

Return to School Handbook

2020/21 School Year



Excellence. Community. Engagement.

Approved by the St. George MSU School Board on August 19, 2020

Last amended on December 16, 2020.

This will remain a working document; it will be revised based on new federal and state guidelines; the impact of the pandemic on our school, community, and state; and the lessons we learn along the way in terms of the best approach to safely educating and caring for our students.

Last Updated on December 16, 2020

Table of Contents

Introduction1

Planning Process1

Return to School Committee2

Subcommittees2

State and Federal Guidelines and Requirements 3

Maine DOE “6 Requirements for Safely Opening School in the Fall”3

Three Plans: **In-Person**, **Hybrid**, and **Remote**4

Green Plan: In-person Instruction with Health & Safety Precautions6

School Start and End Times6

Monday through Thursday6

Early Release Friday6

Transportation6

Parent/Guardians Driving Students6

Buses6

St. George School (K-8) Morning Drop-off Protocol7

St. George School (K-8) Afternoon Dismissal Protocol8

Health Protocols9

Family Pledge9

Masks/Face Coverings10

Social Distancing11

Cleaning & Disinfecting11

Hand Hygiene12

COVID Symptom Room12

COVID-19: Child Feels/Appears Unwell Flowchart13

Confirmed COVID-19 Case13

When a student/staff member who contracts COVID-19 can return to school13

When a student/staff member who tests positive but has no symptoms can return to school14

When a student/staff member who has been around someone with COVID can return to school14

Students Traveling Outside of Maine14

Social Emotional Learning (SEL)14

Recess & Playgrounds 15

Breakfast, Lunch, & Snack15

Access to the School Building, Parent Meetings, and Pick-up During the School Day16

Limited Access to School Building16

Volunteers16

Parent Meetings16

Facility Changes & Updates17

HVAC System17

Water Fountains and Fill Stations17

- Classroom Set-up17
 - Rearranging Spaces17
- Snow Days & Heat Days18
 - Snow Days18
 - Heat Days18
- Blueberry Cove Middle Level Program18
- Athletics18

Yellow Plan: A Combination (“Hybrid”) of In-person and Remote Learning20

- Types of Learning & Locations20
- Middle Level Rotation21
 - Blueberry Cove21
 - Home21
 - In-school21
 - Unified Arts21
 - Classrooms22
- Other Yellow Hybrid Adjustments22
 - Lunch22
 - Substitutes22
 - Playground22
 - Staff Meetings22
- House Specific Yellow Hybrid Procedures22
 - Lower Elementary (K, 1, K/1, 2)22
 - Upper Elementary (2/3, 3, 4, 4/5, 5)22

Red Plan: Remote Learning Plan23

- Remote “Red” Roles of Parent, Student, Teacher, & Administrator23
- Remote Learning Philosophy & Approach24
 - Blended Learning24
 - Remote Assignments25
 - Crew25
 - Daily Office Hours25
 - Assessing Student Work Load & Screen Time25
 - Curriculum25
 - Support Services25
- Remote Learning Strategies & Practices25
- Grade Level Specific Remote Learning Procedures28
 - Lower Elementary House (K, 1, K/1, 2)28
 - Upper Elementary House (2/3, 3, 4, 5)29
 - Middle Level House (6-8)29
 - Special Services30

Important Resources for Families31

Introduction

After months of meetings, research, conversations, reviewing family and staff survey results; poring over ever-changing federal and state guidelines; and sharing preliminary [recommendations for returning to in-person instruction in the fall](#), the Return to School Committee has organized a detailed plan for returning to school in the fall. The School Board approved this handbook and plan at their August 19 meeting with the understanding that this will remain a working document; it will be revised based on new federal and state guidelines; the impact of the pandemic on our school, community, and state; and the lessons we learn along the way in terms of the best approach to safely educating and caring for our students.

No plan can eliminate all the risks associated with the COVID-19. Returning to in-person instruction carries some inherent risks related to the virus. Our school community has spent months developing this plan to minimize and control those risks; however, some risks remain. Parents/guardians will need to make informed decisions regarding students returning to in-person instruction that best address the unique needs and circumstances of each family. As a school community, we will work with and support our families through this decision-making process.

Planning Process

In the Spring, the School Board adopted the [St. George MSU Return to School Roadmap](#), which is modeled on a [document](#) that was developed with feedback from epidemiologists, child infectious disease physicians, psychologists, district superintendents, and school leaders to help plan for a safe, efficient, and equitable return to school.

As part of our Return to School Roadmap, **six working groups** focused on the following key areas: (1) Facilities & Transportation, (2) Operations & Communications, (3) Instruction, (4) High School & Postsecondary, (5) Technology, and (6) Wellness. Each working group elected a representative to sit on the Return to School Committee, which coordinated the work of the subcommittees and developed a comprehensive return-to-school plan for the School Board's review and approval.

The Return to School Committee had the following **mission statement**:

*To develop a Return to School Plan tailored to our school community's needs that allows students to **safely** return to in-person instruction in the fall. We will develop a flexible plan that can adapt to changing situations and diverse student needs; this plan will include building our capacity to provide remote learning opportunities. Our plan will be a collaborative effort informed by educators and school staff, families and community stakeholders, public health officials, and state and federal requirements and recommendations.*

*Our Return to School Plan will assess (1) **student, staff and community health**; (2) the **costs and benefits of social distancing and other strategies that may mitigate the risk of viral spread** during the school day; and (3) the **importance of classroom-based learning** to our students' academic growth, social development, and overall health and wellbeing.*

Return to School Committee

Rebecca Albright, St. George Education Association (SGEA)/ Teacher
Adam Bullard, Instructional Administrator/ Instruction Subcommittee Team Leader
Beckie Delaney, St. George Parents Group/ Wellness Subcommittee Team Leader
Mike Felton, Superintendent
Beth Giggey, District Administrative Assistant
Alane Kennedy, School Board/ Facilities & Transportation Subcommittee Team Leader
Cassie Kilbride, Business Manager
Josh McPhail, Teacher/ High School & Postsecondary Team Leader
Paul Meinersmann, Technology & Makerspace Director/ Technology Subcommittee Team Leader
Shasta Minery, School Board
Meghan Smith, Teacher/ Operations & Communications Team Leader
*Assisted by College of the Holy Cross Summer Intern **Victoria Allienello***

Subcommittees

Facilities & Transportation

Adam Bullard, Instructional Administrator
Randy Elwell, Facilities & Transportation Dir.
Mike Felton, Superintendent/ Parent
Janet Harjula, Food Service Dir.
Cassie Kilbride, Business Manager
Jan Letourneau, School Administrative Asst.
Alane Kennedy, School Board

High School & Post Secondary

Mike Felton, Superintendent
Beth Giggey, District Administrative Asst.
Ellie Mason, Island Institute Fellow
Mike Mathiau, Bus Driver
Josh McPhail, Teacher
Shasta Minery, School Board
Stephanie Simmons, Social Worker

Instruction

Ashby Bartke, Teacher
Diana Brickel, Ed Tech
Adam Bullard, Instructional Administrator
Mike Felton, Superintendent
Nell Houde, Kieve Educator in Residence
Amy Hufnagel, School-wide Behavior Interventionist
Jaime MacCaffray, Teacher
Josh McPhail, Teacher
Christine Miller, Teacher
Shasta Minery, School Board
Angela Nilles, Teacher
Amy Palmer, Teacher
Meghan Smith, Teacher

Operations & Communications

Rebecca Albright, SGEA/ Teacher
Mike Felton, Superintendent
Beth Giggey, District Administrative Asst.
Missy Gill, Teacher
Janet Harjula, Food Service Dir.
Alane Kennedy, School Board
Cassie Kilbride, Business Manager
Jan Letourneau, School Administrative Asst.
Ellie Mason, Island Institute Fellow
Meghan Smith, Teacher

Technology

Adam Bullard, Instructional Administrator
Silvia Carrier, Teacher
Kristin Falla, School Board
Mike Felton, Superintendent
Beth Giggey, District Administrative Asst.
Paul Meinersmann, Technology & Makerspace Dir.
Meghan Smith, Teacher

Wellness

Autumn Belajonas, School Nurse
Adam Bullard, Instructional Administrator
Emily Chadwick, School Board
Beckie Delaney, St. George Parents Group
Mike Felton, Superintendent
Jennifer Garrett, School Board
Ashley Geel, Teacher
Nell Houde, Kieve Educator in Residence
Amy Hufnagel, School-wide Behavior Interventionist
Stephanie Simmons, Social Worker
*Assisted by College of the Holy Cross Summer Intern **Kate Lugli***

State and Federal Guidelines and Requirements

Every aspect of this plan considers state and federal guidelines. Two of the most important sources of state and federal guidelines are the [Maine Department of Education \(DOE\) - Framework for Returning to Classroom Instruction](#), [Maine DOE Pre-K-Adult Education Public Health Guidance](#), and [U.S. CDC - Preparing for a Safe Return to School](#). Much of this guidance provides school districts with discretion and flexibility to determine the feasibility of different efforts to mitigate the spread of COVID-19. This requires schools to weigh (1) **student, staff and community health**; (2) the **costs and benefits of social distancing and other strategies that may mitigate the risk of viral spread** during the school day; and (3) the **importance of classroom-based learning** to our students' academic growth, social development, and overall health and wellbeing.

Although the Maine DOE has provided districts with some flexibility, there are several requirements that all schools must meet to reopen in the fall. A brief summary of these requirements can be found below, as well as at the [Maine DOE website](#).

6 Requirements for Safely Opening Schools in the Fall

- **Symptom Screening at Home Before Coming to School (for all Staff and Students)** - *Students (parents/caregivers) and staff members must conduct self-checks for symptoms prior to boarding buses or entering school buildings each day. Schools should provide information to families in their primary language to support them in conducting this check. Any person showing symptoms must report their symptoms and not be present at school. Schools must provide clear and accessible directions to parents/caregivers and students for reporting symptoms and absences.*
- **Physical Distancing and Facilities** - *Adults must maintain 6 feet of distance from others to the extent possible. Maintaining 3 feet of distance is acceptable between and among students when combined with the other measures outlined in this list of safety requirements. 6 feet of physical distancing is required for students while eating breakfast and lunch, as students will be unable to wear masks at that time. A "medical isolation space" (separate from the nurse's office) must be designated for students/staff who exhibit COVID-19 symptoms during the school day. Adequate ventilation is required for classrooms, with schools having flexibility in implementation such as using properly working ventilation systems or outdoor air exchange using fans in open windows or doors. Groups in any one area, room, or classroom must not exceed the Governor's gathering size limits.*
- **Masks/Face Coverings** - *Adults, including educators and staff, are required to wear a mask/face covering. Students age five and above are required to wear a mask/face covering that covers their nose and mouth. (Updated 7/31/20) Masks are recommended for children ages two to four, when developmentally appropriate. (Updated 7/31/20). Masks/face coverings must be worn by all students on the bus. Face shields may be an alternative for those students with documented medical or behavioral challenges who are unable to wear masks/face coverings. (Updated 8/12/20). The same applies to staff with medical or other health reasons for being unable to wear face coverings. Face shields worn in place of a face covering must extend below the chin and back to the ears.*
- **Hand Hygiene** - *All students and staff in a school must receive training in proper hand hygiene. All students and staff must wash hands or use sanitizing gel upon entering the school, before and after eating, before and after*

donning or removing a face mask, after using the restroom, before and after use of playgrounds and shared equipment, and upon entering and exiting a school bus.

- **Personal Protective Equipment** - *Additional safety precautions are required for school nurses and/or any staff supporting students in close proximity, when distance is not possible, or when student require physical assistance. These precautions must at a minimum include eye protection (e.g., face shield or goggles) and a mask/face covering. Classrooms and/or areas that have been used by an individual diagnosed with Covid-19 must be closed off until thorough cleaning and sanitization takes place.*
- **Return to School after Illness** - *Sick staff members and students must use home isolation until they meet criteria for returning to school.*

Source: <https://www.maine.gov/doe/framework> (August 20, 2020)

The St. George MSU Return-to-School Plan provides detailed information about how we will meet these requirements and additional steps we are taking to protect the safety and wellbeing of our students, families, staff, and community.

Three Plans: **In-Person, Hybrid, and Remote**

The Maine DOE requires that all school districts develop “three plans for the fall: returning to in-person instruction (with health and safety guidelines in place) for all students where there is low risk of the COVID-19 ; a “hybrid” instruction plan; and a remote instruction plan.”¹ According to the DOE, the goal of the hybrid model - which is a combination of in-person and remote learning - is “to reduce the numbers of students and staff in one place at the same time when there is a moderate risk of transmission of COVID-19.”²

The DOE adopted a color-coded tool to categorize each Maine county’s risk of Covid-19 spread for schools. According to the DOE,

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). ***Please note that the categorizations are just one piece of information to help inform the decisions of school and district leaders.***³

A “green” categorization “suggests that the county has a relatively low risk of COVID-19 spread and that schools may consider in-person instruction, as long as they are able to implement the required health and safety measures.”⁴ However, the DOE notes that **schools “in a ‘green’ county may need to use hybrid instruction models if there is insufficient capacity or other factors** (facilities, staffing, geography/transportation, etc.) **that may prevent full implementation of the health and safety requirements.**”⁵

A “yellow” designation “suggests that that the county has an elevated risk of COVID-19 spread and that schools may consider hybrid instructional models as a way to reduce the number of people in schools and classrooms at any one time.”⁶

¹ <https://www.maine.gov/doe/framework/part-IV>

² *Id.*

³ <https://www.maine.gov/doe/framework/part-I> (Emphasis in original.)

⁴ *Id.*

⁵ *Id.* (Emphasis added.)

⁶ *Id.*

A “red” categorization “suggests that the county has a high risk of COVID-19 spread and that in-person instruction is not advisable.”⁷

On July 31 and August 14, the Maine CDC categorized Knox County - as well as every other county in Maine - as “green,” indicating a relatively low risk of viral spread and that schools could consider returning to in-person instruction if they are able to implement the required health and safety measures. These categorizations will be updated every two weeks and “are advisory” due to “the large and varied nature of counties in Maine, SAUs within a county may adopt a reopening policy that differs from this county-based categorization of COVID-19 risk.”⁸

This handbook contains a detailed description of our Green (In-person) Plan as well as our Yellow (hybrid) and Red (remote) plans.

As mentioned earlier, these plans **will** change as researchers learn more about the virus and its impact on school populations *and* we learn what works - and doesn’t work - for our school community. In making our decisions - informed by state and federal guideline and requirements - we will focus on (1) **student, staff and community health**; (2) the **costs and benefits of social distancing and other strategies that may mitigate the risk of viral spread** during the school day; and (3) the **importance of classroom-based learning** to our students’ academic growth, social development, and overall health and wellbeing.

In all three plans (Green, Yellow, and Red), staff may utilize remote learning technology such as Zoom or Google Meets to teach classes and work with small groups or individual students. **Due to confidentiality and privacy laws, recording of any portion of school instruction/programming by students or families is prohibited.**

⁷ *Id.*

⁸ *Id.*

Green Plan

In-person Instruction with Health & Safety Precautions

In our **Green Plan**, students return to in-person instruction with new safety precautions and protocols.

School Start and End Time

- **Monday through Thursday**

- On Monday through Thursday, St. George School (K-8) will start at 9 a.m. and end at 3:30 p.m.
 - The only way we could follow recommendations to reduce the number of students on buses *and* continue to provide transportation for our high school students (who attend CHRHS, OHS, MVHS, and Lincoln Academy) and K-8 students was to delay the start of St. George School until 9 a.m. and dismissal to 3:30 p.m. We recognize the difficulty a later start will cause working parents. Therefore, we are working with Blueberry Cove to develop a Before-School Care Program for parents and to continue the After School Program. Please see the Transportation section below for more information about bussing for high school and K-8 students.

- **Early Release Friday**

- Every Friday, students will be dismissed from school at 12 p.m.
- Staff will spend Friday afternoons meeting in teams and planning for the following week.

Transportation

- **Parents/Guardians Driving Students**

- **We encourage parents/guardians to drive their children to and from school.** This will allow us to shorten - and possibly reduce - the number of bus runs.

- **Buses**

- Transportation has been one of the most difficult issues we've faced in planning for the fall. Most health guidelines, including those from the Maine DOE, recommend minimizing the "number of people on the bus at one time within reason."⁹ Therefore, at this time, we will **limit 75-passenger buses to 26 students.**
 - Following Maine DOE requirements, **drivers and students must wear a mask/face covering on the bus.**
 - Students will be one to a seat, however, siblings will sit together.
 - **All students will have assigned seats.** K-2 will sit in the front of the bus, 3-5 in the middle, and 6-8 in the back.
 - The driver will provide students with hand sanitizer upon entering and exiting the bus.
 - Bus windows will be open when weather permits.
 - **All students must complete the health screening, as described in the Family Pledge, BEFORE riding the bus in the morning.**
 - Buses will be cleaned and disinfected between runs.

⁹ [Pre-K-Adult Education Public Health Guidance](#) (downloaded on August 2, 2020)

- Bus drivers will take attendance on morning and afternoon bus runs to assist with contract tracing if necessary.
 - **Students MUST ride on their regular bus run each day unless there is an emergency situation.** Parents will not be able to send notes with students or call during the school day asking that their child be allowed to ride on a different bus for non-emergency reasons, e.g., attending a birthday party at a friend's house.
- **High School Bus Runs**
 - Details about all high school bus run times will be released soon.
 - **Camden and Lincoln Academy Afternoon Bus Runs**
 - Limited space on buses because of social distancing and health/safety protocols has increased the number of bus runs and made it very difficult to provide transportation to our K-8 and high school students. In order to get the buses back to school in time for the afternoon K-8 runs, we needed to end door-to-door drop-off for the Lincoln Academy and Camden afternoon bus runs. The new drop-off times and locations for these bus runs can be found below:
 - **Camden Afternoon Bus Run**
 - Drop-off location: Odd Fellows Hall, 7 Elementary School St.
 - Drop-off time: 3:25 p.m.
 - **Lincoln Academy Afternoon Bus Run**
 - Drop-off location: Tenants Harbor Baptist Church, 23 Wallston Rd.
 - Drop-off time: 2:50 p.m.
- **St. George School (K-8) Morning Drop-off Protocol**
 - **Buses**
 - K-8 bus runs will drop-off K-8 students near the Middle Level playground on Juniper St.
 - **For the first two weeks of school**, after exiting the bus, students - assisted by staff - will walk to one of the following assigned entrances and proceed to their classroom.
 - **Lower Elementary (K, 1, K/1, 2)** will enter the school using the door by the K-5 playgrounds and go directly to their classroom.
 - **Upper Elementary (2/3, 3, 4, 4/5, 5)** will enter by the main entrance where Jan buzzes people into the building and go directly to their classroom.
 - **Middle Level (6-8)** will enter by the entrance adjacent to the cafeteria and gym and go directly to their classroom.
 - **After the first two weeks of school**, staff will develop a rotation in which different Crews have access to assigned parts of the playground areas each morning, weather permitting.
 - **Parent/Guardian Drop-Off:**
 - In the morning, parents/guardians should drop off students in the lower parking lot near the main entrance.
 - **All students should be dropped off at the lower parking lot.**
 - Parents/guardians must stay in their cars during drop-off.
 - Parents/guardians who drive their children to school in the morning can drop students off between 8:30 a.m. - 9:00 a.m.
 - Students should be wearing masks when they exit the car and maintain 6 feet of distance from other students (other than siblings) when entering the school.
 - **For the first two weeks of school**, after exiting the vehicle, students - assisted by staff - will walk to one of the following assigned entrances and proceed to their classroom.
 - **Lower Elementary (K, 1, K/1, 2)** will enter the school using the door by the K-5 playgrounds and go directly to their classroom.
 - **Upper Elementary (2/3, 3, 4, 4/5, 5)** will enter by the main entrance where Jan buzzes people into the building and go directly to their classroom.

- **Parents/guardians should remain in cars.**
- Staff will be assigned to each area to assist with dismissal.
- **Staff will only dismiss children to adults who are on the student's emergency card.**
- **Walkers**
 - Walkers will be dismissed at **3:20 p.m.**

Parent/Guardian Afternoon Pick-up Traffic Flow & Times



Health Protocols

● **Family Pledge**

- The Maine DOE requires students and staff to “conduct self-checks for symptoms **prior to** boarding buses or entering school buildings each day.”¹⁰
- St. George MSU has adopted a Family Pledge in which families commit to conduct a brief health screening of their child before sending them to school each day. School staff will follow a similar protocol.
- **Families of high school students riding St. George MSU buses** must also sign the pledge and ensure screening takes place each day before school.
- The Family Pledge **lists the symptoms and conditions when a child will need to be kept home** or a call made to the School Nurse before putting a child on the bus or driving them to school.
- The key to this approach is simple and based on a responsibility that we ALL share in order to allow us to continue to offer in-person instruction *while* keeping our children, school staff, and

¹⁰ [Maine DOE Framework for Returning to Classroom Instruction, Part I: Physical Health and Safety Considerations](#) (August 2, 2020) (Emphasis added)

community safe: **if your child is sick or exhibiting specific symptoms, you must keep them home.**

• Masks/Face Coverings

- In accordance with Maine DOE rules, **students** “ages five and above are required to wear a mask/face covering that covers their nose and mouth.”¹¹
- **Adults**, including educators and staff, are required to wear a mask/face covering.¹²
- Additional safety precautions are required for the School Nurse and staff supporting students in close proximity, when distance is not possible, when students require physical assistance, or when a nurse is tending to a sick person. These precautions will at a minimum include eye protection (e.g., face shield or goggles) and a mask/face covering.
- **Face shields** may be an alternative for those students with documented medical or behavioral challenges who are unable to wear masks/face coverings. The same applies to staff with medical or other health reasons for being unable to wear face coverings. Face shields worn in place of a face covering must extend below the chin and back to the ears.¹³
Families can choose the type of mask/ face covering that works best for their child. The Maine DOE and U.S. CDC recommends cloth face coverings with multiple layers that fit snugly against the sides of the face.¹⁴
- Students, staff, and anyone entering the school building must wear a cloth face covering that meets Maine CDC and DOE requirements.¹⁵ **[Updated 12/16/2020]**
- The school has ordered St. George Dragon cloth masks for students and staff.



Dragon Cloth Face Mask

- **We encourage families to send children to school with at least two clean masks each day.** Masks should be stored in a resealable plastic bag. If you need help obtaining masks, please contact School Social Worker Stephanie Simmons at s.simmons@stgeorgemsu.org or 372.6312. The U.S. CDC provides information on how to [make cloth face coverings](#), [wear and remove masks/face coverings](#), and [wash cloth face coverings](#).
- We will have a supply of disposable face masks at school in case a child forgets their mask or needs a replacement.

¹¹ [Pre-K-Adult Education Public Health Guidance](#) (August 2, 2020)

¹² *Id.*

¹³ [6 Requirements for Safely Opening Schools in the Fall](#) (August 20, 2020)

¹⁴ [Pre-K-Adult Education Public Health Guidance](#) (August 2, 2020)

¹⁵ The Governor's Executive Order #49 (April 29, 2020) defines a cloth face covering as “a protection that covers the nose and mouth; fits snugly but comfortably against the side of the face; is secured with ties or ear loops; has multiple layers of fabric; allows for breathing without restriction; and is able to be laundered and machine dried without damage or change to its shape. **[Updated 12/16/2020]**

- The Maine DOE requires schools to offer students “only highly structured mask breaks during the school day. Such mask breaks should be limited to 5 minutes each, up to a maximum of 15 minutes per day.”¹⁶ In addition, the DOE requires that during mask breaks, individuals:
 - Must be stationary, ideally seated – or standing still if outdoors. Mask breaks should no longer take place during free-play/recess.
 - Must be at least 6 feet from one another
 - Should be facing the same direction
 - Should not engage in conversation or other activity that could spread the virus (silent reading or a writing prompt or other individual activity is ideal).¹⁷ **[Updated 12/16/2020]**
- To ensure the health and safety of our school community, any student who refuses to comply with mask/face covering requirements will not be allowed to attend in-person instruction.

• Social Distancing

- Following Maine DOE requirements, and to slow and prevent the spread of the virus, St. George School has adopted the following social distancing protocols:
- **Students** will maintain a minimum physical distance of 3 feet between one another when wearing their masks.¹⁸
- **During times when masks are removed** (e.g., lunch, snack, recess, and mask breaks) the state requires that students maintain 6 feet of physical distancing.
- **Adults, including teachers** (except in specific situations as outlined in the state requirements), must maintain 6 feet of distance from others to the extent possible.¹⁹
- Students will be in small groups (Crews) of 15 or less and interaction between Crews will be limited.
- Students will be members of one of three “Houses”:
 - Lower Elementary House - K, 1, K/1, 2
 - Upper Elementary House - 2/3, 3, 4, 4/5, 5
 - Middle Level House - 6A, 6B, 7A, 7B, 8A, 8B

Interaction between Houses will be limited during the school day. However, due to transportation constraints, Crews and Houses will be mixed during the morning and afternoon bus runs.
- Students will generally remain in the same room throughout the school day and teachers, whenever feasible, will go to the students rather than students walking to the teacher’s room.
- To provide students with movement, a variety of settings, and energy, ***we will work to get students outside as much as possible next year.*** Maine weather can make this challenging, but we’re committed! **Please send your child with appropriate clothing and gear for sun, rain, snow, and cold.** If you need help obtaining appropriate outdoor clothing, please contact School Social Worker Stephanie Simmons at s.simmons@stgeorgemsu.org or 372.6312.
- Each student will have their own desk next year that only they will use.
- We will limit students sharing items such as pencils, calculators, books, laptops, or math manipulatives, etc.
- Classes will have **assigned bathrooms**. Multi-stall bathrooms can only be used by 1 student at a time. If the bathroom is in use, up to 1 student can wait outside. The Upper Elementary wing single stall bathrooms will be assigned to specific crews (e.g., 3rd grade and 4th grade to bathroom 1 and 4/5 Multiage and 5th grade to bathroom 2). Teachers will maintain a daily, bathroom sign-out list for their class with names and times indicating when students left and returned from the bathroom.
- 75-passenger buses will be limited to carrying 26 students. More information can be found in the Transportation section.

¹⁶ Maine DOE Priority Notice: Updated Guidance on Group Sizes and Mask Face Coverings (November 20, 2020). **[Updated 12/16/2020]**

¹⁷ *Id.*

¹⁸ Pre-K Adult Education Public Health Guidance (August 2, 2020).

¹⁹ *Id.*

- Groups in any one area, room, or classroom will not exceed the Governor's gathering size limits.

● **Cleaning & Disinfecting**

- High touch surfaces, such as door handles and railings, will be cleaned and disinfected during and at the end of each school day.
- Playgrounds will be cleaned at the beginning and end of each school day, weather permitting.

● **Hand Hygiene**

- During the first week of school, all students will receive training on good hand hygiene practices. The U.S. CDC has [online videos](#) for adults and children demonstrating proper hygiene techniques.
- All students and staff will wash or sanitize their hands "upon arrival to school, before and after eating, after using the restroom, before and after using shared or playground equipment, before putting on and taking off masks, and before dismissal."²⁰
- The school has purchased and, with the help of the Maine DOE, procured an extensive amount of hand sanitizer for this school year. Hand sanitizer will be available in all classrooms as well as at school entrances.
- We are in the process of installing touchless faucets in bathrooms and classrooms that have sinks.
- Students will receive hand sanitizer from the bus driver upon entering and before exiting the bus.

● **COVID Symptom Room**

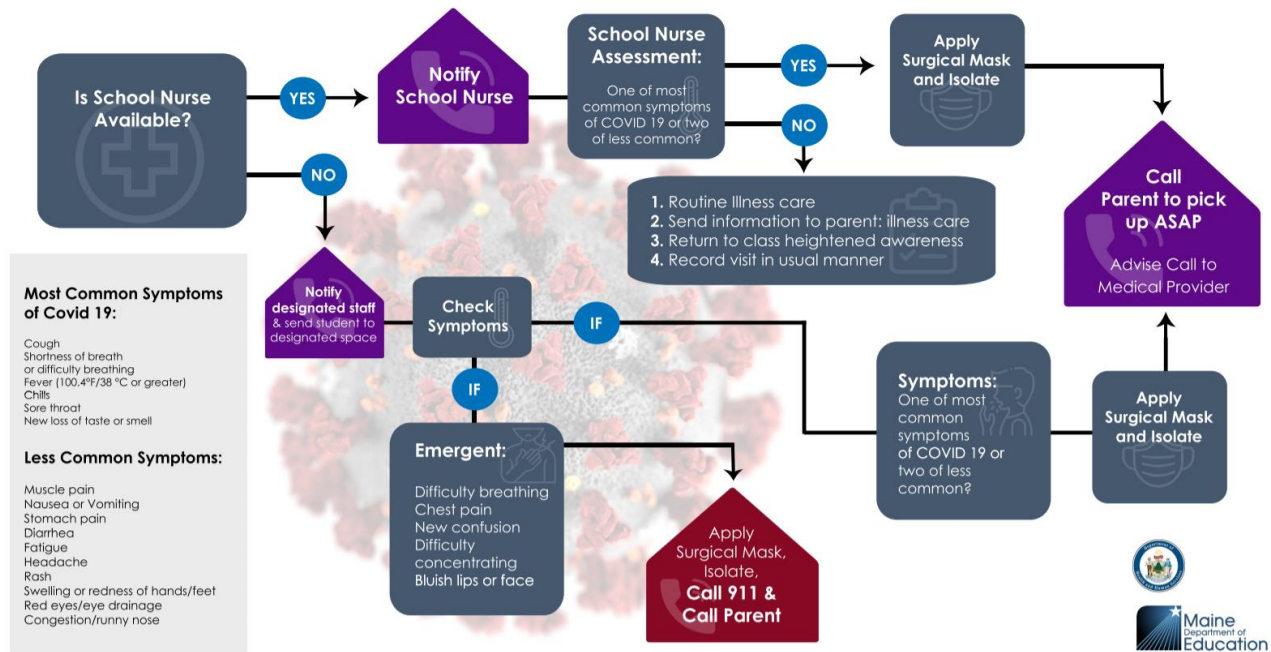
- The Main Office, where Jan was located, is now a separate area for any students or staff exhibiting COVID-19 symptoms²¹ during the school day.
- **All other medical issues** (e.g., lost tooth, scraped knee, etc.) will go to the School Nurse's Room, which will be isolated from the COVID-19 Symptoms Room. In addition, staff will receive first-aid training to assist with less serious injuries (e.g., bumps and bruises). There will also be several small freezers located throughout the school where staff can get ice packs (a popular and amazingly effective cure for 90% of students who visit the nurse each year).
- The flow chart below shows the latest guidance from the Maine DOE regarding how to respond to students or staff exhibiting symptoms during the school day

²⁰ *Id.*

²¹ The U.S. CDC currently lists COVID-19 symptoms as including fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea. <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> (August 2, 2020)

COVID-19: Child Feels/Appears Unwell Flowchart

Updated 9/1/20



Confirmed COVID-19 Case

- If a person accesses the school building who has a confirmed COVID-19 case, the school will
 - Notify health officials, staff, and families immediately of a positive case while maintaining confidentiality and other applicable federal and state privacy laws.
 - Implement the [Standard Operating Procedures \(SOP\) for Responding to a Positive Case in Schools](#), provided by Maine CDC (draft: updated 8/28/20)
 - Advise sick staff members and children not to return until they have met CDC [criteria to discontinue home isolation](#).
 - Inform those who have had close contact to a person diagnosed with COVID-19 to stay home and self-monitor for symptoms and to follow [CDC guidance](#) if symptoms develop. If a person does not have symptoms, follow appropriate CDC guidance for [home isolation](#).

A student or staff member who contracts COVID-19, can return to school when approved by the Maine CDC

- Students, teachers, or staff who test positive for COVID19 will be isolated until they meet the U.S. CDC criteria for release for isolation. Maine CDC case investigators release COVID-19 cases from isolation.²²

When can a student or staff member who has been in close contact with a person with COVID-19 return to school?

²² Standard Operating Procedure: *Investigation of COVID-19 in Pre-K-12 Schools in Maine*, Maine CDC <https://www.maine.gov/doe/sites/maine.gov.do/files/inline-files/SOP%20Investigating%20Outbreaks%20in%20K-12%20Schools%2012-14-20.pdf> (December 15, 2020)

- Beginning on December 5, 2020, individuals who are determined to be close contacts of a positive COVID-19 case must quarantine for a 10-day period.²³ **[Updated 12/16/2020]**
- In general, a *close contact* is defined as a household member of the confirmed case or someone with exposure to the confirmed case within 6 feet for 15 minutes or more (cumulative in one day) regardless if individuals were wearing face coverings. **[Updated 12/16/2020]** To help protect students in the school and out of an abundance of caution, Maine CDC considers everyone within a classroom to be close contacts. In addition to close contacts from the classroom setting, the school nurse can begin to compile information on close contacts from transportation and during extracurricular activities. In a school setting, close contacts may range from an entire classroom to the entire school, depending on the number and location of confirmed cases.²⁴
- It is important to note that a close contact who receives a negative test result must remain in quarantine for the balance of the 10-day period.²⁵ **[Updated 12/16/2020]**

● How to Report a Confirmed COVID-19 Case

- If any member of our school-community tests positive for COVID-19, they should immediately contact **School Nurse Autumn Belajonas** at 372.6312 or a.belajonas@stgeorgemsu.org and/or **Superintendent Mike Felton** at 542.6394 or m.felton@stgeorgemsu.org. *Please contact Nurse Belajonas or Superintendent Felton as soon as the test is confirmed as positive – even if it's in the evening or on a weekend or holiday.*
- When you contact Nurse Belajonas or Superintendent Felton, please have the following information available:
 - First and last name of person who tested positive
 - Town of residency
 - Phone number (or phone number of parent/guardian if a minor)
- Nurse Belajonas and/or Superintendent Felton will contact the Maine DOE's Nurse Consultant, Emily Poland.
- The Maine DOE and CDC will assist in determining next steps, communication plans, and information sharing for contact tracing.

● Students Traveling Outside of Maine

- Students who travel outside of Maine will follow the state quarantine requirements at the time of their travel.

Social Emotional Learning (SEL)

Perhaps more than any other year, the social and emotional wellbeing of students will be a focus for our entire school. We need to keep in mind that kids will return excited, happy, and enthusiastic while also feeling scared, sad, and confused. Research continually shows that students' mental health directly impacts attendance and academic performance. Counseling services can be important, but teachers and classrooms will play an important role in ensuring that students' social and emotional needs are being met.

²³ *Id.*

²⁴ *Id.*

²⁵ *Id.*

St. George MSU recognizes that SEL is not separate from academic engagement. To support the social-emotional as well as academic wellbeing of our students, the Return to School Committee recognized two concrete steps that could be taken that are aligned with effective implementation of SEL: 1) **explicit SEL instruction** and 2) **systems for continuous improvement**.

Explicit SEL Instruction

This year, all students will receive explicit instruction through the [Second Step Curriculum](#), which is a program rooted in social-emotional learning (SEL) that helps schools foster supportive, successful learning environments that encourage children to thrive. Units of study include the following:

- Skills for Learning (K-5)
- Empathy (K-5)
- Emotion Management (K-5)
- Problem Solving (K-5)
- Mindsets and Goals (Middle-level)
- Recognizing Bullying and Harassment (Middle-level)
- Thoughts, Emotions and Decisions (Middle-level)
- Managing Relationships and Social Conflict (Middle-level)

Systems for Continuous Improvement

It will also be important for us to be able to measure SEL skill growth and development. To effectively and efficiently capture and utilize data, St. George MSU adopted the [Panorama](#) platform for SEL monitoring. “Panorama helps educators support each students’ SEL - the critical skills and mindsets that enable success in school and life - with a research-backed survey and actionable data reports.”²⁶ With the ability to assess and monitor the growth of students’ development of skills such as growth mindset, self-efficacy, social awareness, and self-management, data will support implementation of the Second Step curriculum as well as our [Positive Behavioral Interventions and Supports \(PBIS\)](#) and Response to Intervention (RtI) programs. Panorama will serve as a universal SEL screening tool and help us further develop tiered intervention strategies for all students.

Recess & Playgrounds

- No more than 45 students from the same House can have recess in the same area at the same time.
- Students can remove their masks at recess but must maintain 6 feet of social distance from classmates while their masks are removed.
- Students must wash/sanitize their hands before going out to and coming in from recess.
- Playgrounds will be cleaned at the start and end of each school day, weather permitting.

Breakfast, Lunch, & Snack

- There is a new ordering procedure for breakfast and lunch this year.
 - Link to order form: <https://foodorder.stgeorgemsu.org/>
 - Orders will be placed for the full week and must be submitted by the start of school on Friday for the following week.
 - Copies of the monthly menu will be available on the school website, at the above link, and paper copies will be made available to those that need them.

²⁶ <https://www.panoramaed.com/social-emotional-learning-sel> (August 13, 2020)

- Families that do not have access to the digital order form can be provided a paper copy each week to send in by Friday.
- Students will eat breakfast, lunch, and snack in their classrooms.
- Lunches will be at the following times:
 - Lower Elementary (K, 1, K/1, 2): 11:00-11:30
 - Upper Elementary (2/3, 3, 4, 4/5) : 11:30-12:00
 - Middle Level (6A, 6B, 7A, 7B, 8A, 8B): 12:00-12:30
- On *Fridays*, when dismissal is at 12 p.m., lunches will occur at the following times in the classrooms:
 - Lower Elementary: 11:00-11:30
 - Upper Elementary: 11:30-12:00
 - Middle Level: 11:40-12:00
- Breakfast and lunch will be delivered to classrooms.
- When possible, classes will eat outside.
- Because masks/face coverings are removed at these times, according to Maine DOE rules, students must be 6 feet apart. If it's not possible to maintain 6 feet of distance in a classroom due to the size of the room and number of students, some students will need to eat (1) in the common area/hallway or (2) in the gym. Students will be supervised during these times and maintain 6 feet of distance from one another.

Access to the School Building, Parent Meetings, and Pick-up During the School Day

- **Limited Access to School Building**
 - Our priority is to safely continue to provide our students with the option of in-person instruction. To do this we need to limit access to the building. **Access to the building will mainly be limited to students, staff, and other essential personnel.**
 - All adults will need to successfully complete an online health screening form before being granted access to the building.
 - **Pick-up during the school day:**
 - If you need to pick-up your child during the school day, please park in the lower parking lot, call the school at 372.6312, and remain in your vehicle. Staff will dismiss the child. Younger children will be escorted outside of the building by staff members.
 - If you do not have a cell phone, please go to the main entrance, use the intercom button to speak with the School Administrative Assistant, and wait outside. Staff will dismiss your child.
- **Volunteers**
 - Volunteers assisting with *outside* programs and duties (e.g., lunch/recess supervision) will need to:
 - Contact Instructional Administrator Adam Bullard (a.bullard@stgeorgemsu.org) or Superintendent Mike Felton (m.felton@stgeorgemsu.org)
 - Complete a background check and receive training
 - Complete an online health screening form each day before arriving at school
 - Follow all applicable safety protocols including maintaining 6 feet of distance and wearing a mask.

- **Parent Meetings**

- **Parent meetings, including IEP and 504 meetings, will need to occur virtually or at our new office space at 47 Main St.** The St. George Community Development Corporation generously donated that space to the school.
- For in-person meetings occurring at the new office at 47 Main St., attendees must complete an online screening form (except for students and staff who completed one earlier in the day and spent the entire day at school). At the meeting, attendees must wear masks/face coverings and follow the social distancing and hand hygiene requirements that apply to the school.
- Some meetings, when appropriate and respecting any and all needs for confidentiality, could potentially occur outside with people following social distancing requirements.

Facility Changes & Upgrades

- **HVAC System**

- This summer we improved our HVAC system in a variety of ways, including:
 - Increasing the amount of outside air being brought into the building, and
 - Upgrading most of our air filters from MERV 8 to MERV 13 filters.²⁷

- **Water Fountains and Fill Stations**

- All students and staff should bring a water bottle to school next year.
- The old water fountains (or, to use the technical term, “bubblers”) will be disconnected. Students can continue to use the new fill stations to refill water bottles (BIG thanks to Willow Miller and Savannah Myers who - with incredible foresight - pushed the idea of adding fill stations last year!).
- Touchless water coolers will be set up in the K-2 and 3-5 common areas.

- **Classroom Set-up**

- We purchased desks so that, in every classroom, each student has their own, individual desk. Desks will be assigned to individual students and only the assigned student will use the desk.
- Desks are spaced out to provide at least 3 feet of space between each student.
- Cloth-like items, that are harder to clean, have been removed from classrooms.
- All students (including students in grades 6-8) will need to keep their items with them in a designated spot in their classroom. Following U.S. CDC and Maine DOE guidelines, we will no longer use lockers to reduce students congregating in the hallways.
- Classroom windows will be kept open whenever possible. Each classroom will be provided with a window fan.

- **Rearranging Spaces**

- To make space for the additional classes required to meet the 15-person class-size limit, the following spaces are now classrooms:
 - Art Room (Middle Level Classroom)
 - World Language Room (Middle Level Classroom)
 - District Office (Special Education Classroom)

²⁷ See [ASHRAE COVID-19 Building Readiness](#) (August 2, 2020)

- School Library (5th Grade Classroom)
- In addition, in response to the pandemic, we have also repurposed or moved these rooms/spaces:
 - **Cafeteria:** Schools are advised to avoid students eating in large congregate settings and, if they do eat in larger groups, they need to be 6 feet apart. For these reasons, to the extent feasible, students will eat in their classrooms. Using the extendable wall in the cafeteria, we created two rooms. The first room, closest to the kitchen, will be used by Food Service. The second room, adjacent to the hallway and entrance, will be used for storage as well as copy room and staff workspace. Staff must maintain 6 feet of distance while using this space.
 - **District Office:** The district offices (where the Superintendent, Business Manager, District Administrative Assistant, and Instructional Administrator were located) will be used as classroom space for special education services. The Business Manager and District Administrative assistant will be located at 47 Main St. The space at 47 Main St. will also be used as space for IEP, 504, and other parent/teacher meetings and - possibly - a place for some high school students to work if their schools go to remote learning. The Superintendent and Instructional Administrator will continue to be based in the school building.
 - **Main Office and Teachers' Room:** The Main Office is now a Covid Symptom Room used by the School Nurse. Ms. Letourneau, the School Administrative Assistant will be based in the former Teachers' Room, which will also house a copy machine and be used as storage for important supplies and equipment.
 - **School Library:** With the generous help of Paul Gill who donated his time and skill, we built a partition that separates the former School Library from the Makerspace. The part of the room that served as the School Library will now be a 5th-grade classroom.
 - **Gym:** We are still reviewing and waiting for further state guidance on how to conduct PE classes. However, whatever shape they take, PE classes will need to occur outside as much as possible. Unfortunately, at this time, we are not planning to hold community meetings or sports events in the gym that would result in larger crowds of students, families, and community members. Instead, the gym will probably be used as additional space for classes, small group activities, and lunch.

Heat Days

● Heat Days

- If the school determines that the temperature will rise to a level that makes it too uncomfortable to wear a mask for most of the day, school will be cancelled. There will be NO remote learning on heat days.

Blueberry Cove Middle Level Program

- Each day, one of the six middle-level Crews will be based at Blueberry Cove.
- While at Blueberry Cove, students will also complete assignments from their middle-level teachers with the support of staff from Blueberry Cove and St. George School.
- **The health/safety requirements and protocols that apply to students and staff while in the school building and on school grounds will apply when they are at Blueberry Cove.**

- All middle schoolers from St. George will have the opportunity to spend a school day at Blueberry Cove on a rotating basis, for the entire school year. Students will engage in outdoor, field-based science with support from UMaine professionals, and the 4-H Center will provide the technology necessary for those students to participate in educational opportunities that will connect them with expert educators, including UMaine faculty in various disciplines.

Athletics

- **Middle School Athletics** will be offered during the GREEN plan only. We will follow the guidelines and requirements provided by the Maine DOE, CDC, and Maine Principal's Association (MPA), which include Maine's [General Guidance and Requirements for Community Sports Activities](#).
 - Middle school athletics will only be held on school days to ensure that students are screened before participating.
 - Coaches will take daily attendance at practices.
 - Students and/or coaches who have symptoms after arriving at a training session must leave the site and immediately contact the school nurse, Athletic Director, or Superintendent. The student and/or coach should NOT return to any school or athletic activities until receiving medical clearance from the School Nurse. U.S. CDC guidelines for when a person can return to school or work activities apply. Those guidelines can also be found in the St. George MSU Return to School Handbook.
 - All participants and coaches should maintain proper social distancing.
 - Face coverings are required for all individuals at practices and competitions at all times, including players, coaches, staff, and officials while engaging in practice or competition. (Updated 11/18/2020)
 - Plastic shields shall not be allowed during activities as their use increases the risk of unintended injury.
 - Students should bring their own water bottles.
 - No sharing of water bottles or other personal items is allowed.
 - There will be no sharing of clothing, i.e. practice jerseys.
 - Disinfectants and hand sanitizers will be available on site.
 - Any equipment used must be sanitized between practices.
- We will continue to update our athletics' policies as more information is released by the MPA.
- At this time (August 19th, 2020) we plan to begin Middle School Athletics on the week of September 21st and run through October 16th. Middle School Cross Country will be open to students in sixth, seventh, and eighth grade. Middle School Soccer will be open to students in seventh and eighth grade. Sports will meet after school two to three times per week depending on coaches' availability.

Yellow Plan

A Combination (“Hybrid”) of In-person and Remote Learning

According to the Maine DOE, the purpose of the Yellow, or “Hybrid,” Plan is “to reduce crowd sizes and to increase capacity for physical distancing.”²⁸ Hybrid models use a combination of in-person instruction and remote instruction, with some students in the building while others are learning remotely.

In the event Knox County receives a “Yellow” designation from the state, St. George School will follow the following procedures and protocols.

Type of Learning & Locations

GROUPS	TYPE OF LEARNING	REASONING
K-5	IN PERSON	<ul style="list-style-type: none">• During YELLOW designated time periods, we will prioritize in-person education for the younger students.• To space out classes, two or more Crews may be able to relocate from the Upper/Lower Elementary wings to the Middle Level wing.
6-8	HYBRID	<ul style="list-style-type: none">• There will be a combination of remote and in-person learning for 6th-8th grade with middle level Crews rotating daily between the school, Blueberry Cove, and remote learning at home.<ul style="list-style-type: none">○ 2 middle-level Crews working remotely from home○ 3 middle-level Crews in the building○ 1 middle-level Crew at Blueberry Cove• <i>See Middle Level Rotation below.</i>
Response to Intervention (Rtl) /Special Education	REMOTE/IN PERSON	<ul style="list-style-type: none">• Rtl services will match the grade level’s attendance. For example, a 2nd grade student would receive Rtl instruction live, while a 6th grade student would receive Rtl instruction remotely or in person depending on how their schedule aligns with the YELLOW schedule. Each student receiving special education services will have an Individualized Remote Learning Plan (IRLP).

²⁸ [Maine DOE Framework for Returning to Classroom Instruction, Part IV: Common Expectations for Hybrid and Remote Learning Models](#) (August 8, 2020)

ARC Program /Life Skills	IN PERSON	<ul style="list-style-type: none"> Students in the ARC and Life Skills Programs need the highest level of live support and will remain in the building.
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MIDDLE LEVEL ROTATION

Middle level crews will be on a 5-day rotation that allows for a predictable schedule.

[CLICK HERE FOR A MORE DETAILED SCHEDULE OF MIDDLE LEVEL HYBRID PLAN](#)

- **Blueberry Cove**
 - When at Blueberry Cove, Crews will engage in curriculum and activities coordinated with BBC and STG staff members. While at BBC, there will be scheduled times for students to work on school assignments .
- **Home:**
 - Please note that due to confidentiality and privacy laws, recording of any portion of school instruction/programming by students or families is prohibited.
- **In-School**
 - Each core content teacher will deliver in-person instruction and provide support and guidance for the remote assignments and activities.
- **Unified Arts**
 - Unified Arts classes will happen in-person.
- **Classrooms**
 - The administration may consider, when Middle Level Crews are remote, using some of the middle level classrooms for Upper and Lower Elementary Crews, thereby increasing distance between Crews.

OTHER YELLOW HYBRID ADJUSTMENTS

- **Lunch**
 - Lunch will be provided by the school for students who are in the building **as well as those learning remotely.**
- **Substitutes**
 - Substitutes can continue to work at St. George School so long as they are not working in other districts during the week they substitute at St. George.

- **Volunteers**

- No volunteers are allowed in the building during the Yellow Plan

- **Playground and Recess**

- The use of the playground and outside areas will be limited to 15 students at a time in specific locations (a drop from 30 students, or 2 Crews, allowed in the Green Plan).

- **Staff Meetings**

- All staff, grade level, and other team meetings will be conducted remotely or outside.

HOUSE SPECIFIC YELLOW HYBRID PROCEDURES

- **Lower Elementary House (K, 1, K/1, 2):**

- Same as Green Plan

- **Upper Elementary House (2/3, 3, 4, 4/5, 5):**

- Same as Green Plan except two Upper Elementary classrooms may move into the middle level wing to increase space between Crews.

Red Plan

Remote Learning Plan

St. George School will move to all remote learning if:

1. Knox County receives “Red” designation from the state **OR**
2. The Superintendent, after consultation with the Maine DOE and CDC, determines that it is necessary to close the school building to ensure the health and safety of students and staff (e.g., to allow additional time for contact tracing if a confirmed COVID-19 case is identified in the school building).

With our Remote Learning Plan, “Red Plan” we will maintain instructional continuity and support services for our students. Our goals are to (1) stay connected with our students; (2) provide meaningful learning opportunities; and (3) continue to provide students with access to social work, Title I, and special education services.

Instruction will provide students with learning opportunities aligned to, and which result in demonstration of achievement towards, the Maine Learning Results. Last Spring, the first major focus was on staying connected with students and getting used to the learning platforms of Seesaw and Google Classroom. In the 2020-2021 school year, should we have to go remote learning again, the focus will be on **staying connected AND learning new skills** mapped by our curriculum.

Student schedules during Remote Learning will include age-appropriate engagement expectations for students, live daily contact between teachers and students (and/or caregiver), direct instruction, independent student work, and opportunity for questions and feedback. Additionally, student schedules will offer sufficient educational service/interaction to be reasonably expected to promote student progress toward trimester grade-level educational goals and objectives.

Remote “Red” Roles

Role of the Parent

- Collaborate as partners with teachers and administrators in the education of their child
- Provide feedback to the administrators and teachers
- Establish routines in the home that are like a school day
- Identify workspaces in the home for students to engage in learning
- Engage students in self-reflection of their learning

Role of the Student

- Collaborate with teachers and peers
- Attend synchronous classes
- Participate actively in the teaching and learning process
- Reflect on the progress of their daily learning plan
- Seek help and support when needed

<ul style="list-style-type: none"> • Complete assignments, assessments and tasks
Role of the Administrator <ul style="list-style-type: none"> • Conduct virtual “walkthroughs” and classroom check-ins. • Seek feedback and check understanding of teachers, parents and students • Empower learners to be active participants in the learning process • Provide feedback to teachers and students
Role of the Teacher <ul style="list-style-type: none"> • Facilitate the teaching and learning process • Support learners in their ability to collaborate by integrating digital tools and resources • Use multiple data sources to group students in purposeful ways based on interest, need, or skill-level • Reduce barriers to content and learning by differentiating • Provide live feedback, discussion and support during office hours or small group/individual check-ins • Special services teachers, counselors, and support staff schedule individual check-ins with students who need additional support

Remote Learning Philosophy & Approach

Teachers and staff at St. George School are committed to meeting the academic and social-emotional needs of **every student**. This is the case whether operating in-person or remotely. In the event of another closure, the following philosophy and practices will guide remote learning instruction toward a more equitable, meaningful, and supportive experience.

- **Blended Learning²⁹**

- If we need to move to remote learning (Red Plan), St. George teachers will use a combination of Synchronous³⁰ and Asynchronous³¹ instruction. This will include:
 - Virtual meetings or interactions with **Small Groups** or **1:1** for discussion, collaboration, Sharing, Feedback, Assessment;
 - Use of **teacher-recorded lessons and explanations**;
 - **Synchronous** full-group instruction to address common misconceptions, or other instructional purposes (kept short and direct);
 - Use of online Learning Management Systems: **Seesaw for K-5, and Google Classroom/JumpRope for 6-8**;

²⁹ **Blended learning** uses both synchronous and asynchronous instruction and combines online digital tools, resources and media with technology and classroom methods, with some element of student control over time, place, path or pace.

³⁰ **Synchronous instruction** means that classes occur on set schedules and time frames. Students and instructors are online at the same time at specific hours. When blended or remote, all students must be online at that exact time in order to participate in the class.

³¹ **Asynchronous instruction** means students complete work assigned on their own time. Students are given a time frame during which they need to connect to their class daily or as determined by the teacher. Students can access assignments and content at any time of the day (or night).

- **Creation of online repositories**, such as a Google Site, to hold recorded lessons, rubrics, videos, explanations, FAQ's, websites, articles, worksheets, examples of high-quality work, etc.
- A curriculum map with targets, activities, and outcomes clearly defined in advance.

• Remote Assignments

- Remote assignments will be:
 - Project-based or hands-on when possible
 - Posted at regular times
 - Focused on essential work and specific learning targets
- Remote assignments will have clearly stated assignment expectations: due dates, online vs. traditional completion, etc.

• Crew

- Regularly scheduled **Crew** meetings will occur to maintain student connection and address students' Social Emotional Learning needs.

• Daily Office Hours

- Teachers will have regular office hour times to answer student/family questions.

• Assessing Student Work Load & Screen Time

- Teacher teams will meet regularly to review the learning load/demand on students, consider individual student needs during remote learning, and seek a balance of online and offline work to minimize screen fatigue.

• Curriculum

- To the extent feasible, staff will follow curriculum guides and maintain a focus on new learning.

• Support Services

- The school will continue to provide services to address students' social/emotional, behavioral, and mental health concerns.

Remote Learning Strategies & Practices

Below is a list of essential remote learning strategies and practices that we will work to develop, implement, and refine during the school year. Some practices might vary between grade levels to account for differences in child development and students' experience with technology. It will take time, planning, professional development, and practice to fully implement these remote learning strategies.

1. ***Provide students with necessary materials and resources to support engagement in lessons.***

Each student will receive a device from the school. Devices, paper-based work, or other materials will be delivered as needed by school transportation staff. When needed, parents and students may receive technology support from the school as well as mobile internet connections. Students will use Seesaw (K-5) and Google Classroom (6-8) during remote instruction, “Red” Plan, and in-person instruction, “Green” Plan, to build familiarity and comfort with these platforms and ease transitions between remote and in-person instruction

2. ***Certifying student attendance each day and addressing a lack of attendance/engagement.***

Pending School Board Approval

Regular school attendance and participation is an important factor in academic and social-emotional development. During remote learning periods, St. George School will continue to expect attendance as we would during in-person instruction. Additionally, just as students are expected to engage in all activities when they are in school, they will be expected to participate in all activities and assignments during remote instruction.

Teachers/Crew Leaders will:

1. Plan and facilitate regular synchronous meetings using Zoom.
2. Plan and facilitate regular asynchronous work opportunities for students using SeeSaw for K-5 or on Google Classroom for 6-8.
3. Take daily attendance in Infinite Campus for their Crews using the matrix below as a guide.
4. Notify Jan when parents have excused an absence, so that Infinite Campus can be updated.
5. Reach out to parents and notify administration when students have accumulated absences and missed work that significantly interferes with the continuity of instruction.

K-5
Remote Learning Attendance Matrix

	LEVEL OF WORK COMPLETION		
SYNCHRONOUS PARTICIPATION	<i>All asynchronous assignments completed</i>	<i>Some asynchronous assignments completed</i>	<i>No asynchronous assignments completed</i>
<i>Attended all Zoom meetings</i>	PRESENT	PRESENT	1/2 Day
<i>Partial attendance at zoom meetings (e.g., 1 out of 2 Zoom meetings)</i>	PRESENT	1/2 Day	ABSENT

<i>Attended no Zoom meetings</i>	1/2 Day	ABSENT	ABSENT
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Middle Level Remote Attendance Protocol

At the middle level, since there are multiple teachers for each student, remote attendance will be based on **3-points of contact** during a remote day. Each student will have two synchronous opportunities daily and the third point of contact will be an asynchronous or synchronous assignment or check-in as determined by the team.

3 points of contact = Full day attendance

1-2 points of contact = Half day attendance

0 points of contact = Absent

Acceptable Evidence of Asynchronous Assignment Completion (K-8)

- Submission of SeeSaw or Google Classroom assignment
- Google or SeeSaw “check-ins”
- Creation or revision of written work shared in a google doc
- Participation in an online discussion
- Participation in an online learning application or program (IXL, Lexia, Khan Academy, Brainpop, NEWSELA, etc.)
- Other assignments provided by teacher

Parents will:

- Contact **Jan Letourneau** in the main office to notify when a student is absent or to excuse an absence during regular in-school instruction (GREEN plan).
- Contact the **Crew teacher** via email or phone to excuse remote learning absences.
- Find out from the teacher what the expectations are for missing work.

Students will:

- Keep up with assignments to the best of their ability and seek help when needed.

Staff will use the following strategies to boost engagement, participation and work completion:

1. Communicate that work will be assessed as it would be during live instruction
2. Create a culture of trust and responsibility through Crew
 - a. Synchronous Crew meetings
 - b. Support services for students
 - c. Involving students in the discussion on how to improve remote learning experiences
 - i. Find out what were the obstacles
 - ii. Brainstorm ideas and solutions
 - iii. Set remote learning goals
3. Set clear expectations and simple directions for assignments
4. Have students self-assess their academic work (target tracking)

5. Connect often with families and caregivers
6. Provide easy access to tech support

3. *Identifying and addressing social/emotional, behavioral, and mental health concerns.*

In collaboration with teacher teams and administration, the School Social Worker, School-wide Behavior Interventionist, School Nurse, and Health Teacher will take the lead in providing, or connecting students with, services related to health/wellness (e.g., physical & mental health, social-emotional wellbeing, and food security). Staff may reach out through phone calls, emails, or a video conference. Families can be connected with community resources and organizations such as the [St. George Community Development Corporation](#).

4. *Coordination of schedules, assignments, and workload when students have different teachers for different subjects.*

Grade Level Teams, with the Unified Art teachers supporting their grade, will meet weekly to discuss schedule, workload, and to update any communication documents.

5. *Teachers will use regular/ongoing formative assessment of student learning and engagement to inform and guide instruction and pacing.*

This could include:

- “Interview” assessments
- Small group check-ins
- Polls/Surveys
- Use of educational /sites: Google forms, Kahoot!, Quizlet, etc.
- Self-assessment and reflection
- Live completion of tasks
- Uploaded documents to Seesaw and Google Classroom and any other evidence
- [Others as deemed essential by teacher](#)

6. *A multi-tiered system of support plan for ensuring differentiation, IEP implementation, and equitable access for special populations.*

Special Education and Title I Teachers, collaborating and communicating often with classroom teachers, will continue to deliver specialized services. This may be in the form of remote learning through Seesaw or Google Classroom, work packets sent home, phone conversations with students and parents, as well as individual and small group instruction through a video conferencing technology such as Zoom or Google Hangouts.

7. *Grading and certifying achievement.*

Students **will continue to be graded on academics and habits during any remote learning time period.** These grades will be included in overall trimester reporting. If a student is not

engaging with remote learning, teachers will reach out to the student and the student's parent/guardian to see what further supports or structures may be needed. If this happens on a repeated or lengthy basis, school administration will be consulted. Students that are not engaged in remote learning will fall behind their peers and may be subject to additional schooling.

8. *Providing student nutrition.*

Food delivery will be available on remote school days to families using an online sign-up system.

9. *The school will communicate to students and families what to expect, how to engage in remote learning, where to get questions answered.*

- The school and teachers/grade level teams will create Google sites. These web-based sites will be accessed from the [St. George School website](#) so that parents - especially those of multiple grade level students - can easily access information such as classroom expectations, how to access platforms (JumpRope, SeeSaw, Google Classroom etc), FAQ's,

GRADE LEVEL SPECIFIC REMOTE LEARNING PROCEDURES

LOWER ELEMENTARY HOUSE (grades K, 1, K/1, 2)

- **STUDENT WORKLOAD**
 - Students are expected to be working 90 minutes per day. Teachers will communicate with families about the differences in the time it takes children to complete work. Teachers will provide enrichment opportunities for those who need more to fill the 90 minutes and provide support for those who struggle to complete the work in 90 minutes.
- **LEARNING PLATFORM**
 - Will be using the digital platform **Seesaw**.
- **CREW MEETINGS**
 - Classroom teachers will provide two whole-class crews per week using Zoom or Google Hangouts. This time is in addition to the 90 daily minutes.
- **SYNCHRONOUS INSTRUCTION**
 - Classroom teachers will provide two scheduled small group lessons for each student per week. This small group time is included in the daily 90 minutes. Teachers may choose to teach a new concept, reteach, or provide targeted instruction.
 - **Please note that due to confidentiality and privacy laws, recording of any portion of school instruction/programming by students or families is prohibited.**

- **OFFICE HOURS**

- Teachers will be available via email during the hours of 9:00-3:30 when they are not meeting with students and staff.

- **DAYCARE COMMUNICATION**

- With parent/guardian permission, we will work with daycares and childcare centers (e.g., communicating scheduled times for Crew meetings or remote small group work) to encourage and support participation when children are at daycare/childcare during remote schooling.

- **UNIFIED ARTS**

- The Unified Arts (UA) teacher(s) working with K-2 will provide 1 UA Crew per week where the Crew activities will reflect their specialized area. This will be instead of daily UA activities on Seesaw.
- UA Teachers, who will be assigned to a "House," each trimester will work with the assigned House during remote learning. For example, if the closure is in trimester 1, then the Lower Elementary House (K, 1, K/1, 2) will receive Art instruction, the Upper Elementary House (2/3, 3, 4, 4/5, 5) will have STEAM and Middle Level (6-8) will have Music.

UPPER ELEMENTARY HOUSE (grades 2/3, 3, 4, 4/5, 5):

- **STUDENT WORKLOAD**

- 2-3 hours of work each day
- Teachers will communicate with families about the differences in the time it takes children to complete work in order to discuss additional enrichment or academic support

- **LEARNING PLATFORM**

- Upper Elementary will use the digital platform **Seesaw**.

- **CREW MEETINGS**

- Teachers will schedule daily 15-20 minute Zoom meetings with their Crews.

- **SYNCHRONOUS INSTRUCTION**

- Students will participate in whole group and small group lessons for both Math and EL Modules that will last approximately 20 minutes following their Crew meetings.
- Students will have an assignment to complete independently, with a combination of online and paper/pencil work following synchronous instruction.
- **Please note that due to confidentiality and privacy laws, recording of any portion of school instruction/programming by students or families is prohibited.**

- **OFFICE HOURS**

- Teachers will be available for support during student independent work time. Teachers will also schedule 1:1 check-in times for each student throughout the week between 9:00 a.m. -3:30 p.m.

- **UNIFIED ARTS**

- The UA teacher in the "House" will provide 1 UA crew per week where the activities will reflect their specialized area. This will be instead of daily UA activities on Seesaw. The school schedule will determine which UA classes are offered during a closure. For example, if the closure is in trimester 1, then the Lower Elementary House (K, 1, K/1, 2) will receive Art instruction, Upper Elementary House (2/3, 3, 4, 4/5, 5) will have STEAM and the Middle Level (6-8) will have Music.

MIDDLE LEVEL HOUSE (6th-8th)

- **STUDENT WORKLOAD**

- Students should have approximately 3-4 hours per day of work. The middle level team will communicate to families that there may be individual differences in the amount of time it takes students to complete work. Teachers will differentiate expectations for students who need more challenge or who struggle with the amount assigned.

- **LEARNING PLATFORM**

- Assignments and resources will be posted on Google Classroom. Record keeping will be done on JumpRope.

- **SYNCHRONOUS INSTRUCTION**

- Each content area teacher will hold one live class per grade level per week and will push out assignments - and be available for support - on the other instructional days. Students will have at least one live class (via Zoom) per instructional day. These live classes will be part of the anticipated 3-4 hours of work time. Teachers will coordinate schedules to make sure classes are spread throughout the week for students, and that students aren't spending too much time in Zooms on any given day. Attendance will be taken during live classes.
- **Please note that due to confidentiality and privacy laws, recording of any portion of school instruction/programming by students or families is prohibited.**

- **CREW MEETINGS**

- Crews will meet twice weekly via Zoom.

- **SCHEDULE**

- Middle level students will have four "instructional days" (with new work assigned) per week. Friday of each week will be a catch up/screen-free day. Teachers will still be available on Fridays for help.

- **OFFICE HOURS**

- Teachers will have Office Hours from 10:00 a.m. -12:00 p.m. each day when they'll be available for live support via video chat, live Google Doc support or other forms of communication.
- Teachers will be available by email from 9:00 a.m -3:30 p.m. daily.

- **UNIFIED ARTS**

- Unified Arts teachers will hold one synchronous class each week plus one asynchronous assignment or activity. Enrichment activities may also be offered to students. The **school schedule** will dictate which UA classes are offered during a closure. For example, if the closure is in trimester 1, then K-2 will receive Art instruction, 3-5 will have STEAM and 6-8 will have Music. World Language will be offered only at the middle level this year.

SPECIAL SERVICES

- Special Education and Title I Teachers, collaborating and communicating often with classroom teachers, will continue to deliver specialized services. This may be in the form of remote learning through Seesaw or Google Classroom, work packets sent home, phone conversations with students and parents, as well as individual and small group instruction through a video conferencing technology such as Zoom or Google Hangouts.
- In collaboration with teacher teams and administration, the School Social Worker, School-wide Behavior Interventionist, School Nurse, and Health Teacher will take the lead in providing, or connecting students with, services related to health/wellness (e.g., physical & mental health, social emotional wellbeing, and food security). Staff may reach out through phone calls, emails, or a video conference. Families can be connected with community resources and organizations such as the [St. George Community Development Corporation](#).
- The Superintendent may, after consulting with the Instructional Administrator, Assistant Special Education Director, Facilities/Transportation Director, SGEA President, and medical experts on the Return to School Committee, allow students in the ARC and Life Skills Program to return to in-person instruction in Red *provided* that (1) sufficient staff volunteer to return to in-person instruction and (2) students in the ARC and Life Skills can choose between remote and in-person learning options. The decision to return to in-person instruction during the Red Plan will be re-evaluated weekly.

Important Resources for Families

- For students:
 - Downloadable ebooks for kids from the American Psychological Association to help kids cope with COVID-19:
 - [A Kid's Guide to the Coronavirus](#)
 - [Unstuck! 10 Things to Do to Stay Safe and Sane During the Pandemic](#)
- **U.S. CDC - COVID-19 Information**
 - [Protect Yourself](#)
 - [What to Do If You Are Sick?](#)
 - [When You Can be Around Others](#)
 - [Symptoms of COVID-19](#)
 - [Self Check Symptoms](#)
 - [People at Increased Risk](#)
 - [Should You Get Tested?](#)
- **Maine CDC - COVID-19 Information**
 - [Maine Data](#)
 - [General Information](#)
 - [Contact Tracing](#)
 - [FAQs](#)
 - [Travelers](#)
 - [Communities, School and Workplaces](#)
- **Maine Department of Education**
 - [Framework for Returning to Classroom Instruction](#)
 - [Part 1: Physical Health and Safety Considerations](#)
 - [Part 2: Social, Emotional, Behavioral, and Mental Health Considerations](#)
 - [Part 3: Academic Programs and Student Learning Considerations](#)
 - [Part 4: Common Expectations for Hybrid and Remote Learning Models](#)
 - [Part 5: Additional Considerations](#)
 - [Six Requirements for Protecting Health and Safety](#)
 - [Pre-K - Adult Education Public Health Guidance](#)
- **St. George Community Development Corporation**
 - [COVID-19 Information Hub](#) includes information on a range of COVID-19 related items such as the Governor's Executive Orders, Food Access & Assistance, Individual Financial Assistance/Unemployments, Small Business Assistance, Housing Assistance, and Transportation Assistance.
 - [St. George Community Cupboard](#)