<table>
<thead>
<tr>
<th>Guideline</th>
<th>Ability to Implement</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pt 1-C2: Identify and procure necessary equipment, materials, supplies for supporting the health and safety guidelines</td>
<td>Full</td>
<td>The Department of Education (DOE) will provide many safety items free of charge, including sanitizing wipes, hand sanitizer, cloth face masks and face shields. Items not covered through the DOE will be purchased using general and CARES funds.</td>
</tr>
<tr>
<td>Pt 1-C3: Thoroughly clean buildings and classrooms</td>
<td>Full</td>
<td>Custodians will follow cleaning protocols based on CDC guidance. This will also address frequent cleaning throughout the day of high touch areas.</td>
</tr>
<tr>
<td>Pt 1-D2: Train custodial staff in enhanced cleaning and disinfecting protocols</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pt 1-C6: Mark 3’ standing spaces on the floor near doors, bathrooms, sinks or other places where students may line up</td>
<td></td>
<td>The school will mark standing spaces in appropriate areas including around bathrooms, near sinks, etc. Hallway one-way traffic flow will also be marked. Signage to remind students and staff of procedures and safety protocols in each building.</td>
</tr>
<tr>
<td>Pt 1-C9: Plan vehicle traffic flow, drop-off, and pick-up logistics and place signage as needed</td>
<td></td>
<td>Each school will adjust its traffic flow logistics to improve safety, minimize bottlenecks and support safe and efficient arrival/ dismissal routines.</td>
</tr>
<tr>
<td>Pt 1-C10: Install plexiglass shields for high traffic staff</td>
<td></td>
<td>Plexiglass has been ordered for identified areas and will be installed before the start of the new school year in areas including front office spaces and instructional space as needed.</td>
</tr>
<tr>
<td>Pt 1-C11: If needed, set up additional hand washing or sanitizing stations outside school entrances and at convenient locations outside classrooms and common areas</td>
<td>Full</td>
<td>Sanitizing stations will be available in every classroom and other areas as needed. Each school will have a plan for handwashing/sanitizing for students to follow frequently and throughout the day.</td>
</tr>
<tr>
<td>Pt 1-C12: Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for</td>
<td>HVAC units will be cleaned and new filters installed. New filters will be replaced every 3 months. Tracy is working with Nadeau's to make sure HVAC is compliant</td>
<td></td>
</tr>
<tr>
<td>Example by opening windows and doors. Use a fan to increase ventilation.</td>
<td>Full</td>
<td>Maine Arts Academy has identified an isolation room for anyone exhibiting COVID-like symptoms. Protocols will be used to identify people with symptoms, when to utilize and clean the space, and procedures to use in dismissing students who are ill.</td>
</tr>
<tr>
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</tr>
<tr>
<td>Pt 1-E1: Work with school administrators, nurses, and other healthcare providers to identify an isolation room or area to separate anyone who exhibits COVID-like symptoms.</td>
<td>Full</td>
<td>Lunch will not be self-serve. Students will be served or be provided “Grab and Go” options to eliminate large group gatherings and self serve in cafeterias. The cafeteria setting has an outdoor space in which students can access and is expansive in nature.</td>
</tr>
<tr>
<td>Pt 5 Section C: Investigate alternative dining locations within the school or school grounds</td>
<td>Full</td>
<td>Disinfectants have been purchased, and vehicles will be cleaned according to comprehensive protocols after each run.</td>
</tr>
<tr>
<td>Pt 5 Section C: Remove self-serve ability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pt 5-E1: Adopt cleaning and disinfecting protocols, with appropriate products used when each run is complete (buses and other school transportation vehicles)</td>
<td>Full</td>
<td>Drivers will wear face shields and students will be required to wear face masks on the bus. Masks will be provided if a student is in need. The requirements and conditions will be communicated prior to the school year so families can make informed decisions about transportation. Individual plans will be in place for students with special transportation needs, i.e., special education transportation, homeless students.</td>
</tr>
<tr>
<td>Pt 5-E3: Adopt local implementation procedures for transportation staff and students who ride the school bus to wear a cloth face covering (accommodate students with special or medical needs). Follow US DOT NHTSA guidance letter about school bus driver shields</td>
<td>Full</td>
<td></td>
</tr>
<tr>
<td>Guideline</td>
<td>Ability to Implement</td>
<td>Plan</td>
</tr>
<tr>
<td>-----------</td>
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</tr>
<tr>
<td>Pt 1-B2: Assess school readiness to implement the CDC's safety actions for schools</td>
<td>Partial (6 ft. of distance limits # of students)</td>
<td>School Administration have assessed buildings in order to implement safety guidelines. Schools demonstrate the capacity to implement the guidelines with 15 students per classroom on average.</td>
</tr>
<tr>
<td>Pt 1-B3: Consider equity: access to healthcare and supplies, school resources</td>
<td>Full</td>
<td>Maine Department of Education (DOE) will provide many safety items free of charge. We are working with Facilities to monitor the ordering of necessary supplies.</td>
</tr>
<tr>
<td>Pt 1-C1: Communicate and consult with business managers, as well as facilities, grounds, and maintenance teams</td>
<td>Full</td>
<td>We continue to collaborate with Facilities and Operations personnel to maintain building preparedness.</td>
</tr>
<tr>
<td>Pt 1-C2: Identify and procure necessary equipment, materials, supplies for supporting the health and safety guidelines</td>
<td>Full</td>
<td>Administrators have identified needs and will continue to work with Facilities and Operations. The DOE will provide many safety items free of charge. We are working with Facilities to monitor the ordering of necessary supplies.</td>
</tr>
<tr>
<td>Pt 1-C10: Install plexiglass shields for high traffic staff</td>
<td>Full</td>
<td>Plexiglass shields have been installed in the front office area to provide a shield for staff. Plexiglass has been purchased and will be installed for other risk areas.</td>
</tr>
<tr>
<td>Pt 1-C11: If needed, set up additional hand washing or sanitizing stations outside school entrances and at convenient locations outside classrooms and common areas</td>
<td>Full</td>
<td>Bathroom Sanitizing stations will be added, as needed, throughout buildings. Each school will have a plan for handwashing/sanitizing for students to follow throughout the day.</td>
</tr>
<tr>
<td>Pt 1-C13: Develop a communication plan to raise awareness among staff, families, and</td>
<td>Full</td>
<td>To raise awareness, staff will communicate prior to the start of school, using multiple modes to communicate so families understand the</td>
</tr>
<tr>
<td>students regarding any new procedures and expectations</td>
<td>current symptoms and possible contact situations, visual reminders, videos outlining procedures, virtual open house, etc. Individual meetings will be held as needed.</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Pt 1-D4:</strong> Train all staff in teaching and reinforcing health and safety guidelines to students within their purview.</td>
<td>Full Use established training videos with staff prior to the start of school to assist in teaching students (at various levels) the importance of following guidelines and protocols. The committee will continue to develop age appropriate resources for students.</td>
<td></td>
</tr>
<tr>
<td><strong>Pt 1-D5:</strong> Consider a virtual &quot;open house&quot; or pre-entry webinar for families to explain new protocols and rules; health and safety guidelines; drop-off and pick-up routines; limitations on building access by family and community members; recognizing covid symptoms</td>
<td>Full Maine Arts Academy will have an open house</td>
<td></td>
</tr>
<tr>
<td><strong>Pt 1-D7:</strong> Offer kid-friendly videos to teach proper donning and offing of face coverings, keeping 6' apart, and other health and safety guidelines</td>
<td>Full Schools will create videos.</td>
<td></td>
</tr>
<tr>
<td><strong>Pt 1-D8:</strong> Establish plans for training staff and students about the unique needs of others and their abilities or possible struggles related to maintaining safety protocols</td>
<td>Full School counselor will be utilized to work with students and staff regarding accommodations needed for students.</td>
<td></td>
</tr>
<tr>
<td>Pt 1-D9: Establish protocols for face coverings. Per CDC: Face coverings should be worn by staff and encouraged in students (particularly older students) if feasible and are most essential in times when physical distancing is difficult. Work with MDOE School Safety Center</td>
<td>Full</td>
<td>Masks and social distancing are high priority. Mask usage will be maximized, however, in instances where students can be outdoors masks may be removed. (Example- as students are sitting in a classroom maintaining the 6ft guideline)</td>
</tr>
<tr>
<td>Pt 1-D10: Communicate expectations of staff and students (or family members as needed) for conducting a daily self-check</td>
<td>Full</td>
<td>A screening tool will be provided to parents for daily use before school arrival. Staff will continue to complete the daily screening tool prior to school arrival.</td>
</tr>
<tr>
<td>Pt 1-E3: Notify health officials, staff, and families immediately of a positive case while maintaining confidentiality and other applicable federal and state privacy laws</td>
<td>Full</td>
<td>The person will be moved to a designated location. PPE will be utilized. Contact with family will be immediate for timely pick-up. The district point person will be contacted by the administrator and/or nurse. The CDC will be contacted by the district point person and/or nurse.</td>
</tr>
<tr>
<td>Pt 1-E4: Close off areas used by a sick person and do not use before cleaning and disinfection</td>
<td>Full</td>
<td>Cleaning protocols, following the CDC guidelines, will be used</td>
</tr>
<tr>
<td>Pt 1-E5: Advise sick staff members and children not to return until they have met CDC criteria</td>
<td>Full</td>
<td>The person will be advised to consult a physician or provider for consult. In addition, protocols for reentry will be established. (Maine Association of School Nurses are currently working on a protocol.)</td>
</tr>
<tr>
<td>Pt 1-E6: Inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms and to follow CDC guidance if symptoms develop.</td>
<td>Full</td>
<td>Contact CDC and follow outlined guidelines. Protect ourselves from presumed cases per the guidelines.</td>
</tr>
<tr>
<td>Pt 5-Section C: Trained staff should teach and monitor all sanitation procedures</td>
<td>Full</td>
<td>Work with Food Service Director to assess the need for training resources.</td>
</tr>
<tr>
<td>Pt 5-Section D: Have a plan to decrease traffic to the school health office in order to prevent office congregation and possible exposure of healthy students to a</td>
<td>Full</td>
<td>School specific protocol to minimize traffic to the nurse's office. Protocol for when to send students.</td>
</tr>
<tr>
<td>Pt 5-Section D: Create a process for triage and monitoring of symptomatic students and supervised isolation while waiting for dismissal</td>
<td>Full</td>
<td>Each school will determine a school specific to minimize contact while in supervised isolation.</td>
</tr>
<tr>
<td>Pt 5-Section D: Create a standardized protocol for decision making in regards to ill students and staff. Communicate the protocol and consistently follow it.</td>
<td>Full</td>
<td>Develop and use a protocol (informed by current policy) for decision making in regards to ill students and staff.</td>
</tr>
<tr>
<td>Pt 5-Section D: Clarify for all staff the role of the school nurse in the care and/or assessment of symptomatic adults in the building</td>
<td>Full</td>
<td>We will follow state guidelines and refer the staff member to seek medical provider consult.</td>
</tr>
</tbody>
</table>
### PART 3: ACADEMIC PROGRAMS AND STUDENT LEARNING

#### Section A: Engage staff in professional development over the summer in preparation for remote, in-person, and blended learning models.

**Pt 3-A1: Access free webinars and live sessions on remote learning and blended learning models at DOE.**

- Determine professional development (PD) needs (based on plan for reopening and teacher survey data).
- Identify already existing learning resources (ex: DOE webinars) and make these resources available to staff.
- Develop a robust menu of both synchronous and asynchronous PD offerings available to teachers in August.
- Create a plan for providing PD opportunities during the August workshop days.
- Collect ongoing feedback on PD and additional PD needs and adjust plan and offerings accordingly.

**Pt 3-A2: Create a planning team for instruction to draft curriculum plans for rapidly transitioning between possible scenarios: all in-person learning; some staff and students remote; all remote learning**

- Create curriculum maps and course syllabi that reflect the plan for full in-person learning, a blended model, and full remote learning.
- Make curriculum/course expectations apparent to students.
- Make curriculum/course expectations readily accessible and update in the event of a transition from one scenario to another.
- Identify and implement key instructional strategies to support hybrid and remote learning.

#### Section B: Consider flexible grouping, multi-age classrooms, looping, interdisciplinary courses and units.

**Pt 3-B1: Build in learning and practice for remote learning when students are in-person so that everyone is prepared**

- Provide instruction in and practice with Seesaw (K-2) and Google classroom (3-12).
- Identify skills/strategies to support remote learning and incorporate instruction in and practice of these
### Pt 3-B2: Emphasize project-based, interdisciplinary learning activities which can provide both organic formative assessment opportunities, high engagement, and efficient delivery of many skills and concepts

- Identify opportunities for integration of content areas into interdisciplinary learning projects.
- Support teachers in collaborating to create interdisciplinary learning experiences for students.

### Pt 3-B3: Plan to provide equitable services via remote learning methods (consider low-tech and no-tech options in addition to online learning; quasi-independent projects that can be completed with minimal resources at home) for each critical skill/concept/set of standards

- Identify and develop the remote learning activities that accompany in-person learning.
- Develop activities with equity in mind - with careful attention to materials and resources necessary to successfully complete the activity.

### Pt 3-B4: Keep equity at the forefront of decision-making around grouping

- Continue to assess remote learning needs and provide resources to support areas of need. This work began at the start of emergency remote learning in March.

### Pt 3-B5: Conduct needs assessments for students regarding access to technology, an adequate at home learning space, basic needs such as nutrition, to gauge their abilities and needs to access remote learning

- Continue to assess remote learning needs and provide resources to support areas of need. This work began at the start of emergency remote learning in March.

### Pt 3-B6: Develop plans in collaboration with building leaders, teacher teams, curriculum staff, and MTSS staff

- Involve administrators, teachers, and other support staff in planning and decision making.

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### Section C: Formative Assessment

#### Pt 3-C1: Involve, consult, and communicate with teachers, MTSS, and curriculum staff

- Involve administrators, teachers, and other support staff in planning and decision making.

#### Pt 3-C2: Consider offering projects and assignments prior to the start of the school year that include embedded assessments to provide some baseline data for class groupings and accelerated learning plans

- Consider the feasibility of providing learning activities prior to the start of the school year.
- Consider the possibility of administering assessments (ex: STAR) prior to the start of the school year to provide baseline data.

#### Pt 3-C3: Use formal assessments sparingly and efficiently to reduce stress. Avoid permanent or long-term ability groupings or placements; hold high expectations and offer scaffolded opportunities for all students to reach and exceed grade-level goals

- Establish assessment guidelines to ensure that teaching and learning are maximized and assessments are efficient.
- Identify the places in the grade-level curriculum that might require scaffolding and develop resources so teachers can efficiently fill gaps and move students forward.

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### Section D: Students with disabilities, students who are English Learners, and other special populations

#### Pt 3-D1: Make a plan for considering what will be needed to recover learning loss that may have occurred as a result of remote learning. These might be termed COVID Impact Recovery Services

- Utilize existing systems and processes to assess learning loss.

#### Pt 3-D2: Identify the structures teams will use

- Utilize existing systems and processes to review
to review progress data for all students and then how each sub-group of students performs in relation to the general student population. In some cases, this will be reviewed by existing teams (IEP teams, grade level teams, MTSS teams, ELL teams, multidisciplinary).

**Pt 3-D3:** With this information, school teams in partnership with parents, may calculate what recovery education will be needed to close the identified gaps.

- Identify students with a need for recovery educational opportunities.
- Create opportunities for recovery education as needed to address identified learning loss.

**Pt 3-D5:** It will be important for the teachers, parents, and administrators to communicate effectively about the decisions regarding learning loss, what recovery education will be provided and document the outcomes of the conversations.

- Use existing systems and processes to communicate decisions that are made regarding learning loss and recovery education.

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### PART 4: COMMON EXPECTATIONS FOR HYBRID AND REMOTE LEARNING MODELS

#### Overall Components of a Hybrid or Remote Learning Plan

- A plan for instruction that provides students with learning opportunities aligned to, and which result in demonstration of achievement towards, the MLR. Plans must include forward movement along learning progressions or through grade level expectations as well as reinforcement of prior learning and necessary intervention.
- A daily schedule to include age-appropriate engagement expectations for students; live daily contact between teachers and students (and/or caregiver); direct instruction (either synchronously or asynchronously); independent student work; opportunity for questions and feedback during teacher office hours.
- The daily schedule offers sufficient educational service/interaction to be reasonably expected to promote student progress toward quarterly/semester/trimester grade-level educational goals and objectives.
- A plan to equitably provide students with necessary materials and resources to support engagement in

- Develop expectations for both Hybrid and Remote Learning including the following;
  - Instructional plan
  - Daily schedule
  - Plan to equitably provide students with needed materials and resources
  - Attendance guidelines
  - Coordination of workload and schedules for students with multiple teachers
  - Plan for ongoing formative assessment of learning and engagement to inform instruction and pacing
  - Plan for differentiation
  - Plan for IEP implementation
  - Equitable access for special populations
  - Grading guidelines
  - Communication plan for students and caregivers of students

- Develop expectations that are differentiated for various grade spans as appropriate.
- Consider equity for all students in the development of the plan.
• A plan to certify student attendance each day, and a plan to address lack of attendance/engagement
• A plan for coordination of schedules, assignments, and workload when students have different teachers for different subjects
• A plan for regular/ongoing formative assessment of student learning and engagement to inform and guide instruction and pacing
• A multi-tiered system of supports plan for ensuring differentiation, IEP implementation, and equitable access for special populations. Services and accommodations must be adapted for a remote learning environment.
• A plan for grading and for certifying achievement (This plan should take into consideration the uneven/inequitable conditions in which students will be accessing their educational experiences)
• A communication plan to assist students and caregivers of students in understanding what to expect, how to engage in remote learning, where to get questions answered

<table>
<thead>
<tr>
<th>A plan for identifying and addressing social/emotional, behavioral, and mental health concerns</th>
<th>• To be developed by Social/Emotional, Behavioral, Mental Health workgroup</th>
</tr>
</thead>
<tbody>
<tr>
<td>A plan for providing student nutrition</td>
<td>• To be developed by Facilities and Operations workgroup</td>
</tr>
<tr>
<td>School board approval of the collective remote learning plan</td>
<td></td>
</tr>
<tr>
<td>Guideline</td>
<td>Action(s) to Implement</td>
</tr>
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<td>------------------------</td>
</tr>
<tr>
<td><strong>Section A: Prior to re-entry</strong></td>
<td></td>
</tr>
<tr>
<td>Pt 2-A1: Consult/communicate with mental health staff, counselors, social workers, educators</td>
<td>● Recruit mental health staff, counselors, social workers and educators to serve on committee.</td>
</tr>
</tbody>
</table>
| Pt 2-A2: Communicate plans, schedules, and updates to staff, families, and community – there's no such thing as too much communication when it comes to helping people feel safe. Consider a direct contact for each family. | ● Monitor communications going out and make sure we have a communication plan for each family.  
● Communicate using a variety of strategies/media.  
● Utilize translators and cultural brokers as needed.  
● Explore idea of Parent Ambassadors  
● Streamline and be transparent with the communication tools. |
| Pt 2-A3: Provide (virtual) forums in which families and students can ask questions or share concerns and ideas | ● Schedule virtual forums in August.  
● Utilize other means/venues to reach out to families (phone calls, home visits, cultural brokers, ECOs, etc...)  
● Translators will be reaching out to ELL families to gather input. |
| Pt 2-A4: Reach out to higher needs students and families throughout the remote learning period and have social workers or counselors develop individualized support plans as needed. | ● Assess family situations and identify needs, then develop a plan to support.  
● Plan must include goals for students, parents and staff. Once we agree to the plan, we need to monitor and provide support.  
● Have a system of communication and communicate that to families. Define the two-way communication opportunities. |
| Pt 2-A5: Plan for school-wide trauma informed practices. The Maine School Safety Center can provide free training and resources [here](#). | ● Train staff in school-wide trauma-informed practices.  
● Committee will work together to create training modules. |
| Pt 2-A6: Consider and mitigate impacts of adjusting to new cultures, new languages, and new community resources and supports for students and families who are Black, Indigenous, People of Color (BIPOC) or who have an immigrant/refugee status. | ● See tasks above related to communication.  
● Create a safe school environment free from bias.  
● Provide implicit bias training to staff to ensure a common language and common definitions.  
● Provide training for staff and students to enable all staff/students to have a voice. |

**Section B: Structuring re-entry to support the unique needs of your school community**
<table>
<thead>
<tr>
<th>Pt 2-B1: Consult with mental health staff, counselors, social workers, educators</th>
<th>- Recruit mental health staff, counselors, social workers and educators to serve on committee.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pt 2-B2: Consider differentiated approaches based on age, grade, and developmental levels; consider looping models for flexibility</td>
<td>- Create considerations and recommendations based on the needs of our school community.</td>
</tr>
</tbody>
</table>
| Pt 2-B3: Provide frequent check ins with staff; encourage mindfulness and use of employee assistance plans for well-being | - Provide Self-Care training for staff and build opportunities into school culture.  
- Provide staff with information on employee assistance plans. |
| **Section C: Ongoing** | |
| Pt 2-C1: Encourage vigilance with respect to student and staff mental health; engage staff in professional development to increase awareness of the signs of anxiety and depression | - Provide training for staff in mental health including awareness of anxiety/depression.  
- Utilize a tiered system of supports for students/staff with mental health needs.  
- Provide check-ins for staff, practice mindfulness and provide support as needed through employee wellness plans. |
| Pt 2-C2: Utilize a multi-tiered system of supports for social/emotional needs | - Utilize existing systems to identify students who have social/emotional needs including PBIS and RTI systems.  
- Assess the multi-tiered systems that schools have in place.  
- Identify screening/ID process and tiers of support for social, emotional and mental health needs. |
| Pt 2-C3: Make widely available a list of resources to support children and/or adults experiencing distress. Normalize conversations around mental health to dispel stigma around asking for help. Cultural brokers may be necessary to navigate sensitive conversations for some students and their family members. | - Compile and disseminate resources.  
- Provide training to staff and students to normalize conversations around mental health.  
- Utilize guidance counselors, social workers and cultural brokers to navigate sensitive conversations. |
<table>
<thead>
<tr>
<th>Grades: PK-2</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Structure &amp; Schedule:</strong> Full day, Four days/week, 1 day remote</td>
<td></td>
</tr>
</tbody>
</table>
| **Health & Safety Considerations** | Teach standard precautions procedures such as, hand hygiene, social distancing, mask etiquette, etc.  
- Limit interactions between cohorts of students  
- Minimize shared materials  
- Schedule times for and reinforce hand hygiene, space and material cleaning |
| **Facilities & Operations Considerations** | Limit need to travel outside the classroom  
- Recess time within the identified cohort  
- Breakfasts and lunch is eaten in rooms  
- Masks are worn in mask zones  
- Limit parent and other visitors in the school and classroom  
- Arrival and dismissal procedures to support distancing protocols |
| **Curricular & Instructional Considerations** | Embed health and safety considerations in daily lesson and instruction  
- Social stories to reinforce procedures and protocols  
- Instruction on the use of the on-line platform - SeeSaw  
- Implement a communication plan for two-way communication to share information about schedules, curriculum, learning goals and student progress |
| **Social, Emotional, Behavioral & Mental Health Considerations** | Train staff in trauma-informed practices and implicit bias  
- Provide lessons to address social and emotional curricular needs  
- Incorporate daily check-ins, mindfulness activities and stress breaks  
- Identify/support students with needs in this area through counseling and outreach to local agencies  
- Provide frequent wellness checks for staff members  
- Implement a communication plan for two-way communication to share information about student/family needs |

<table>
<thead>
<tr>
<th>Grades: 3-6</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Structure &amp; Schedule:</strong> 2 days in-person learning/3 days remote learning</td>
<td></td>
</tr>
</tbody>
</table>
| **Health & Safety Considerations** | Teach standard precautions such as, hand hygiene, social distancing, mask etiquette, etc.  
- Limit interactions between cohorts of students  
- Minimize shared materials  
- Schedule and reinforcement of hand hygiene, space and material cleaning |
<table>
<thead>
<tr>
<th>Facilities &amp; Operations</th>
<th>Limit need to travel outside the classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Recess time within the identified cohort</td>
</tr>
</tbody>
</table>
Considerations

- Lunch in rooms
- Masks in mask zones
- Limit parent and other visitors in the school and classroom
- Arrival and dismissal procedures

Curricular & Instructional Considerations

- Embed health and safety considerations in instruction
- Social stories to reinforce procedures and protocols
- Instruction on the use of the on-line platform - Google Classroom
- Use of curriculum maps and pacing guides to reflect the combination of in-person and remote learning
- Identify skills and strategies to support remote learning and incorporate instruction in and practice of these during in-person learning.
- Implement a communication plan for two-way communication to share information about schedules, curriculum, learning goals and student progress
- Services and accommodations must be adapted for remote learning.

Social, Emotional, Behavioral & Mental Health Considerations

- Train staff in trauma-informed practices and implicit bias
- Provide lessons to address social and emotional curricular needs
- Incorporate daily check-ins, mindfulness activities and stress breaks
- Identify/support students with needs in this area through counseling and outreach to local agencies
- Provide frequent wellness checks for staff members
- Implement a communication plan for two-way communication to share information about student/family needs

Special Populations

Structure & Schedule: **Students in the following programs will come back to school for in-person instruction 4 days a week:**

- Developmental Delay programs
- Learning Enrichment Program
- Autism Program
- Behavioral Intervention (BI) Programs
- Functional Life Skills Programs
- RETC-SOS
- Self-contained programs

Students in special purpose private schools will be following the schedule of the special purpose private school.

Health & Safety Considerations

- Accommodations for some students - mask wearing
- PPE considerations for some staff
- Cleaning protocols for shared equipment
- Laminated paper materials to allow for cleaning ability
| Facilities & Operations Considerations | ● Additional time out rooms  
● Cleaning schedules that address the need for frequent cleaning  
● Plexi-glass sneeze guards for small group instruction especially speech services  
● IEP meetings will be conducted via teleconferencing |
| Curricular & Instructional Considerations | ● Extra materials will need to be provided so that students have them at school and at home.  
● Assessment of learning loss and implementation of plan to recover |
| Social, Emotional, Behavioral and Mental Health Considerations | ● Train staff in trauma-informed practices and implicit bias  
● Identify students who need additional levels of support  
● Provide frequent wellness checks for students and staff members |
### Transportation

**Structure & Schedule:** Transportation will be provided PK-12

| Health & Safety Considerations | All students will wear masks on the bus  
|                               | Bus drivers will wear face shields  
|                               | Buses will be sanitized after morning and afternoon runs  
|                               | Parents will conduct health screening of children prior to boarding the bus. |

| Facilities & Operations Considerations | The hybrid model of instruction will reduce the number of students in need of transportation on each given day.  
|                                       | Bus routes will be adjusted in the first weeks as it becomes clearer who will be accessing transportation. |

### Food Services

**Structure & Schedule:** Breakfast and lunch will be available to all students, regardless of in-person or remote learning five (5) days per week.

| Health & Safety Considerations | All food service personnel have on-going training in appropriate sanitation protocols, including CDC recommended guidelines.  
|                               | Staff will be using appropriate PPE.  
|                               | In classroom or Grab and Go options for breakfast and lunch to maintain social distancing measures.  
|                               | Pre-packaged trays, utensils, condiments will be used and handed to students.  
|                               | Pre-portioned foods will be provided. Salad bars and shared utensils will not be used.  
|                               | Students will be provided with food for remote learning days.  
|                               | School specific breakfast and lunch menu will be published and communicated in advance.  
|                               | Encourage parents to use the My School Bucks - prepayment account. |