M.S.A.D. 75

ReOpening Our Schools

HARPSWELL COMMUNITY SCHOOL
WE MISS OUR KIDS
STAY SAFE - BE WELL
LOOK FOR THE GOOD

COMMONS

Covid-19 Pandemic - Fall 2020

2020-2021 M.S.A.D. No. 75 Reopening Planning

Given:
- Structures and functions will need to be different.
- Use this opportunity to update our learning model from the 19th to 21st Century.
- We will need to quickly adjust to changing conditions of the Covid-19 Virus.
- We will be implementing the Plan for the entire 2020-2021 school year (or until a vaccine is widely distributed).

Goals of Reopening Schools for 2020-2021 Schools:
- Maximize in-person teaching and learning while minimizing risk or harm.
- Mitigate potential learning gaps and loss of engagement from the closure period.
- Ensure that our schools are safe for our students, staff, and community to the fullest extent possible
- Address the social-emotional wellness of students and staff.
- Teaching and learning of grade-level expectations and "Commit to student learning of grade-level learning goals."

Core Values and Beliefs That Guided the Planning:
- Student learning and social-emotional health is a priority.
- A commitment to the safety of students, staff, and community.
- Support the overall wellness of our students, staff, and community due to the consequences of the pandemic.
- Rapidly change between scenarios depending on the virus.
- Increases consistency between schools and best practices in the District.
- Student Instruction is the essential planning tool.

Primary Student and Staff Needs:
- Interpersonal connections
- Authentic engagement
- Clear and high expectations
- Consistency of school experiences
- Social-emotional learning
- Technology support

Primary Focus Areas of the Reopening Planning:

- Instruction
- School Operations/Logistics
- Health and Wellness
- Technology
- Transportation
- Buildings/Facilities
- Staff and Student Attendance
- Athletics
- Post-Secondary Transition
- Communication

Key Questions, Assumptions, and Challenges:

1. ***Does Any Reopening Plan Eliminate All Risk?*** The risk of harm to students was always at the forefront of planning - not just the risk of disease spread, but also the significant social-emotional toll of remote learning. All plans sought to minimize the risk of harm, but no option completely eliminates all risks to students, as well as staff.

2. ***How Will Student Learning Be Impacted?*** Many students struggled to engage with remote learning, and some gaps in learning occurred. The planning process sought to address these learning gaps and get students back on track with grade-level expectations as soon as feasibly possible. This is not an issue unique to M.S.A.D. No. 75; and state and national standards will likely need some recalibration.

3. ***What Is the On-The-Ground Status with the Virus?*** The increase of Covid-19 cases is likely, as more businesses and schools reopen. By having three different reopening scenarios, the planning process sought to have flexibility and adaptability to the situation on the ground

4. ***How Will the Virus Impact our Workforce?*** The Pandemic has been a disruptive force to the routines and home life of all families in our school district. This is also true for all our staff members, regardless if they reside in one of the four district towns. The health and well-being of our staff members is a primary consideration, as is their own family and health situation and how that impacts their work.

5. ***How Will Our Schools Grow and Become Better from this Experience?*** While the school closure period presented many challenges, it also allowed educators to reflect on traditional school practices. Our teachers tried out many new instructional strategies, including some new positive learnings that could be applied once schools reopen. Our reopening plans sought to capture some of these innovative practices to help meet the needs of all students in the 2020-2021 school year and beyond.

Maine Department of Education Covid-19 3-Tier System:

Metrics on the transition to Plan A/B/C will be provided by Maine DOE, Maine DHHS and Maine CDC.

The following website by Harvard University is updated daily and shows the similar metrics the Maine DOE will use.
https://globalepidemics.org/key-metrics-for-covid-suppression/

"To inform local school administrative unit (SAU) decisions about whether and how to bring students back into the classroom, Maine Department of Health and Human Services (DHHS) and Center for Disease Control and Prevention (Maine CDC) have developed a system to categorize counties. This categorization is based on a holistic assessment of quantitative and qualitative information. It includes, but is not limited to, recent data on case rates, positivity rates, and syndromic data (e.g., symptoms of influenza or COVID-19)." Source Maine DOE.

COLOR CODE	**GREEN**	**YELLOW**	**RED**
MAINE DOE LANGUAGE	Categorization as "green" suggests that the county has a relatively low COVID-19 risk and that in-person instruction can be adopted, although a SAU may opt for hybrid instruction if its buildings or readiness make adhering to the required Health and Safety Measures for All Schools a challenge.	Categorization as "yellow" suggests that the county has an elevated risk of COVID-19 spread and that hybrid instruction models should be adopted.	Categorization as "red" suggests that the county has a high risk of COVID-19 spread and that in-person instruction should not be conducted.
M.S.A.D. No. 75 SCHOOLS will anticipate to be in the following or transitioning into the following:	PLAN A	PLAN B	PLAN C

Parents will have two choices/options for their children in M.S.A.D. No. 75 Schools:

OPTION 1: Students will attend in-person teaching and learning to the fullest extent possible; and parents will know that there is a high degree of likelihood that our schools will transition between PLANS A, B, C.

OPTION 2: Parents will commit their children to PLAN D for the first trimester/first semester. PLAN D is on-line only, as described below.

M.S.A.D. No. 75 Reopening Plan

Each Plan will include preparations to rapidly transition to an alternate Plan (A-C).

	Plan A: **Full Reopening:** Routines, and structures will be altered to adhere to CDC or executive orders.	*Plan B:* **Blended Model:** Approximately 50% of the students would attend in-person instruction at any one time.	*Plan C*: **100% Remote** All students will be engaged in remote learning.	*Universal Option (Plan D):* **Continuous 100% remote learning available for all students:** 100% remote: Families can self-select this option for remote learning.
	• Allowed by the Maine DOE • Least restrictive physical distancing requirements • School attendance is compulsory and no longer optional (Plan A/B/C - attendance will be taken).	• Most restrictive physical distancing requirements. • Increase in remote learning and decrease in in-person learning. • Student schedules alternate between remote and in-person instruction. • School attendance is compulsory and no longer optional (Plan A/B/C - attendance will be taken).	• The need to provide 1:1 technology access for all students • Mandatory participation in school • Equity for all students • While not ideal, it is possible to provide adequate educational experiences for our students. • School attendance is compulsory and no longer optional (Plan A/B/C - attendance will be taken).	• 100% Remote School option (Must commit to online learning by July 31st, 2020 and maintain online learning through the end of first trimester (Grades K-5) or first semester (Grades 6-12); including compulsory attendance). • 5-day-a-week schedule
Practicing Prevention	Prevention and Hygiene: • Access online training for good hygiene such as handwashing and covering coughs • Face coverings for all staff. • Face coverings for students	Prevention and Hygiene: • Access online training for good hygiene such as handwashing and covering coughs. • Face coverings for all staff. • Face coverings for students		

	• Supplies necessary are consistently available (soap, hand sanitizer, cleaning). • Enhanced cleaning and disinfecting procedures of high- touch surfaces. • Signage in classrooms, hallways, and entrances to communicate how to stop the spread, COVID-19 symptoms, and preventative measures	• Supplies necessary are consistently available (soap, hand sanitizer, cleaning). • Signage in classrooms, hallways, and entrances to communicate how to stop the spread, COVID-19 symptoms, and preventative measures.		
Transporting Students	• Parents are encouraged to transport students. • Bus drivers and all students wear face coverings. • Cleaning and disinfecting after each bus run. • No food/drink allowed on the bus.	• Parents are encouraged to transport students. • Due to physical distancing limitations and limits of buses and drivers, geographic pickups are a priority. • Bus drivers and all students wear face coverings. • Cleaning and disinfecting after each bus run • No food/drink allowed on the bus.	• No transportation available.	• No transportation available
School Operations	Physical Distancing: • Minimum of 3-6 feet physical distancing	Physical Distancing: • Minimum of 3-6 feet physical distancing	Physical Distancing: • Building use determined by the Superintendent based on any Executive	Physical Distancing • Visits to the school by appointment to retrieve educational items assigned

	- No school-wide assemblies and large-group events (50 or more) - Limit non-essential visits to the schools (guest speakers, volunteers, etc.) - Before-and-after school meetings will be virtual to the fullest extent possible. Operations: - Monitor staff/student absenteeism in all options - Sick leave and staff health accommodation protocols - Communications systems will be in place to alert families of positive cases. - Train all students and staff in new protocols by explicitly teaching, reminding, and reinforcing on a daily/weekly basis - Use outdoor space as a classroom when appropriate. - School-based changes to arrival and dismissal procedures. - Open House and Parent Conferences are held virtually.	- No school-wide assemblies and large group events (50 or more) - No non-essential visits to the schools (guest speakers, volunteers, etc.) - Before-and after-school meetings will be virtual only. Operations: - Monitor staff/student absenteeism in all options - Sick leave and staff health accommodation protocols - Communications systems will be in place to alert families of positive cases. - Train all students and staff in new protocols by explicitly teaching, reminding, and reinforcing on a daily/weekly basis - Use outdoor space as a classroom when appropriate. - School-based changes to arrival and dismissal procedures. - Open House and Parent Conferences are held virtually.	Order guidelines and/or CDC recommendations	by teacher (library books, supplies)

	• Limited after-school/ interscholastic activities. Athletic guidelines will be determined according to the Athletic Plan (see below). • Limit usage of facility and movement within the building • Family Focus After Care will need to adhere to staffing and clearing per the M.S.A.D. No. 75 Standard Operating Procedures.	• No after-school activities. Athletics will consider a non-competitive practice model (please see Athletic Plan below). • Limit usage of facility and movement within the building • Family Focus After Care will need to adhere to staffing and cleaning per the M.S.A.D. No. 75 Standard Operating Procedures.		
Serving Meals	Cafeteria: • Pre-packaged breakfast (grab and go) • Remove self-service stations • Lunch (limit options) • Meals will be boxed or wrapped. • Limit cafeteria seating/eat-in classrooms (TBD) • Disposable plates, utensils, etc. • A la cart available with pre-packaged offerings • No classroom food celebrations. • Only kitchen staff allowed in the kitchen	Cafeteria: • Pre packaged breakfast (grab and go) • Remove self-service stations • Lunch (limit options) • Meals will be boxed or wrapped. • No cafeteria seating/eat-in classrooms (TBD) • Disposable plates, utensils, etc. • A la cart available with pre-packaged offerings • No classroom food celebrations	Meals: • Meals will be made available for students to eat at home.	Meals: • Meals will be made available for students to eat at home.

		Only kitchen staff are allowed in the kitchen. Meals: • Meals will be made available for students to eat at home.		
Transitioning and Changes to Procedures	Limit Sharing: • An adequate supply of classroom materials to limit sharing (math manipulatives, calculators, whiteboards, etc.) • Avoid sharing learning aids, electronic devices, toys, etc.	Limit Sharing: • An adequate supply of classroom materials to limit sharing (math manipulatives, calculators, whiteboards, etc.) • Materials needed for continued at-home learning will be made available and sanitized properly upon return. • No sharing learning aids, electronic devices, toys, etc.	Sharing: • When feasible, a supply of classroom materials will be sent home to aid in at-home learning.	Sharing: • When feasible, a supply of classroom materials will be sent home to aid in at-home learning.
Supporting Teaching and Learning	Instruction • Develop a multi-year plan to address missed learning opportunities that occurred during remote learning during the spring of 2020 via revised academic assessment schedule and screeners	Instruction • Develop a multi-year plan to address missed learning opportunities that occurred during remote learning during the spring of 2020 via revised academic assessment	Instruction • New instruction offered synchronously (all students online at the same time) or videotaped to be viewed at a later time • Cross-discipline standards • Individual RTI plans and increased supports will be	Instruction • We anticipate providing a paid staff person to work with groups of students who elect virtual instruction. Paid staff members may be certified teachers and/or paraprofessionals and may be staff who have to stay

	• Individual RTI plans will be created for any skill deficits. • After-school supports for academic and social/emotional needs • Cross-discipline standards • Integrate social-emotional learning. • Development and plan for use of a needs assessment tool for social/emotional and learning readiness. • Emotional well-being of students and staff is a high priority. Emotional learning and relationship building is prioritized for the first few weeks of the school year. • Timely feedback and accountability for student learning and assessment • Planning for transition to hybrid/remote instruction • Consistent curriculum programs and resources • Focus areas for new learning/concepts will be Literacy, Math, and Social-emotional health at Grades K-8.	schedule and screeners • Individual RTI plans will be created for any skill deficits. • After-school supports for academic and social/emotional needs • Cross-discipline standards • Integrate social-emotional learning • Development and plan for use of a needs assessment tool for social/emotional and learning readiness. • Emotional well-being of students and staff is a high priority. Emotional learning and relationship building is prioritized for the first few weeks of the school year. • Timely feedback and accountability for student learning and assessment • Planning for transition to remote instruction • Consistent curriculum programs and resources	created for any skill deficits. • Integrate social-emotional learning. • Develop a multi-year plan to address missed learning opportunities that occurred during remote learning during the spring of 2020 via revised academic assessment schedule and screeners • Emotional well-being of students and staff is a high priority. Emotional learning and relationship building is prioritized for the first few weeks of the school year. • Timely feedback and accountability for student learning and assessment • Consistent curriculum programs and resources • Focus areas for new learning/concepts will be Literacy, Math, and Social-emotional health at Grades K-8. • Additional online resources for core subjects: math, literacy, science, social studies, arts/music/STEM, health/P.E. • Individual RTI plans will be created for any skill deficits.	home themselves. We will assign additional staff as needed. • The role of these staff will be to supplement what we will offer as an online learning program. For students in Grades K-12 we will offer the Exact Path program through Edmentum in the areas of math, reading and writing. Again, these programs will be supplemented by the assigned staff member using their own materials, MDOE materials, etc. as needed. For students in Grades 9-12 we will also offer individual licenses (depending upon need) to Virtual High School for specific courses that are unable to be "supplemented" in the way described above, such as Calculus or Statistics, etc. • Direct instruction will begin with the current grade level and content aligned PreK-12 learning goals. • Develop a multi-year plan to address missed learning opportunities that occurred during remote learning during the spring of 2020 via revised academic assessment schedule and screeners

• Additional online resources for core subjects: math, literacy, science, social studies, arts/music/STEM, health/P.E. • Increase opportunities for outside classrooms. Staff Point Person: • Each student has an advisor /homeroom. • Primary contact between students and families; • Point person for learning plan Instructional Technology • Consistent instructional learning platform (Google Classroom, Seesaw) Consistent school structures • Personalized learning time for all students • Learning Commons will prioritize technology support with new protocols for borrowing books. Professional development time for staff: • Wednesday AM delayed-start format	• Focus areas for new learning/concepts will be Literacy, Math, and Social-emotional health at Grades K-8. • Additional online resources for core subjects: math, literacy, science, social studies, arts/music/STEM, health/P.E. • Individual RTI plans will be created for any skill deficits. • Increase opportunities for outside classrooms. Staff Point Person: • Each student has an advisor/homeroom. • Primary contact between students and families; • Point person for learning plan. Instructional Technology • Consistent instructional learning platform (Google Classroom, Seesaw) • Consistent teacher online presence Consistent school structures	Staff Point Person: • Each student has an advisor/homeroom. • Primary contact between students and families; • Point person for learning plan. Instructional Technology • Consistent instructional learning platform (Google Classroom, Seesaw) • Consistent teacher online presence • New instruction offered synchronously (all students online at the same time) or videotaped to be viewed at a later time. Consistent school structures • Personalized learning time for all students • Learning Commons will prioritize technology support with new protocols for borrowing books. • Books signed out of Learning Commons by request Professional development time for staff: • Wednesday is reserved for planning and/or professional development.	• New instruction offered synchronously (all students online at the same time) or videotaped to be viewed at a later time • Cross-discipline standards. • Integrate social-emotional learning. • Development and plan for use of a needs assessment tool for social/emotional and learning readiness. • Timely feedback and accountability for student learning and assessment • Use of student portfolios Staff Point Person: • Each student has an advisor/homeroom. Instructional Technology • Consistent instructional learning platform (Google Classroom, Seesaw) • Consistent teacher online presence • New instruction offered synchronously (all students online at the same time) or videotaped to be viewed at a later time. Consistent school structures • Personalized learning time for all students • Learning Commons will prioritize technology

		- Personalized learning time for all students - Learning Commons will prioritize technology support with new protocols for borrowing books. Blended Learning Model - In-person (2 days) - Remote (3 days) - Cohort grouping of students to adhere to physical distancing requirements. - Consideration for certain Special Education Students/programs requiring additional support (i.e. all self-contained special services programs will attend Mon., Tues., Thur., & Fri.) **Divide each school's students into two groups (adjusted as needed):** **Group A will attend Monday and Thursday.** **Group B will attend Tuesday and Friday.** **Wednesday will be reserved for cleaning.**		- support with new protocols for borrowing books. - Books signed out of Learning Commons by request Professional development time for staff: - Wednesday AM reserved for planning and/or professional development.

		School classroom lists created by last name/households. **Siblings and/students living in the same household are grouped together.** Professional development time for staff: • Wednesday is reserved for planning and/or professional development.		
Procedures for when Student or Staff Become Sick at School	Daily checks • Daily reminders to self-screen before arrival (via screening tool) will be sent through School Messenger for all parents, students, and staff. • Parents ensure they have completed health screening questions daily for their students. • Staff and students stay home if sick. Staff/students are sick or symptomatic at school • Isolation room-identify separate room from the nurse's office	Daily checks • Daily reminders to self-screen before arrival (via screening tool) will be sent through School Messenger for all parents, students, and staff. • Parents ensure they have completed health screening questions daily for their students. • Staff and students stay home if sick. Staff/student are sick or symptomatic at school • Isolation room-identify separate room from the nurse's office	Reported Positive Cases: • CDC protocols will be implemented.	

	- Protocol established for staff/students exhibiting symptoms - Plan to disinfect areas where an individual came into contact. Reported Positive Cases: - DOE and CDC protocols will be implemented. - Communications will be developed according to guidance from the CDC.	- Protocol established for staff/students exhibiting symptoms - Plan to disinfect areas where an individual came into contact. Reported Positive Cases: - DOE and CDC protocols will be implemented. - Communications will be developed according to guidance from the CDC.		
Athletics	- All high school and middle school programs will resume based upon the MSAD 75 Athletic Plan under one of the following scenarios... - Plan A - Full Implementation with Added Safeguards - Plan B - Modified Implementation with Added Safeguards - Plan C - Virtual Contact Only			
Learning Expectations and Guidelines	Grades PreK-5 Grades 6-8 Grades 9-12	Grades PreK-5 Grades 6-8 Grades 9-12	Grades PreK-5 Grades 6-8 Grades 9-12	Grades PreK-5 Grades 6-8 Grades 9-12
Calendar Recommendations	- Calendar Committee meets to review proposals. - Kindergarten Screening (August 31-September 3)-NO Kindergarten classes - Schools open in Plan B, first 3 weeks of school - Opening week of school (August 31-September 3) ½ day schedule - Teach and practice new procedures - Teachers use afternoon for review of procedures and debrief 2nd and 3rd week of school (September 8-18th) - Continue Plan B scheduling - Continue to teach and practice new procedures			

	○ Revise procedures according to new information (District and school based) • 4th week of school (September 21st) and beyond if in Green Code, Plan A is anticipated

Resources Needed	• Technology 1:1 for all students
	• Increase ventilation (fans, open windows)
	• On-Line Educational platform-EXACT PATH by Edmentum
	• Survey information for families and staff
	    • Staff who cannot or prefer not to work on campus
	    • Family's preference between option 1 and 2
	• Health and safety signage
	• Sanitization stations
	• Appropriate personal protective equipment (masks, barriers, shields)
	• Communication of strategies for education, health and safety protocols
	• Monitoring protocols for:
	    • Academic needs
	    • Social-emotional well being
	    • Health and Safety procedures
	• Revised staff and student handbooks
	• Wi-Fi access for students/staff
	• Physical changes to school buildings (windows to main offices, etc.)
	• Intensifying use of cleaning and safety efforts
	• Individual student desks