD 54 will provide a remote learning option for students/families who are unable or not comfortable returning to school regardless of the county color designation (green, yellow, red).
- Guidance will be provided on distance learning expectations (committee work) which will follow the requirements outlined in the DOE framework including [State Expectations for Hybrid and Remote Learning](#).
 - Grading & Reporting
 - Assessment
 - Attendance
- Policies and practices will be reviewed and adjusted based on the Maine CDC/DOE guidance.
- All staff will utilize a 2-way educational platform (Google Classroom, or Schoology) to allow for a smooth transition to remote learning should that be necessary. Teachers may utilize additional programs to facilitate learning/communication like See Saw, and others.
- 1:1 Laptop Assignment K-12, Laptops housed in classrooms K-5, with students 6-12. Technology use and instruction will be a focus especially early in the start of the year.
- Classroom use of shared items including manipulatives, scissors, glue, etc. will be dramatically adjusted to provide individual resources for students.
- Classroom routines and practices will be adjusted to minimize exposure to students and staff.

Acknowledgments: We would like to thank the many amazing staff members that contributed to the planning of this document and the start of school. MSAD 54 was fortunate to have over 100 teachers and district educators participate in planning groups that helped build this document. Administrators, teachers, educational technicians, custodians, maintenance staff, nutrition workers, administrative assistants, and other staff worked tirelessly over the summer to make starting school possible. Additionally we have been particularly fortunate to have an amazing level of engagement by our community leaders, who along with the support of local agencies and public health partners, informed our efforts this summer. Finally, to the MSAD 54 School Board, we are truly fortunate to have so many dedicated people working to support the interests of our students and staff.

Thank you all!

MSAD #54 Digital Learning Handbook (Green)

MSAD #54 is dedicated to meeting the needs of our students. During this pandemic, we must introduce a digital learning environment to some of our students who will not be in school everyday. The purpose of this digital model of hybrid and remote teaching and learning in a “green” level is to allow for the high quality education in MSAD 54 to continue regardless of public health restrictions limiting public gatherings.

For a hybrid or remote learning environment to be successful, it is essential that:

- a collaborative effort between students, parents, and staff exists.
- continuity of learning is vital to student development; therefore, teaching and learning is an active process. Grading will reflect daily learning progress toward meeting standards. At the high school level this will result in earning credits.
- feedback for improvement is actively sought and used on a daily basis.

All students taking part in a hybrid or remote learning when our county is labeled “green” by the Maine CDC should expect to:

- have attendance taken daily.
- take part in digital learning experiences every school day through an online classroom and/or Zooming into lessons.
- interact with their teachers on a regular/daily basis.
- complete class work daily.
- receive feedback on their progress in the form of comments, proficiency scores, and grades.
- work on assignments both digitally and independently using their device.
- spend a developmentally appropriate amount of time in learning experiences (on their devices while at home).
 - Approximately up to 2 hours per day grades K-2
 - Approximately 2-4 hours per day grades 3-6.
 - Approximately 3-5 hours per day grades 7-8
 - Approximately 4-7 hours per day grades 9-12.



Live Group and Independent Lessons

MSAD 54 knows that both remote and hybrid learning environments should include time when all students attend live digital classes with instruction and peer interaction. These need to, by design, be at particular set times. Other types of learning and work times will happen as well. These could include independent work and small group activities. Some of these can be done in a schedule that is designed by the student and family. We refer to these different situations as synchronous and asynchronous learning. Students in remote or hybrid learning will experience both of these, and the teachers will let parents know the scheduled times for synchronous learning.

	Synchronous- Live Online Learning	Asynchronous- Independent Learning Activities
Definitions	In remote learning environments, synchronous learning occurs when everyone from a given group is online at the same time using tools such as Zoom, Google Meet, and/or Schoology Conferences.	In remote learning environments, asynchronous learning occurs when students access pre-recorded lessons or independent learning tasks that they can do at any time during the day.
What does it look like?	<p>Checking in with students regarding their social emotional wellness, building community, and establishing personal connections.</p> <p>Engaging students in discussions to ensure understanding of information.</p> <p>Previewing or explaining assignments or expectations of learning tasks.</p> <p>Answering student questions about one of the recorded lessons.</p> <p>Conducting small group instruction.</p> <p>Modeling or sharing examples of final products.</p>	<p>Viewing recorded instructional videos of lessons in a content area.</p> <p>Listening to read alouds and answering questions.</p> <p>Engaging in online discussions by reading and posting responses (i.e. via Schoology, Padlet, Flipgrid).</p> <p>Reading posted literary selections and responding.</p> <p>Responding to and collecting student work.</p> <p>Recording performances submitted by students.</p> <p>Completing independent learning tasks and assignments.</p>

*This chart provides purposes for synchronous and asynchronous sessions. These are examples - not an exhaustive list.

Skowhegan Area High School Remote and Hybrid

Grades 9-12	
Student Responsibilities	<ul style="list-style-type: none"> ● All students will attend class in person or via an online format prescribed by your teacher. ● Check your school email daily and respond to emails within 24 hours. ● Check PowerSchool weekly to check progress and grades. ● Complete assignments on time and ensure they are done well; do not allow yourself to fall behind. ● Take into consideration feedback given by teachers and make appropriate changes when needed. ● Communicate with your parents, teachers, and administration. ● Advocate for yourself - make sure you have what you need to perform well. ● Be prepared for assessments, but be ready to advocate and remediate should you need to ● Follow the Habits of Work. ● Be a respectful and responsible citizen whether in class or in a remote learning environment.
Additional Student Responsibilities for Remote Only Students	<ul style="list-style-type: none"> ● Remote learning students will follow a prescribed learning plan created by teachers. Students are expected to attend and participate daily as set forth by the teacher and established class. syllabus/expectations. ● Understand that in a remote learning model, a student will need to be more independent than in a hybrid model, so, reach out to your teacher and ask for help when you need it. ● If a student chooses remote learning, a few course offerings may not be available.
Family Responsibilities	<ul style="list-style-type: none"> ● Check student progress on PowerSchool weekly. ● Create a workspace at home free from distraction and help your student be responsible for technology as a learning tool. ● Advocate for daily attendance for your child for both in-person and Zoom classes, and create a routine for your student. ● Connect with teachers and administration should questions or concerns arise. ● Speak with your child about school and their progress regularly.
Additional Family Responsibilities for Remote Only Students	<ul style="list-style-type: none"> ● For parents of remote learning students, understand that remote learning students will follow a prescribed learning plan created by teachers. Students are expected to be active participants in implementing the plan. They will attend and participate daily as set forth by the teacher and established class syllabus. ● Please contact the school if you are in need of food or other assistance.

<p>Staff Responsibilities</p>	<ul style="list-style-type: none"> ● Work from a trauma-informed mindset. ● Communicate with parents regularly. ● Provide timely and informative feedback ● Take attendance for all students, in-person and remote, each class period. How attendance is recorded will be dictated by teacher expectations. ● In all models of instruction, remote, hybrid, and in-person, seek and respond to student questions and needs. ● Follow established building and/or district Zoom protocols. ● Follow accommodations as established in IEP or 504 plans. ● Monitor student attendance and engagement; reach out to students, parents, and administration. should questions or concerns arise. ● Train all students in classroom practices and technology within the hybrid model. ● Set clear expectations for classwork, homework, and assignments. ● Allow students to remediate as needed in line with established class and school procedures. ● Provide intervention to students in need. ● Implement student engagement strategies within your content area. ● Allow students to give feedback about your class and mode of instruction. ● Adjust instructional methods depending on the learning model, remote vs. hybrid. ● In the event of teacher absence, have a plan for students to follow which can also account for student attendance.
<p>Grading Practices</p>	<ul style="list-style-type: none"> ● Follow regular grading practices per teacher-established course expectations. ● Provide feedback of progress a minimum of once a week. ● Enter grades in PowerSchool in a timely manner (within a week); this is feedback for students and parents. ● Formative and summative assessments will continue to be in line with course learning targets, performance indicators, and graduation standards. ● Credit will be granted at the completion of a course quarterly and at the end of each semester.
<p>Habits Of Work</p>	<ul style="list-style-type: none"> ● Students will be assessed using the existing SAHS HOW Rubric and scores will be reported quarterly. Click here to view the HOW Rubric.

**Skowhegan Area Middle School
Remote and Hybrid**

Grades 7-8	
Student Responsibilities	<ul style="list-style-type: none"> ● Attend in-person and/or be engaged in Zoom classes as scheduled. ● Follow Zoom protocols set by your teachers. ● Check your school email daily and respond to emails within 24 hours. ● Check PowerSchool weekly to keep track of your progress and grades. ● Complete assignments on time, ensure they are done well, and do not allow yourself to fall behind. ● Consider feedback given by teachers and make appropriate changes when needed. ● Communicate with your parents, teachers, and administration. ● Advocate for yourself - make sure you have what you need to perform well. ● Be prepared for assessments, but be ready to advocate and improve upon the work should you need to. ● Be a respectful and responsible citizen in class or in a remote learning environment. ● Follow the SAMS Habits of Work Effort and Conduct rubric: https://bit.ly/HOWRubric68 ● Practice a growth mindset.
Additional Student Responsibilities for Remote Only Students	<ul style="list-style-type: none"> ● Understand that in a remote learning model, the student shares the responsibility in maintaining communication between the teacher and student. ● Remote learning students will follow a prescribed learning plan created by teachers. Students are expected to attend and participate daily as set forth by the teacher and established class expectations.
Family Responsibilities	<ul style="list-style-type: none"> ● Check student progress weekly (i.e., PowerSchool, emailing teachers, etc.). ● Create a workspace at home free from distraction, and help your student be responsible for technology as a learning tool. ● Advocate for daily attendance for your child for both in-person and Zoom classes and create a routine for your student. ● Connect with teachers and administration should questions or concerns arise. ● Speak with your child about school and their progress regularly. ● Ensure your student is well-rested (recommended 9 hours of sleep per night). ● Please contact the school if you are in need of food or other assistance.

<p>Additional Family Responsibilities for Remote Only Students</p>	<ul style="list-style-type: none"> ● For parents of remote learning students, understand that remote learning students will follow a prescribed learning plan created by teachers. Students are expected to be active participants in implementing the plan. They will attend and participate daily. ● If learning remotely, assess your child's progress with this model at the end of each trimester. Consider your child attending in person to promote improvements in engagement, if needed.
<p>Staff Responsibilities</p>	<ul style="list-style-type: none"> ● Work from a trauma-informed mindset. ● Communicate with parents regularly. ● Provide a daily schedule with Zoom links for each class and monitor Zoom throughout the period. ● Establish Zoom protocols for participation in class. ● Provide timely and informative feedback. ● Take attendance of all students, in-person and Zoom for each period. ● Monitor student attendance and engagement, and reach out to students, parents, and administration should questions or concerns arise. ● Train students in classroom practices and participation through technology. ● Set clear expectations for classwork, homework, and assignments. ● Allow students to remediate as needed in line with established class procedures. ● Provide interventions, as appropriate. ● Implement student engagement strategies within your content area. ● Allow students to give feedback about your class and mode of instruction. ● Vary instruction depending upon the learning method, i.e., remote vs. hybrid. ● In the event of teacher absence, have a plan for students to follow which can also account for student attendance.
<p>Grading Practices</p>	<ul style="list-style-type: none"> ● Follow regular grading practices per teacher-established course expectations. ● Provide timely feedback of progress (i.e., checklists, e-mails, progress reports, etc.). ● Enter grades in PowerSchool in a timely manner (within a week) as this is feedback for students and parents. ● Formative and summative assessments will continue to align with course learning targets, performance indicators, and standards.
<p>Habits Of Work</p>	<ul style="list-style-type: none"> ● Students will be scored using the existing SAMS HOW (Effort and Conduct) Rubric and progress will be reported trimesterly. See rubric at: https://bit.ly/HOWRubric68

Elementary & Skowhegan Area Middle School Remote

Kindergarten - 6th Grade	
Student Responsibilities	<ul style="list-style-type: none"> ● All students will attend class via an online schedule planned by your teacher. ● Students are expected to communicate with your families, teachers and administrators. ● Participate in daily math, and literacy activities, and weekly science/social studies activities with a remote learning teacher. ● Participate in online weekly PE, music, and/or art lessons. ● Remote learners will work independently on tasks assigned by the remote teacher. ● Complete work with best effort by due date. ● Ask for help, if needed. ● Be on time and prepared with materials for online class meetings. ● Consider feedback given by teachers, and make appropriate changes when needed. ● Be a respectful and responsible learner.
Family Responsibilities	<ul style="list-style-type: none"> ● For parents of online learning students, understand that online learning students will follow a learning plan created by a remote learning teacher. Students are expected to attend and participate daily as set forth by the remote learning teacher. ● Monitor, support, and encourage your child's progress, attendance, and effort through their learning platforms (Google Classroom, Seesaw, etc.). ● Create a workspace and routine at home free from distraction, and help your child be responsible for technology and other materials. ● Connect with teachers and administration should questions or concerns arise. ● Speak with your child about school and their progress regularly. ● Evaluate your child's success in remote learning, and make changes during the established add/drop period for each trimester.
Staff Responsibilities	<ul style="list-style-type: none"> ● Take attendance. ● Communicate with parents weekly. ● Communicate and respond to student instructional and social emotional needs- work from a trauma-informed mindset. ● Establish online protocols for participation, assignments, and grading. ● Reach out to students, parents, and administration should questions or concerns arise. ● Provide timely and informative feedback. Set clear grading expectations for classwork,

	<p>homework, assessments and projects.</p>
<p>Staff Responsibilities Continued</p>	<ul style="list-style-type: none"> ● Allow students to remediate as needed with established class and school procedures. ● Implement student engagement strategies within your content area. ● Follow developmentally appropriate screen time guidelines. Teacher instructional methods may be different depending upon the lesson content. ● Provide instruction and assessments that address current grade level indicators. ● Utilize small groups (via break out rooms or separate online meetings) to strengthen prior knowledge needed to access grade level content. ● Maintain proper documentation of student meetings, progress, etc. for RTI ● Provide daily live online instructional (math & literacy) opportunities. ● Supplement with pre-recorded, daily literacy and math activities, and weekly science/social studies activities. ● Provide weekly PE, music, and art lessons. ● Maintain digital learning platform for classroom. ● In the event of teacher absence, have a plan for students to follow which can also account for student attendance.
<p>Grading Practices</p>	<ul style="list-style-type: none"> ● Provide frequent feedback of progress to students and families. ● Grades will be entered on a regular basis as students progress on standards (Grades K-6) and complete assignments (Grade 6). ● Enter grades in PowerSchool. ● Formative and summative assessments will continue with learning targets and performance indicators.
<p>Habits Of Work</p>	<ul style="list-style-type: none"> ● Work on 3-5 Habits of Work per trimester. ● Scored separately from academics. ● Habits of Work should be explicitly taught, with regular feedback and opportunities to improve.

Return to School Outline by Secondary, Middle and Elementary Level

School-based plans will be shared prior to the start of school as teachers and administrators meet to implement the guidelines/expectations of the State to safely return to school. Plans and expectations will be revised and adjusted over the start of the school year based on our desire to have all students return to in-person learning, and under the direction of Maine CDC and Maine DOE.

Elementary School (*Universal Approaches*)

- Our intent is to have students attend school in-person grades K-6
- We will have in-person learning and remote learning options for all students grades K-6.
- MSAD 54 has established a soft opening of schools (K-6, & Remote) in which students will attend school every other day for the first two weeks of school. Our full schedule will start on Monday, September 21, 2020. The specifics of the daily schedule is being worked out at each school.
- Remote learners (K-6) will follow the soft start schedule attending remotely on the following K-Z days (regardless of last name): Wednesday and Friday: 9/2, 9/4, 9/9, 9/11, 9/16, 9/18
- The beginning of school will consist of building relationships, addressing social/emotional needs, practicing routines, completing benchmark assessments so we are able to have an understanding of where students are and what their needs are as we transition into a new school year.
- Classrooms will need time to reset/reteach all school/classroom expectations, rules, and routines as well as to authentically assess where students are academically and begin accelerating.
- The stress of transition back to school with likely increase social-emotional needs, especially those with disabilities as well as those with increased separation anxiety (identified and presumed)
- Upon arrival to school, students will report to their classrooms. Specific procedures are still being developed at each school.
- During dismissal, families will not be admitted within buildings to reduce exposure. Specific procedures are still being developed at each school.
- Breakfast, snack and lunch will be provided to students maintaining 6 foot distance and hygiene practices. Specific procedures are still being developed at each school.
- Recess will consist of much smaller groups. Specific procedures are still being developed at each school.
- Hallway traffic will be reduced, traffic will move in one direction and will maintain 3 foot distancing.
- Mask and hygiene breaks will be incorporated within the daily schedule.
- Art, music and library lessons will take place in the classroom. Students will be provided individual materials.
- PE classes will be outside when weather permits.

- Attendance will be recorded during in-person or remote learning situations.
- Classwork will be graded and teachers will provide intervention as needed.
- Electronic devices will be 1:1. Each student will be assigned their own device. The use of Google Classroom will be part of the daily routine. Passwords have been simplified to one password per student. This will allow students to seamlessly transition to remote learning if the need arises. Sixth grade students will be allowed to take home their devices this year.
- Plans will be created to address IEP, 504, Reading Recovery, RTI academic & behavior needs.
- Professional development for our staff will have a common focus throughout the year.
- Custodial and maintenance staff will be taking extra time to sanitize high touch areas, to clean between meal times and to address additional cleaning around the buildings.
- Students will be admitted in the office if sick or hurt. An isolation space will be created in every building and used as needed.

Skowhegan Area Middle School:

1. Green Plan:

- a. We have close to 450 students registered at SAMS for the start of the 2020-2021 school year (110 in 6th, 179 in 7th, and 165 in 8th).
 - i. Our intent is to have students attend in person grades 6-8
 1. We will have distance learning and in-person learning options for all students grades six through eight.
 - a. To get out numbers in grades 7 and 8 down to 18 or less, we need to move to a hybrid schedule
- b. Students will stay in one room for the majority of the day with their team of teachers and exploratory teachers rotating to each classroom.
 - i. Students receiving services may travel to other classrooms off team.
- c. We are committed to limiting classroom sizes to 18 or less students providing a minimum of 3' social distancing between students and 6' for staff measured from centerline to centerline.
- d. We will focus on sanitation, hygiene, minimal opportunities for contact, and supporting our students' social-emotional/academic needs.

2. The First Three Weeks (September 1, 2020 to September 18, 2020):

- a. MSAD 54 has established a soft opening of schools (K-8) in which students will attend school every other day for the first two weeks of school. Our full schedule will start on Monday, September 21, 2020.
 - i. One group of 6-8th graders (A-J) attends on Tuesday and Thursday on both weeks
 - ii. One group of 6-8th graders (K-Z) attends Wednesday and Friday on both weeks

1. Students will not attend/be expected to attend for distance learning on the opposite days during these two weeks
2. The specifics of the daily schedule is being worked out...

3. Sixth-Grade Green Plan

- a. Planning for all 6th grade students to attend daily.
 - i. Our plans will be solidified after we know the number of students returning
- b. We have six student rotations during the day
 - i. Reading, Writing, Math, Science, Social Studies, JMG/Career Exploration
 - ii. Based on current enrollment, this means 18 students per rotation is all students attend
 - iii. Four of the classrooms are on the Knox pod, one classroom it off “pod” on the first floor, and one rotation is in the JMG room upstairs across from the library
- c. All sixth grade students will be provided with a laptop that can go home.
- d. Arrival, departure, and lunch operations are being organized

4. Seventh and Eighth-Grade Yellow Plan

- a. 5 total groupings for the 4 7-8th grade teams
 - i. 7 Orange, 7 Black, 8 Orange, 8 Black, 7/8th Multi-Age Cohort
- b. Schedule broken down into Day 1 and Day 2 schedules
 - i. Day 1:
 1. 7 Orange, 8 Orange, 7/8th Multi-Age Cohort attend in person
 2. 7 Black, 8 Black attend remotely
 - ii. Day 2:
 1. 7 Orange, 8 Orange attend remotely
 2. 7 Black, 8 Black, 7/8th Multi-Age Cohort attend in person
 - iii. Remote students attend through Zoom and Google Classroom/Schoology
 - iv. Special Education, some RTI, and students without internet access attend every day
- c. Students will remain on-team in one classroom with teachers rotating around them.
 - i. Students will experience ELA, Math, Science, Social Studies, Exploratory daily
 - ii. Added a third rotation of exploratory (music) to the 7th grade program
- d. This brings our classrooms to +/- 14 students if every student returns to SAMS in an in-person setting
- e. Builds in Remote Learning Blocks for all teachers
- f. Reduces the number of students on any given day by an estimated 40%

5. Distance Learning Red Plan

- a. Asking for a commitment from parents and students to choose either in-person or distance learning by a certain date
- b. Students grades 6-8 will be provided a laptop
 - i. Laptops can go home with students
- c. Expectations being developed for grading/accountability
 - i. Students “attend” daily based on the teacher’s scheduled meetings.

- ii. Students participate in the Google Classroom/Schoology activities. This might be self-directed based on the teacher's plan.
- iii. Student work will be assessed and feedback will be provided

Secondary Education

Somerset Career and Technical Center (SCTC):

SCTC generally has only 16 students per program per day. We have changed the schedule so that SAHS will be attending SCTC during a different time than the sending schools.

By bringing in SAHS at a different time than the sending schools, there will be approximately half the students in the building at a time which will allow plenty of space for social distancing and keep students safe.

We are also implementing,

- o New traffic patterns
- o Lunch in classrooms
- o Using shops as classrooms to help create distance between students during lectures.
- o Hand sanitizers, washing hands, wearing PPE and cleaning tools.
- o Minimizing movement in the building.
- o Cleaning high traffic areas (door knobs)
- o Installing touchless water fountains and sinks

Instructional staff is working on educational software for students to better access the curriculum. This will make the time at SCTC more effective for students if they can do their academic lessons before coming to SCTC, they will be able to maximize their time in the labs.

Upper Kennebec Valley Memorial High School, Carrabec High School, Madison Area Memorial High School, Maine Central Institute

Day 1 /Day 2 (8:30 am -11 am) for the full year.

The sending schools will continue with the same schedule as last year with the exception that students will be leaving to go back to their sending schools at 11am. Students will be coming on a D1/D2 schedule for the entire year.

Skowhegan Area High School

11:20 am - 1:50 pm everyday for the Semester

The students from SAHS will attend SCTC in the afternoon session, everyday for one semester. The Seniors (normally D2) will attend SCTC during the first semester and

juniors (D1) students will attend everyday for the second semester. There are still some details to work out.

SAHS Instruction Plan:

Skowhegan Area High School Instructional levels

We plan to offer two options for a safe return to school:

1. **An in-person model**--this could be a hybrid model or a full return--that meets all safety requirements set forth by the Maine Department of Education.
2. **A full remote model** for any child whose parent/guardian requests
3. **We will run a Semester based program** - this will allow the student to focus on half of their courses during each half of the school year.
4. **Attendance will be taken and grading of student work will occur in all models.**

Families will be asked to commit to one of these options for each child for one quarter at a time. At the end of the quarter, if desired, families will be able to change to a different model.

This model may change throughout the year and will be dependent upon the conditions in our area and guidance from the Maine Department of Education and the Maine CDC.

All students are broken down into two learning groups:

Each group will attend school and be involved with in-person learning every other day

- **Group A** (Alphabetical A-J)
- **Group Z** (Alphabetical K-Z)
- **Group V** (full-time virtual learner)
- **Group SCTC** - (Seniors - semester 1 & Juniors semester 2)

Special Education & 504 students are broken down into two groups:

- **Group 1** – students with a need for high levels of intervention/support and need to be in school every day
- **Group 2** - students with a lower need for intervention/support and could be successful by attending school every other day
- **Group 3** - students with high needs who can't come to school and are receiving in-home supports

Other Cohorts:

- **RTI students-** Students will be identified based on their need for additional interventions/ supports. These students are currently not identified as special education or 504 students.
- **No Internet Students-** (limited access or no home internet)

LEVEL GREEN

1. **Group A** or **Group Z** attends school and is involved with in-person learning every other day
2. **Group V** will be connected to Group A or Group Z and join them in class on the virtual day assigned to that group
3. **Group SCTC** - attends school and is involved with in-person learning every day blocks 3 and 4 (their SCTC program). Blocks 1 & 2: will be able to attend their HS class(es) or study hall in-person every day
4. **Group 1** attends school and is involved with in-person learning every day
5. **Group 2** attends school and is involved with in-person learning every other day- matches their assigned Group A or Z assignments. May attend school every day as needed based on their need for additional interventions/supports
6. **Group 3** - educational staff, school, and district administration along with the family will communicate to establish a plan for meeting each student's specific needs. This may be accomplished in person, during alternative school times, in alternative locations, or a combination of these options
7. **RTI Students-** attend school with their assigned Group A or Z. May attend school every day as needed based on their need for additional interventions/supports. The student will be identified for the need for extra interventions/supports and the student may move in and out of this group
8. **No Internet Students** – attend school with their assigned Group A or Z. May attend school and be involved with in-person every day. This is reviewed on a case by case basis

Special Note:

**We have the option for all students to attend school and be involved with in-person learning every day if the Maine DOE and Maine CDC release less restrictive restrictions.

LEVEL YELLOW

1. **Group A** and **Group Z** attends school and is involved with in-person every other day
2. **Group V** will be connected to Group A or Group Z and join them in class on the virtual day assigned to that group

3. **Group SCTC** - attends school and is involved with in-person learning every day blocks 3 and 4. Blocks 1 & 2: will be able to attend their HS class(es) or study hall in-person every day
4. **Group 1** may attend school and be involved with in-person learning every day
5. **Group 2** matches their assigned Group A or Z and may attend school and be involved with in-person learning every other day
6. **Group 3**- educational staff, school, and district administration along with the family will communicate to establish a plan for meeting each student's specific needs. This may be accomplished in person, during alternative school times, in alternative locations, or a combination of these options
7. **RTI and No Internet students** attend school with their assigned Group A or Z. May attend school and be involved with in-person every day. This is reviewed on a case by case basis

Special Note:

Revisit with families who have students with a Block 1 and/or Block 4 study hall and discuss if they would be willing to transport their child to school or pick him/her up earlier.

- We will list this as an Admin. Release for attendance tracking.
- This will allow us to reduce the total number of students in the building and in many classrooms.

LEVEL RED

1. **Group A, Group Z, and Group V** attend class virtually every day
2. **Groups SCTC** - attend class virtually every day
3. **Group 1** may attend school and be involved with in-person learning, student's needs will be reviewed on a case by case basis for in-person attendance and learning
4. **Group 2** attends class virtually every day. Students' needs will be reviewed on a case by case basis for in-person attendance and learning
5. **Group 3** -educational staff, school, and district administration along with the family will communicate to establish a plan for meeting each student's specific needs. This may be accomplished in person, during alternative school times, in alternative locations, or a combination of these options
6. ***RTI Students**- attends class virtually every day. Students' needs will be reviewed on a case by case basis for in-person attendance and learning
7. ***No Internet Students** - attends class virtually every day. Students' needs will be reviewed on a case by case basis for in-person attendance and learning

Special Note:

* **RTI and No Internet students** may attend school and be involved with in-person every other day, twice a week, etc. Time in school will depend on each student's needs and the ability for the school to do so safely

Marti Stevens Learning Center:

Level Green

- In person instructional model, alternating in-person school days between 9/10 & 11/12 student groups; 9/10 M/W, 11/12 T/R, Fridays dedicated as in depth project days, student remediation days, staff collaboration & curriculum planning days, Fridays dedicated to specific project work, specific special ed and 504 support, student remediation time, extra time for teacher curriculum planning and collaboration, extra time to build online curriculum and communicate with students remotely, etc.
- On alternating virtual learning days students will be required to communicate with teachers via email/Google Classroom/etc for daily instructions and assignments
- All MSLC students will have access to 1-1 technology, using Google Chromebooks for remote learning and Google Classroom as a two way platform for communication
- A comprehensive online virtual model of learning will also be available to students who opt out of in-person instruction, for medical reasons or otherwise
- Safety will be prioritized through small classes, low teacher/student ratio, and groups split between two buildings plus additional outdoor learning areas
- Semester based academic schedule will be followed, with in-person instruction taking place every other day, and follow-up corresponding independent work completed on opposing remote learning days
- Alternating in-person instructional days will focus on new teaching and new learning, while alternating remote learning days will focus on skill building, skill practice, and academic remediation needs
- The outdoor areas around the MSLC campus will be prioritized and utilized as learning spaces in order to provide safety and focus on project-based learning opportunities; outdoor classroom, greenhouse & gardens area, apiary, ropes course, Kennebec river, 15 acres of woods and trails along the river behind MSLC buildings
- Outdoor, real-world, and project-based learning model will be prioritized and utilized in order to students engaged, while also allowing social distancing space, unencumbered by physical campus restrictions - school size/classroom size
- Areas for mask-breaks will be available to staff and students on porch areas adjoining all MSLC classrooms as well as all entrance/exit areas
- Weekly communication with parents/families through newly adopted staff Advisory model; teachers will be responsible for small cohorts of students and weekly communications with their families in order to allow for a continuous flow of information, as well as establishing an expectation of shared communication & responsibility between the school and the home
- *Some students in academic remediation situations may have schedules that vary from the set 9/10 11/12 in-person rotating schedule, and they may attend school more often

and in person for additional support. Physical time in school will depend on each student's individual needs and the ability for the school to plan & safely.

- *Students with Special Education and/or 504 plans may have schedules that look differently, and they may attend school more often and in person for additional support. Physical time in school will depend on each student's individual needs and the ability for the school to plan & safely.
- *Alternate planning and support will be taken into account for students with limited internet accessibility at their homes
- *MSLC will continue to plan and practice from a trauma-informed and whole-student philosophy in order to support each student and their unique individual needs

Level Yellow

- In person instructional model, alternating in-person school days between 9/10 & 11/12 student groups; 9/10 M/W, 11/12 T/R, Fridays dedicated as in depth project days, student remediation days, staff collaboration & curriculum planning days, Fridays dedicated to specific project work, specific special ed and 504 support, student remediation time, extra time for teacher curriculum planning and collaboration, extra time to build online curriculum and communicate with students remotely, etc.
- On alternating virtual learning days students will be required to communicate with teachers via email/Google Classroom/etc for daily instructions and assignments
- All MSLC students will have access to 1-1 technology, using Google Chromebooks for remote learning and Google Classroom as a two way platform for communication
- A comprehensive online virtual model of learning will also be available to students who opt out of in-person instruction, for medical reasons or otherwise
- Safety will be prioritized through small classes, low teacher/student ratio, and groups split between two buildings plus additional outdoor learning areas
- Semester based academic schedule will be followed, with in-person instruction taking place every other day, and follow-up corresponding independent work completed on opposing remote learning days
- Alternating in-person instructional days will focus on on new teaching and new learning, while alternating remote learning days will focus on skill building, skill practice, and academic remediation needs
- The outdoor areas around the MSLC campus will be prioritized and utilized as learning spaces in order to provide safety and focus on project-based learning opportunities; outdoor classroom, greenhouse & gardens area, apiary, ropes course, Kennebec river, 15 acres of woods and trails along the river behind MSLC buildings
- Outdoor, real-world, and project-based learning model will be prioritized and utilized in order to students engaged, while also allowing social distancing space, unencumbered by physical campus restrictions - school size/classroom size
- Areas for mask-breaks will be available to staff and students on porch areas adjoining all MSLC classrooms as well as all entrance/exit areas
- Weekly communication with parents/families through newly adopted staff Advisory model; teachers will be responsible for small cohorts of students and weekly communications with their families in order to allow for a continuous flow of information,

as well as establishing an expectation of shared communication & responsibility between the school and the home

- *Some students in academic remediation situations may have schedules that vary from the set 9/10 11/12 in-person rotating schedule, and they may attend school more often and in person for additional support. Physical time in school will depend on each student's individual needs and the ability for the school to plan & safely.
- *Students with Special Education and/or 504 plans may have schedules that look differently, and they may attend school more often and in person for additional support. Physical time in school will depend on each student's individual needs and the ability for the school to plan & safely.
- *Alternate planning and support will be taken into account for students with limited internet accessibility at their homes
- *MSLC will continue to plan and practice from a trauma-informed and whole-student philosophy in order to support each student and their unique individual needs

Level Red

- Students will attend scheduled classes virtually every other day, according to their established rotating schedules
- On alternating non-class days students will be required to communicate with teachers via email/Google Classroom/etc for daily instructions and follow-up assignments
- Weekly communication with parents/families through newly adopted staff Advisory model; teachers will be responsible for small cohorts of students and weekly communications with their families in order to allow for a continuous flow of information, as well as establishing an expectation of shared communication & responsibility between the school and the home
- *Some students in academic remediation situations may have schedules that vary from the set 9/10 11/12 in-person rotating schedule, and they may attend school more often and in person for additional support. Physical time in school will depend on each student's individual needs and the ability for the school to plan & safely.
- *Students with Special Education and/or 504 plans may have schedules that look differently, and they may attend school more often and in person for additional support. Physical time in school will depend on each student's individual needs and the ability for the school to plan & safely.
- *Alternate planning and support will be taken into account for students with limited internet accessibility at their homes
- *MSLC will continue to plan and practice from a trauma-informed and whole-student philosophy in order to support each student and their unique individual needs

Adult Education Instructional Plan:

Academic classes (HiSET 101, HiSET 201, College Transitions, Community Academy, possibly Life Skills) will be mostly in-person instruction.

The HiSET classes will take place after school hours between 3:30 p.m. and 7:30 p.m. but will be limited to four specific rooms at the high school to diminish the need for extra custodial work. In fact, some of the extra sanitation can be taken on by Adult Ed staff. These groups will be limited in number to ensure that social distancing guidelines can be maintained.

One HiSET class will be a hybrid model with instruction via Zoom and Google Classroom during the K-12 day. Students will come to SAHS on a scheduled, one-on-one basis for testing.

College Transitions classes will occur during the K-12 day (room TBD). COVID precautions/protocols will be followed.

Enrichment classes

No in-person instruction M-F. Exploring the idea of an occasional weekend session (e.g., Hunter Safety). A few enrichment options will be virtual, including aerobics, yoga, ASL, and Writer's Workshop. Some offerings, like blacksmithing, may be held off campus.