

# Augusta Elementary Plan of Procedures & Protocols for the Re-Opening of School 2020-21 Farrington-Gilbert-Hussey-Lincoln



## Procedures and Protocols for the reopening the Augusta Elementary Schools


The Augusta School Department, in partnership with the Maine Department of Education and the Maine CDC, has developed guidance to support our students, staff and families in determining their plans and strategies for reopening schools in response to the COVID pandemic. *Augusta School Department's Framework for Reopening Schools* provides a tiered approach with clear, actionable steps that are advisable before students and staff return to school buildings, along with guidance that is applicable throughout the 2020-2021 school year.

This approach is built upon the guidance and recommendations of health officials; it is strongly aligned to the reopening guidelines that have been provided by our state and federal leaders; and it's designed to help districts prioritize the health and safety of students and teachers as they open school buildings and deliver instruction for the 2020-2021 school year.

This document supports the work developed by the Framework for Reopening Schools by adding details to the information presented in the plan. If you have any questions, please contact your building Principal or email one of the administrators.

# Augusta Elementary Schools Procedures and Protocols

Level of Community Spread (as determined by state and local health officials)

	<b>In Person/All Students*</b> RECOMMENDATIONS	<b>Hybrid</b> RECOMMENDATIONS	<b>Remote Learning</b> RECOMMENDATIONS
<p><b>Descriptors</b></p> 	<p><b>District/School Considerations:</b>                      The In-Person, All-Students Model is where all students attend school and they are all taught in person. It closely resembles the pre-COVID model with some preventative measures such as:</p> <ul style="list-style-type: none"> <li>• Maintain physical distancing of 3-6’ for students and 6’ for adults</li> <li>• Providing hand sanitizer for students and staff</li> <li>• Conducting cleaning of classrooms and high-touch surfaces each day</li> <li>• Limiting physical interaction through partner or group work</li> <li>• Requiring face coverings for all students and staff</li> </ul> <p>The Augusta School Department is unable to have all students come to school everyday due to the inability to meet the social distance requirements due to facility and staffing limitations, which are required by the CDC in order to have in person instruction. Therefore, the Augusta School Department will be implementing the Hybrid Model outlined in the “yellow” section of the plan.</p> <p>*Maine DOE has stated that it is important for communities to understand that “Green” color/risk level is not to be interpreted to mean it’s “business as usual” with all students at school each day. Even when the community risk is low, Maine CDC requirements for safely providing in-person instruction must be followed. If the requirements, including physical distancing of 3-6’ for students and 6’ for adults, exceed the capacity of your school staff and facilities, you will need to implement a hybrid model to reduce the number of students who attend school at the same time even in a green county designation. The county risks will be updated every two weeks. Source: MDOE Communication, July 29, 2020</p>	<p><b>District/School Considerations:</b>                      The Hybrid Instructional Model is where students are divided into two groups. One half of the school is educated at one time in school and the other half is educated at another time in school. On the off times of being in school, students are engaged in remote learning opportunities.</p> <p>The Augusta School Department’s hybrid model of education will consist of the following:</p> <ul style="list-style-type: none"> <li>• Grades K-1 students will attend in person Mondays, Tuesdays, Thursdays and Fridays.</li> <li>• Grade 2-6 students will be divided into 2 groups (A or B). Groups will alternate face-to-face instruction and remote learning opportunities during the week. Group A will attend Mondays and Thursdays with remote learning opportunities on the remaining days of the week. Group B will attend Tuesdays and Fridays with remote learning opportunities on the remaining days of the week.</li> <li>• Wednesdays, teachers will plan and prepare materials, engage in professional development and check in with students remotely.</li> <li>• Face coverings must be worn by all students and staff at all times except “mask breaks” and meal times.</li> </ul> <p>Staff will:</p> <ul style="list-style-type: none"> <li>• Use the master schedule to balance class numbers;</li> <li>• Limit physical interaction through partner or group work in classrooms</li> <li>• Establish 3- 6 ft distance between the teacher’s desk/board and students’ desks;</li> <li>• Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing for breakfasts and lunches</li> </ul>	<p><b>District/School Considerations:</b>                      In the remote learning model all instruction is done at home remotely and school buildings are closed to students but staff may use their classrooms as needed. The Remote Learning Plan will:</p> <ul style="list-style-type: none"> <li>• be robust,</li> <li>• include distributed printed materials with designated collection and drop off points and utilize learning platforms such as Seesaw for PreK--2 and Google Classroom for Gr. 3-6, and</li> <li>• provide opportunities for on-going communications.</li> </ul> <p>Please note: Whether the district is in-person or hybrid, students with health concerns or safety concerns, can opt for remote learning opportunities.</p>


# Augusta Elementary Schools Procedures and Protocols

*Level of Community Spread (as determined by state and local health officials)*

	<p style="text-align: center;"><b>Green</b> RECOMMENDATIONS</p>	<p style="text-align: center;"><b>Yellow</b> RECOMMENDATIONS</p>	<p style="text-align: center;"><b>Red</b> RECOMMENDATIONS</p>
<p><b>Practicing Prevention</b></p> 	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>Students and staff will conduct a self-check daily before coming to school. If students and/or staff answer yes to any question, then the student and/or staff must stay home.</li> <li>Students will not share supplies, books, equipment.</li> <li>All students will maintain 3-6 ft social distance in classrooms, hallways, entrances, exits; Students must maintain 6 ft social distancing during meals when face coverings are off.</li> <li>All staff and students must wear face coverings/shields.</li> <li>The school will provide students and staff with 2 masks and other appropriate PPE to staff.</li> <li>Staff will teach and reinforce good hygiene measures such as handwashing, covering coughs, and face coverings.</li> <li>Staff will provide hand soap, hand sanitizer, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently trafficked areas.</li> <li>Signage is posted in classrooms, hallways, and entrances to communicate how to stop the spread of COVID-19.</li> <li>Surfaces are cleaned and disinfected; frequently touched areas at least daily; deep cleaning on Wednesdays, nights and weekends.</li> <li>Desks will be prepared after each use for the next class's use.</li> <li>Students and staff are encouraged to bring water bottles (no sharing) to refill at the water fountain.</li> <li>We will ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible.</li> <li>Plexiglass will be installed in offices for safety.</li> </ul>	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>Students and staff will conduct a self-check daily before coming to school. If students and/or staff answer yes to any question, then the student and/or staff must stay home.</li> <li>Students will not share supplies, books, equipment.</li> <li>All students will maintain 3-6 ft social distance in classrooms, hallways, entrances, exits; Students must maintain 6 ft social distancing during meals when face coverings are off.</li> <li>All staff and students must wear face coverings/shields.</li> <li>The school will provide students and staff with 2 masks and other appropriate PPE to staff.</li> <li>Staff will teach and reinforce good hygiene measures such as handwashing, covering coughs, and face coverings.</li> <li>Staff will provide hand soap, hand sanitizer, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently trafficked areas.</li> <li>Signage is posted in classrooms, hallways, and entrances to communicate how to stop the spread of COVID-19.</li> <li>Surfaces are cleaned and disinfected; frequently touched areas at least daily; deep cleaning on Wednesdays, nights and weekends.</li> <li>Desks will be prepared after each use for the next class's use.</li> <li>Students and staff are encouraged to bring water bottles (no sharing) to refill at the water fountain.</li> <li>We will ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible.</li> <li>Plexiglass will be installed in offices for safety.</li> </ul>	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>Use social media and other communications to inform parents, students, and staff about COVID-19 symptoms, preventative measures, good hygiene, and school/district specific protocols</li> </ul>

# Augusta Elementary Schools Procedures and Protocols

*Level of Community Spread (as determined by state and local health officials)*

	<p style="text-align: center;"><b>Green</b> RECOMMENDATIONS</p>	<p style="text-align: center;"><b>Yellow</b> RECOMMENDATIONS</p>	<p style="text-align: center;"><b>Red</b> RECOMMENDATIONS</p>
<p><b>Entering School Buildings<sup>3</sup></b></p> 	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>• Prior to arriving at school, parents and students will conduct a self-assessment about the student’s health. If a student answers yes to any of the questions, then the student should stay home.</li> <li>• Buses and Parents will drop students off at designated times. Students will not be allowed to wait at school prior to the designated start time.</li> <li>• Where feasible, Students will enter their classrooms through the outside classroom door while maintaining 6 ft distance from other students. Others will use designated entrances.</li> <li>• Staff will be welcoming students at the designated doors and encouraging them to follow safety protocols.</li> <li>• Students will no longer have morning recess or breakfast in the cafeteria when they arrive due to social distancing requirements. They will go directly to their classroom. Teachers will take attendance and greet students. Breakfast bags will be served in their homeroom.</li> </ul> <p>Upon entering school, there will be the following preventative measures:</p> <ul style="list-style-type: none"> <li>• Hand sanitizer available for students and staff,</li> <li>• Limit unnecessary congregations of students and staff,</li> <li>• Signage posted in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols,</li> <li>• A protocol for parents/guardians before entering school: calling front office, remaining in foyer, requesting use of face coverings/masks, etc., and There will be no volunteers or visitors in the building until further notice.</li> </ul>	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>• Prior to arriving at school, parents and students will conduct a self-assessment about their health. If the student answered yes to any of the questions, then the student should stay home.</li> <li>• Buses and Parents will drop students off at designated times. Students will not be allowed to wait at school prior to the designated start time.</li> <li>• Where feasible, Students will enter their classrooms through the outside classroom door while maintaining 6 ft distance from other students. Others will use other entrances.</li> <li>• Staff will be welcoming students at the designated doors and encouraging them to follow safety protocols.</li> <li>• Students will no longer have morning recess or breakfast in the cafeteria when they arrive. They will go directly to their classroom. Teachers will take attendance and greet students. Breakfast bags will be served in their homeroom.</li> </ul> <p>Upon entering school, there will be the following preventative measures:</p> <ul style="list-style-type: none"> <li>• Hand sanitizer available for students and staff,</li> <li>• Limit unnecessary congregations of students and staff,</li> <li>• Signage posted in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols,</li> <li>• A protocol for parents/guardians before entering school: calling front office, remaining in foyer, requesting use of face coverings/masks, etc., and There will be no volunteers or visitors in the building until further notice.</li> </ul>	<p><b>District/School Considerations:</b></p> <p><b>School buildings are closed to students;</b></p> <ul style="list-style-type: none"> <li>• Staff members are in buildings to conduct remote learning for students.</li> <li>• Use social media and other communications to inform parents, students, and staff about COVID-19 symptoms, preventative measures, good hygiene, and school/district specific protocols.</li> </ul>

	If students/staff become ill/experience symptoms while at school, they will be placed in the isolation room until the individual's departure.	If students/staff become ill/experience symptoms while at school, they will be placed in the isolation room until the individual's departure.	
--	---	---	--

# Augusta Elementary Schools Procedures and Protocols

<p><i>Level of Community Spread (as determined by state and local health officials)</i></p>	<p><b>Green</b> RECOMMENDATIONS</p>	<p><b>Yellow</b> RECOMMENDATIONS</p>	<p><b>Red</b> RECOMMENDATIONS</p>
<p><b>Serving Meals</b></p> 	<p><b>District/School Considerations:</b> Lunch</p> <ul style="list-style-type: none"> <li>Lunches will be served where it is feasible to maintain the 6 feet social distancing requirement, based on specific buildings.</li> <li>Staff will ensure student hand washing before and after meal service.</li> <li>Hand sanitizer will be provided for students and staff.</li> <li>Social distancing lines will be marked to enter the cafeteria and serving lines.</li> <li>Designated entrances and exit flow paths; staggered use</li> <li>Cleaning of cafeterias and high-touch surfaces will occur throughout the school day.</li> <li>Meals will be pre-packaged in clear containers.</li> <li>Coverage will be arranged to ensure that staff have a 30 minute duty free lunch.</li> </ul> <p>Breakfast/Snacks</p> <ul style="list-style-type: none"> <li>Breakfast/Snacks will be distributed by Kitchen staff and students will eat where the 6 ft. social distancing can be maintained.</li> <li>Breakfast will be consolidated to a single opportunity.</li> </ul> <p>Breakfast and lunch will be available for students to order for days that they are home during the week. These meals will be sent home with the students at the end of each in person day. Reduced and paid families will need to pay for lunch.</p> <p>Students who qualify for free/reduced lunch can eat breakfast for free.</p>	<p><b>District/School Considerations:</b> Lunch</p> <ul style="list-style-type: none"> <li>Lunches will be served where it is feasible to maintain the 6 feet social distancing requirement, based on specific buildings</li> <li>Staff will ensure student hand washing before and after meal service.</li> <li>Hand sanitizer will be provided for students and staff.</li> <li>Social distancing lines will be marked to enter the cafeteria and serving lines.</li> <li>Designated entrances and exit flow paths; staggered use</li> <li>Cleaning of cafeterias and high-touch surfaces will occur throughout the school day.</li> <li>Meals will be pre-packaged in clear containers.</li> <li>Coverage will be arranged to ensure that staff have a 30 minute duty free lunch.</li> </ul> <p>Breakfast/Snacks</p> <ul style="list-style-type: none"> <li>Breakfast/Snacks will be distributed by Kitchen Staff will be eaten where we can maintain 6 ft. social distancing.</li> <li>Breakfast will be consolidated to a single opportunity.</li> </ul> <p>Breakfast and lunch will be available for students to order for days that they are home during the week. These meals will be sent home with the students at the end of each in person day. Reduced and paid families will need to pay for lunch.</p> <p>Students who qualify for free/reduced lunch can eat breakfast for free.</p>	<p><b>District/School Considerations:</b> <b>School buildings are closed to students.</b></p> <ul style="list-style-type: none"> <li>Staff members are in buildings to conduct remote learning for students.</li> <li>Meals will be provided through drive up service at schools</li> </ul>


# Augusta Elementary Schools Procedures and Protocols

*Level of Community Spread (as determined by state and local health officials)*

	<p style="text-align: center;"><b>Green</b> RECOMMENDATIONS</p>	<p style="text-align: center;"><b>Yellow</b> RECOMMENDATIONS</p>	<p style="text-align: center;"><b>Red</b> RECOMMENDATIONS</p>
<p><b>Transitions</b></p> 	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>• Students and staff will wear face masks/coverings.</li> <li>• Limit mixing between groups (to the extent practicable).</li> <li>• Designate areas of the hallway (i.e. lanes) as flow paths to keep students separated students to minimize congregation of students.</li> <li>• Plan staggered class transitions for lunch, recess and dismissals to decrease the number of students in hallways at one time.</li> <li>• Conducting cleaning of hallways and high-touch surfaces throughout the school day.</li> </ul>	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>• Students and staff will wear face masks/coverings.</li> <li>• Limit mixing between groups (to the extent practicable).</li> <li>• Designate areas of the hallway (i.e. lanes) as flow paths to keep students separated students to minimize congregation of students.</li> <li>• Plan staggered class transitions for lunch, recess and dismissals to decrease the number of students in hallways at one time.</li> <li>• Conducting cleaning of hallways and high-touch surfaces throughout the school day.</li> </ul>	<p><b>School buildings are closed to students;</b></p> <ul style="list-style-type: none"> <li>• Staff members are in buildings to conduct remote learning for students.</li> </ul>

# Augusta Elementary Schools Procedures and Protocols

*Level of Community Spread (as determined by state and local health officials)*

	<p style="text-align: center;"><b>Green</b> RECOMMENDATIONS</p>	<p style="text-align: center;"><b>Yellow</b> RECOMMENDATIONS</p>	<p style="text-align: center;"><b>Red</b> RECOMMENDATIONS</p>
<p><b>Conducting Large Group Gatherings</b></p> 	<p><b>District/School Considerations:</b></p> <p>We will limit unnecessary congregations of students and staff.</p> <ul style="list-style-type: none"> <li>• Students and staff must wear face masks/covering.</li> <li>• Students will no longer have morning recess or breakfast in the cafeteria when they arrive. They will go directly to their classroom.</li> <li>• Field trips are eliminated at this time.</li> <li>• Assemblies, or any other large gathering will be conducted outside or in large spaces using social distancing or will be done virtually.</li> <li>• Open House and parent conferences will be conducted by virtual means.</li> <li>• We will abide by the maximum number of people allowed to congregate as defined by the Governor’s current statewide Executive Order.</li> </ul>	<p><b>District/School Considerations:</b></p> <p>We will limit unnecessary congregations of students and staff.</p> <ul style="list-style-type: none"> <li>• Students and staff must wear face masks/coverings.</li> <li>• Students will no longer have morning recess or breakfast in the cafeteria when they arrive. They will go directly to their classroom.</li> <li>• Field trips are eliminated at this time.</li> <li>• Assemblies, or any other large gathering will be conducted outside or in large spaces using social distancing or will be done virtually.</li> <li>• Open House and parent conferences will be conducted by virtual means.</li> <li>• We will abide by the maximum number of people allowed to congregate as defined by the Governor’s current statewide Executive Order.</li> </ul>	<p><b>District/School Considerations:</b></p> <p><b>School buildings are closed to students.</b></p> <ul style="list-style-type: none"> <li>• Large group gatherings held virtually.</li> </ul>



# Augusta Elementary Schools Procedures and Protocols

*Level of Community Spread (as determined by state and local health officials)*

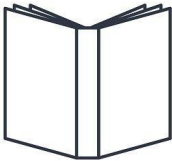
	<p style="text-align: center;"><b>Green</b> RECOMMENDATIONS</p>	<p style="text-align: center;"><b>Yellow</b> RECOMMENDATIONS</p>	<p style="text-align: center;"><b>Red</b> RECOMMENDATIONS</p>
<p><b>Transporting Students</b></p> 	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>Families should consider alternatives to getting to school including car, walking, biking where possible. Carpooling with a stable group of people is recommended. Face coverings should be utilized in the car</li> <li>For students riding the bus, symptom screening must be performed by families prior to getting on the bus.</li> <li>Physical distancing at bus stops and pick-up and drop off is required.</li> <li>If riding the bus, Bus Drivers and students must wear face masks/coverings</li> <li>Hand sanitizer will be available when entering and exiting the bus</li> <li>The Bus drivers will assign seats to students. Students from the same household should sit together.</li> <li>Bus Drivers will use tape marks and signage to show students where to sit.</li> <li>The Bus Drivers will load the bus from the back to the front</li> <li>Drivers should be 6 ft from students.</li> <li>Windows should be open if weather allows</li> <li>Buses will be routinely cleaned and disinfected.</li> <li>There will be no field trips.</li> <li>Buses will be aired out when not in use.</li> </ul>	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>Families should consider alternatives to getting to school including car, walking, biking where possible. Carpooling with a stable group of people is recommended. Face coverings should be utilized in the car</li> <li>For students riding the bus, symptom screening must be performed by families prior to getting on the bus.</li> <li>Physical distancing at bus stops and pick-up and drop off is required.</li> <li>If riding the bus, Bus Drivers and students must wear face masks/coverings</li> <li>Hand sanitizer will be available when entering and exiting the bus</li> <li>The Bus drivers will assign seats to students. Students from the same household should sit together.</li> <li>Bus Drivers will use tape marks and signage to show students where to sit.</li> <li>The Bus Drivers will load the bus from the back to the front</li> <li>Drivers should be 6 ft from students.</li> <li>Windows should be open if weather allows</li> <li>Buses will be routinely cleaned and disinfected.</li> <li>There will be no field trips.</li> <li>Buses will be aired out when not in use.</li> </ul>	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>School buildings are closed to students; therefore, transporting students is not needed.</li> </ul>

# Augusta Elementary Schools Procedures and Protocols

<p><i>Level of Community Spread (as determined by state and local health officials)</i></p>	<p><b>Green</b> RECOMMENDATIONS</p>	<p><b>Yellow</b> RECOMMENDATIONS</p>	<p><b>Red</b> RECOMMENDATIONS</p>
<p><b>Protecting Vulnerable Populations</b> <sup>1</sup></p>  <p><sup>1</sup> <b>Vulnerable Populations</b> -- Elderly individuals and/or individuals with serious underlying health conditions, including high blood pressure, chronic lung disease, diabetes, obesity, asthma, and those whose immune system is compromised such as by chemotherapy for cancer and other conditions requiring such therapy.</p>	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>• Survey at-risk staff members to gauge their intentions in returning to work while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.</li> <li>• Survey families with vulnerable children to gauge their intentions in returning to a traditional school setting while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.</li> <li>• Create plans for identified vulnerable staff and families to determine safety needs and accommodations, within reason..</li> <li>• Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials such as the district school physician.</li> <li>• Consult with the Board’s attorney and the district’s Human Resource office regarding feasible special accommodations (such as an alternative teaching assignment) for personnel who are members of vulnerable populations.</li> <li>• Adhere to FERPA and HIPAA requirements</li> <li>• Adhere to state and federal employment law and extended leave allowances</li> <li>• Offer an Employee Assistance Program to all staff members</li> <li>• Establish a process for regular check-ins with vulnerable staff and students.</li> </ul>	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>• Survey at-risk staff members to gauge their intentions in returning to work while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.</li> <li>• Survey families with vulnerable children to gauge their intentions in returning to a traditional school setting while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.</li> <li>• Create plans for identified vulnerable staff and families to determine safety needs and accommodations, within reason..</li> <li>• Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials such as the district school physician.</li> <li>• Consult with the Board’s attorney and the district’s Human Resource office regarding feasible special accommodations (such as an alternative teaching assignment) for personnel who are members of vulnerable populations.</li> <li>• Adhere to FERPA and HIPAA requirements</li> <li>• Adhere to state and federal employment law and extended leave allowances</li> <li>• Offer an Employee Assistance Program to all staff members</li> <li>• Establish a process for regular check-ins with vulnerable staff and students.</li> </ul>	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>• School Buildings are closed; however, staff will check in with vulnerable populations to ensure that students are able to connect to the needed resources.</li> <li>• Support personnel will follow up as needed to ensure that students are connecting to the learning.</li> </ul>

# Augusta Elementary Schools Procedures and Protocols

Level of Community Spread (as determined by state and local health officials)

	<p style="text-align: center;"><b>Green</b> RECOMMENDATIONS</p>	<p style="text-align: center;"><b>Yellow</b> RECOMMENDATIONS</p>	<p style="text-align: center;"><b>Red</b> RECOMMENDATIONS</p>
<p style="text-align: center;"><b>Supporting Teaching and Learning</b></p> 	<p><b>District/School Considerations:</b></p> <p><b>Learning Framework:</b></p> <ul style="list-style-type: none"> <li>School calendar, day schedules, attendance expectations, etc. are altered.</li> <li>Students will engage in a hybrid learning model that is part in-person instruction in classrooms and part virtual/remote.</li> <li>Students will be divided into 2 groups. Groups would alternate face-to-face and remote learning during the week.</li> <li>Grades 2-12 students will be divided into 2 groups (A or B). Groups will alternate face-to-face instruction and remote learning opportunities during the week. Group A will attend Mondays and Thursdays with remote learning opportunities on the remaining days of the week. Group B will attend Tuesdays and Fridays with remote learning opportunities on the remaining days of the week.</li> <li>PreK-1 will attend Mondays, Tuesdays, Thursdays and Fridays, if feasible.</li> <li>Wednesdays, teachers will plan and prepare materials, engage in professional development and check in with students remotely.</li> <li>Attendance tracking system will be utilized for both in-person and remote days of instruction.</li> <li>School practices and policies related to learning expectations, grading, etc. will be maintained, although some assessments may be altered or replaced</li> <li>All schools will be prepared to support those unable to resume any in-person classroom instruction.</li> <li>Additional accommodations and frequency of in-person instruction may differ depending on individual student needs, specialized instruction for</li> </ul>	<p><b>District/School Considerations:</b></p> <p><b>Learning Framework:</b></p> <ul style="list-style-type: none"> <li>School calendar, day schedules, attendance expectations, etc. are altered.</li> <li>Students will engage in a hybrid learning model that is part in-person instruction in classrooms and part virtual/remote.</li> <li>Students will be divided into 2 groups. Groups would alternate face-to-face and remote learning during the week.</li> <li>Grades 2-12 students will be divided into 2 groups (A or B). Groups will alternate face-to-face instruction and remote learning opportunities during the week. Group A will attend Mondays and Thursdays with remote learning opportunities on the remaining days of the week. Group B will attend Tuesdays and Fridays with remote learning opportunities on the remaining days of the week.</li> <li>PreK-1 will attend Mondays, Tuesdays, Thursdays and Fridays, if feasible.</li> <li>Wednesdays, teachers will plan and prepare materials, engage in professional development and check in with students remotely.</li> <li>Attendance tracking system will be utilized for both in-person and remote days of instruction.</li> <li>School practices and policies related to learning expectations, grading, etc. will be maintained, although some assessments may be altered or replaced</li> <li>All schools will be prepared to support those unable to resume any in-person classroom instruction.</li> <li>Additional accommodations and frequency of in-person instruction may differ depending on individual student needs, specialized instruction for students on IEP/504 plans.</li> </ul>	<p><b>District/School Considerations:</b></p> <p><b>School buildings are closed to students.</b></p> <p><b>Learning Framework:</b></p> <ul style="list-style-type: none"> <li>School buildings are closed. No in-person instruction permitted per State directive.</li> <li>Students will follow prescribed remote academic schedules outlined at each of their respective schools.</li> <li>Attendance tracking system will be utilized for all remote learning days.</li> <li>School practices and policies related to learning expectations, grading, etc. will be maintained, although some assessments may be altered or replaced.</li> <li>Learning materials will be distributed to families.</li> </ul>

	students on IEP/504 plans.		
	<p><b>Student Support Services:</b></p> <ul style="list-style-type: none"> <li>● Counselors and teachers will continue to support social/emotional needs of students and families in-person and virtual/remote as needed.</li> <li>● Counselors will continue to provide support and reach out to students and families in crisis.</li> <li>● Student Support Teams in all schools will continue to meet regularly and actively plan to identify and support needs of individual students.</li> <li>● Extensive teaming and consistent communication among staff will be utilized to ensure resources and connections are made for students who are struggling.</li> </ul>	<p><b>Student Support Services:</b></p> <ul style="list-style-type: none"> <li>● Counselors and teachers will continue to support social/emotional needs of students and families in-person and virtual/remote as needed.</li> <li>● Counselors will continue to provide support and reach out to students and families in crisis.</li> <li>● Student Support Teams in all schools will continue to meet regularly and actively plan to identify and support needs of individual students.</li> <li>● Extensive teaming and consistent communication among staff will be utilized to ensure resources and connections are made for students who are struggling.</li> </ul>	<p><b>Student Support Services:</b></p> <ul style="list-style-type: none"> <li>● Counselors and teachers will continue to support social/emotional needs of students and families in a remote manner.</li> <li>● Resources and connections will continue to be provided on an ongoing basis to support students and families in crisis.</li> <li>● Student Support Teams in all schools will continue to meet regularly and actively plan to identify and support needs of individual students.</li> <li>● Extensive teaming and consistent communication among staff will be utilized to ensure resources and connections are provided as needed.</li> </ul>

	Special Education Services/ Section 504 Plans	Special Education Services/ Section 504 Plans	Special Education Services/ Section 504 Plans
	<ul style="list-style-type: none"> <li>● Educators will provide FAPE to all students on IEP plans. Students will be provided the necessary specialized instruction both in-person and remotely.</li> <li>● IEP and 504 accommodation plans will continue to allow students to access the curriculum (adjustments may be made due to the change in educational environments/platforms as needed).</li> <li>● IEP/504 meetings will continue to be scheduled. These meetings will be facilitated remotely via Zoom or google meets platform.</li> <li>● Student data will continue to be collected to inform support and specialized instruction as outlined in the IEP.</li> <li>● Speech, Occupational/ Physical Therapy, and social work services will be provided in person or remotely.</li> <li>● Initial referral testing and annual/tri-annual reviews will resume and meetings scheduled either in-person or via zoom/google meets.</li> <li>● Additional accommodations and frequency of in-person instruction may differ depending on individual student needs</li> </ul>	<ul style="list-style-type: none"> <li>● Educators will provide FAPE to all students on IEP plans. Students will be provided the necessary specialized instruction both in-person and remotely.</li> <li>● IEP and 504 accommodation plans will continue to allow students to access the curriculum (adjustments may be made due to the change in educational environments/platforms as needed).</li> <li>● IEP/504 meetings will continue to be scheduled. These meetings will be facilitated remotely via Zoom or google meets platform.</li> <li>● Student data will be collected to inform support and specialized instruction as outlined in the IEP.</li> <li>● Speech, Occupational/ Physical Therapy, and social work services will be provided in person or remotely.</li> <li>● Initial referral testing and annual/tri-annual reviews will resume and meetings scheduled either in-person or via zoom/google meets.</li> <li>● Additional accommodations and frequency of in-person instruction may differ depending on individual student needs</li> </ul>	<ul style="list-style-type: none"> <li>● Educators will continue to connect remotely with students on their caseloads to provide FAPE to all students on IEP plans.</li> <li>● IEP/504 meetings will continue to be scheduled and facilitated remotely via the zoom or google meets platform.</li> <li>● IEP and 504 accommodation plans will continue to allow students to access the curriculum (adjustments may be made due to the change in educational environments/platforms as needed).</li> <li>● Student data will continue to be collected to inform support and specialized instruction as outlined in the IEP.</li> <li>● Speech, Occupational/ Physical Therapy, and social work services will be provided remotely.</li> <li>● Some initial referral testing, or annual/triannual reviews may need to be postponed or delayed. Director will oversee and communicate with families.</li> </ul>

	<p><b>English Language Learners (ELL), Response to Intervention (RTI), Title 1, Gifted &amp; Talented (GT) Programming</b></p> <ul style="list-style-type: none"> <li>• All students identified as needing English Language Learner support, accelerated studies, gifted and talented programming, and/or Response to Intervention supports will continue to receive services as part of the hybrid model.</li> <li>• Students will be assessed and RTI determinations will be made in the fall. There will be a clearly defined process and criteria for determining support. All RTI decisions will be made through a team approach.</li> <li>• ELL, RTI, Title 1, and GT student support staff will continue to collaborate with grade level teachers to support individual needs of students both in-person and remotely as needed.</li> <li>• Teachers will continue to monitor progress, assess student performance on specific learning needs, and provide the necessary individualized support both in-person and remotely.</li> <li>• Additional accommodations and frequency of in-person instruction may differ depending on individual student needs, specialized instruction for ELL students.</li> </ul>	<p><b>English Language Learners (ELL), Response to Intervention (RTI), Title 1, Gifted &amp; Talented (GT) Programming</b></p> <ul style="list-style-type: none"> <li>• All students identified as needing English Language Learner support, accelerated studies, gifted and talented programming, and/or Response to Intervention supports will continue to receive services as part of the hybrid model.</li> <li>• Students will be assessed and RTI determinations will be made in the fall. There will be a clearly defined process and criteria for determining support. All RTI decisions will be made through a team approach.</li> <li>• ELL, RTI, Title 1, and GT student support staff will continue to collaborate with grade level teachers to support individual needs of students both in-person and remotely as needed.</li> <li>• Teachers will continue to monitor progress, assess student performance on specific learning needs, and provide the necessary individualized support both in-person and remotely.</li> <li>• Additional accommodations and frequency of in-person instruction may differ depending on individual student needs, specialized instruction for ELL students.</li> </ul>	<p><b>English Language Learners (ELL), Response to Intervention (RTI), Title 1, Gifted &amp; Talented (GT) Programming</b></p> <ul style="list-style-type: none"> <li>• All students identified as needing English Language Learner support, accelerated studies, gifted and talented programming, and/or Response to Intervention supports will continue to receive services as part of the virtual model.</li> <li>• Students will be assessed and RTI determinations will be made in the fall. There will be a clearly defined process and criteria for determining support. All RTI decisions will be made through a team approach.</li> <li>• ELL, RTI, Title 1, and GT student support staff will continue to collaborate with grade level teachers to support individual needs of students remotely as needed.</li> <li>• Teachers will continue to monitor progress, assess student performance on specific learning needs, and provide the necessary individualized support remotely.</li> <li>• Additional accommodations and frequency of instruction may differ depending on individual student needs, specialized instruction for ELL students</li> </ul>
--	--	--	--

Level of Community Spread (as determined by state and local health officials)

**Green**  
RECOMMENDATIONS

**Yellow**  
RECOMMENDATIONS

**Red**  
RECOMMENDATIONS

**COVID-19**



**District/School Considerations:**

- A medical isolation room will be identified for students and staff who exhibit COVID-19 symptoms
- All students and staff must wear face coverings. Face shields may be an alternative for those students with medical, behavioral, or other challenges who are unable to wear masks/face coverings.
- Masks Breaks will occur throughout the day and will happen when students are 6 ft apart.
- Reusable masks should be washed daily.
- Parents/Guardians must screen their students for illness before sending them to school.
- Any staff or student with a fever of 100.4 or greater should not be in school
- See the Parent/Guardian/Student COVID-19 Guide for the Return to School for more information. Students and parents will need to sign the Safety Agreement to participate in in-person learning.

**District/School Considerations:**

- A medical isolation room will be identified for students and staff who exhibit COVID-19 symptoms
- All students and staff must wear face coverings. Face shields may be an alternative for those students with medical, behavioral, or other challenges who are unable to wear masks/face coverings.
- Masks Breaks will occur throughout the day and will happen when students are 6 ft apart.
- Reusable masks should be washed daily.
- Parents/Guardians must screen their students for illness before sending them to school.
- Any staff or student with a fever of 100.4 or greater should not be in school
- See the Parent/Guardian/Student COVID-19 Guide for the Return to School for more information. Students and parents will need to sign the Safety Agreement to participate in in-person learning.

**District/School Considerations:**

- School is closed to students.
- Students will be learning from home. Staff will connect with students to help them access learning resources.

Level of Community Spread (as determined by state and local health officials)

**Green**

RECOMMENDATIONS

**Yellow**

RECOMMENDATIONS

**Red**

RECOMMENDATIONS

**Additional Points**



**District/School Considerations:**

- The state’s guidelines need to be eased, before the district considers bringing back all students for in-person learning five days a week.
- Teacher assignments and Group A/ B designations will be decided mid-August. We will do the best to meet parent/ guardian needs, keeping family members in the same group..

**District/School Considerations:**

- Teacher assignments and Group A/ B designations will be decided mid-August. We will do the best to meet parent/ guardian needs, keeping family members in the same group..
- Students may not share school supplies. Students will be provided individual learning materials and supplies. If the school is unable to provide supplies for students, a supply list will be provided.
- Students will walk in hallways on the right side and walk 3-6 feet from other students. Hallways will be identified and marked 3-6 feet where possible.
- Parent/Guardian drop-off and pick-up will be in a designated area per building. Students will enter through designated doors as assigned by staff. Parents will not be allowed to enter the building for drop-off/pick-up. Supervision will be provided.
- Nonessential visitors, volunteers and activities involving outside groups entering the school will not be permitted.
- Field trips will be suspended at this time.
- Teachers may bring classes outside for mask breaks when needed.
- Some aspects of the curriculum will need to be amended to follow COVID-19 guidelines.
- Students/Parents/Guardians will commit to in-person OR remote learning by trimester.

**District/School Considerations:**

- Students will be learning from home.
- Staff will connect with students to help them access resources.
- Seesaw would be the online platform for grades PreK-2 and Google will be the online platform for grades 3-6.