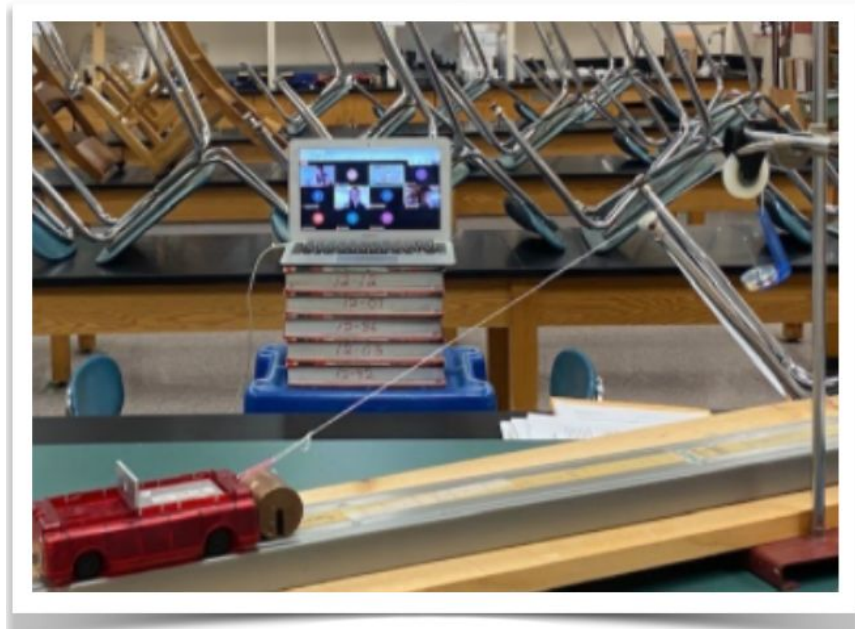


Safely Reopening Our Schools

CSD Planning Document

2020-2021

Boothbay-Boothbay Harbor CSD FRAMEWORK



Goals of Returning to School

As educators we understand the importance of bringing our staff and students back together in classrooms on our campus. There is no substitute for effective in-person classroom instruction, and our goal is to safely resume classroom instruction with as many students as we are able. All teachers and educators in our district are collaborating intensely to be ready for all learning models outlined in this plan. Should we need to switch gears based on changing health conditions during the year, from green to yellow, to red, and/or back again, we will be ready to provide the best continuity of instruction possible for all students. The overall health, safety, and well-being of our school community is first and foremost in all of our minds as we develop the learning models outlined in this document.

Introduction

This plan outlines The Boothbay- Boothbay Harbor CSD's approach to resuming education during the COVID-19 pandemic. Our leadership team and staff continue to prepare diligently for multiple scenarios on how we can safely educate all students when school resumes in September. Maine's Department of Education, in conjunction with the Center for Disease Control, expects all School Administrative Units to outline specific plans (to be approved by all local school boards in August) to meet new physical health and safety requirements for students and staff. This plan has been designed with the ideals of safety, equity, flexibility, and excellence of instruction at its core, meeting the Maine Department of Education (MDOE) expectation that local schools develop a plan for three possible scenarios:

Green Light - Schools will be authorized to resume in-person instruction for all students with additional health and safety guidelines in place.

Yellow Light - Schools will be authorized for partial in-person/classroom instruction physical distancing and health & safety guidelines in place.

Red Light - All students will need to resume virtual/remote instruction.

Our schools need to be ready to open this fall in one of these three models, and also be prepared to switch from one model of instruction to another depending on local/county health data and ongoing direction from Maine's Department of Education and Center for Disease Control.



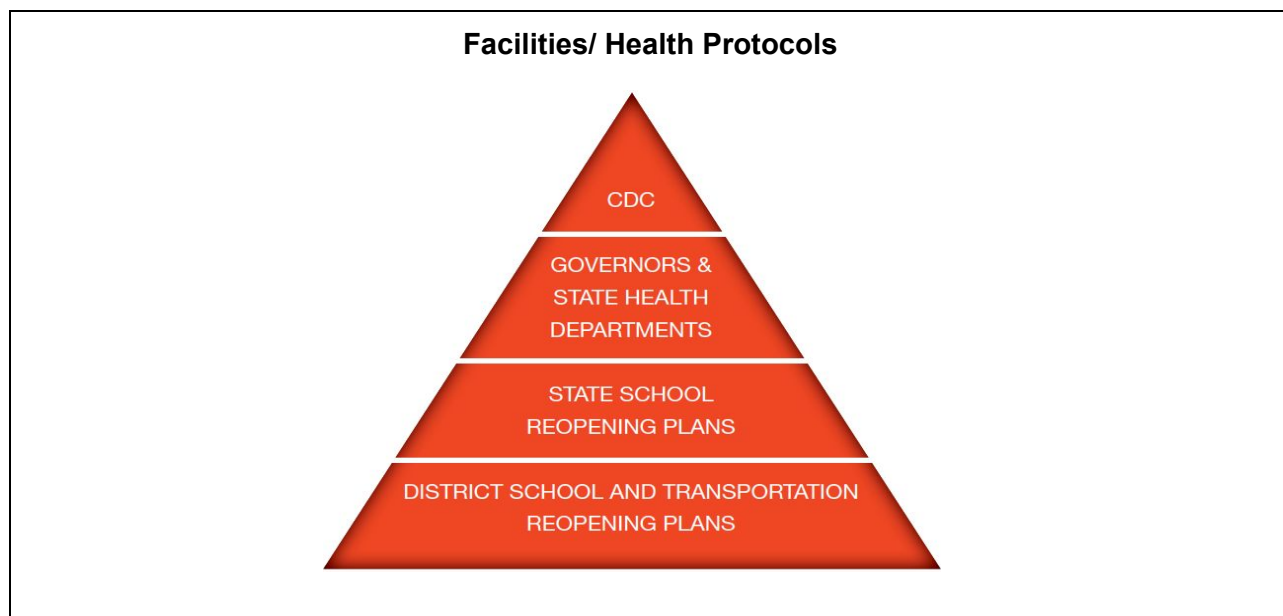
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Summary Descriptions of Three Scenarios

<p>Students return to in-person classroom instruction</p>	<p>State and/or local conditions allow for schools to resume in-person instruction for students and staff. Modifications are in place to meet new physical health and safety requirements issues by the Maine DOE and CDC, such as strict limits on larger groups of students (beyond classroom size), minimizing mixing of student cohorts, enhanced cleaning/ disinfection protocols, use face coverings for staff & students, cafeteria/ food service changes, restrictions on visitors/ volunteers, etc.</p>
<p>Students in hybrid learning model</p>	<p>State and/or local conditions allow for schools to resume in-person instruction for students & staff, however, meeting necessary health and safety protocols require modifications to the typical school schedule. In this scenario, some or all students are in classrooms for in-person learning on some days and at home for virtual/remote learning on others. An alternating/rotating schedule would be needed to meet health and safety/physical distancing requirements.</p>
<p>Students in distance learning model</p>	<p>State and/or local conditions necessitate school facilities to be closed. This level could apply to a delay to the beginning of the school year and/or intermittent closure of school buildings for periods of time as needed. Distant Learning Plans will be implemented. This includes greater consistency for synchronous and asynchronous learning (finding the right balance), expectations for grading & reporting of academic progress, and clear attendance expectations/tracking. The school campus is closed for students and visitors.</p>

Operational Framework



Facilities:

- Access to school buildings will be restricted to students and staff only during school hours
- Custodial crews will implement enhanced daily cleaning and disinfecting protocols
- Any furniture, toys, rugs, and other classroom items that cannot be cleaned easily will be removed
- School buildings will be marked to assist with physical distancing: line markers six feet apart for areas where students line up; signage to establish one-way traffic flow in hallways
- Signage will be posted in common areas about frequent hand washing and sanitizing routines, proper wearing of face coverings, location of additional sanitizing stations, etc.
- Plexiglass shields installed in high traffic areas, school offices, health services clinics, and other necessary areas
- Ventilation systems checked regularly and additional airflow techniques utilized - open windows safely
- Extra sanitization stations will be available throughout the school, including high traffic areas

Health:

- Health services team will wear the necessary CDC recommended Personal Protection Equipment (PPE): face covering, gloves, face shields, gowns

Committee Recommends additional PPE for the additional Health staff

- Health services team will establish a daily screening tool for staff and students to complete prior to coming into school buildings

https://www.maine.gov/doe/sites/maine.gov.doefiles/inline-files/Pre-Screening%20Tool_2.pdf

Committee recommends using electronic tool (Ruvna) and Paper Checklist for equity

- A well-ventilated isolation room will be identified for any staff or student exhibiting COVID-19 symptoms..

Establish procedures to safely discharge ill students to parent or guardian or medical first responders if needed

- Advise sick staff members or students not to return to campus until Maine CDC criteria are met. https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprevent-getting-sick%2Fwhen-its-safe.html

Committee recommends closing the schools for **at least 24 hours** after a staff/student positive COVID test.

Students/Staff with symptoms of covid may return after:

- At least 24 hours have passed since recovery – defined as no fever without the use of medications and improvement in respiratory signs such as: cough and shortness of breath; **AND**
- At least 10 days have passed since symptoms first showed up **OR**
- It has been at least 24 hours since recovery **AND** a health care provider has certified that the student/staff does not have a suspected or confirmed case of COVID-19.

Stockpile extra PPE to be made available (face coverings) for staff and students as needed

Parents will be asked to send a mask for their child. We will provide masks as needed for all students and staff.

- Health services team plays a critical consultative role to the Leadership Team with respect to ongoing decision-making and resource allocation
- Health services will continue to collaborate with Maine State Nurses, CDC, local health professionals, and others to advise on the most current health and safety recommendations

Facilities:

- Access to school buildings will be restricted to students and staff only during in-person instructional days
- Custodial crews will implement enhanced daily cleaning and disinfecting protocols. School buildings will be closed one day per week for deep cleaning

Committee recommends additional Temp Staff

- Any furniture, toys, rugs, and other classroom items that cannot be cleaned easily will be removed
- School buildings will be marked to assist with physical distancing: line markers six feet apart for areas where students line up; signage to establish one-way traffic flow in hallways
- Signage posted about frequent hand washing and sanitizing routines, proper wearing of face coverings, location of and sanitizing stations, etc
- Plexiglass shields installed in high traffic areas, school offices, health services clinics, and other necessary areas
- Ventilation systems checked regularly and additional airflow techniques utilized - open windows when safe

Health:

- Health services clinics will be open in all schools on days where there is in-person instruction
- Health services team will wear the necessary CDC recommended Personal Protection Equipment

(PPE): face covering, gloves, face shields, gowns

- Health services team will establish a daily screening tool for staff and students to complete prior to coming into school buildings
- An isolation room will be identified for any staff or student exhibiting COVID-19 symptoms.
- Establish procedures to safely transport any student or staff home or to a healthcare facility.
- Advise sick staff members or students not to return to campus until CDC criteria are met.
- Health services will have extra PPE available (face coverings) for staff and students on an as needed basis
- Health services play a critical consultative role to the Leadership Team with respect to ongoing decision-making and resource allocation.
- Health services will continue to collaborate with Maine State Nurses, CDC, local health professionals, and others to advise on the most current health and safety recommendations.

Facilities:

- All school campus buildings and grounds are closed to the public
- Staff will be permitted on campus for essential tasks only
- Custodial and maintenance crews will maintain daily sanitizing and disinfecting for commonly used areas: office spaces, food preparation areas, main entrances, etc
- Custodial and maintenance crews will be addressing projects in other areas of buildings not currently occupied by staff or students
- Any facility use by staff will be coordinated with the district's leadership team in consultation with our health services team

Health:

- All school clinics will be closed to the public. Health services will be working remotely to support all families
- Health Services play a critical consultative role to the Leadership Team with respect to ongoing decision-making and resource allocation
- Health services will continue to collaborate with Maine State Nurses, CDC, local health professionals, and others to advise on the most current health and safety recommendations

Transportation

- Regular school day hours may need to be adjusted and staggered to meet transportation and safe pick-up/drop-off procedures
- Bus routes will return to as normal as possible
- Students will wear face coverings while riding the bus
- Students will be 6'-3' apart while sitting on the bus
- Students will be given hand sanitizer to use when entering the bus
- Open windows and use fans to circulate fresh air, weather permitting.
- Students will observe proper physical distancing at bus stops and at school when being loaded

onto buses.

- Siblings may sit together, no more than two to a seat.
- All buses being used will be cleaned and disinfected (cleaning and disinfecting training will be provided to all drivers) before and after each bus run

- Parents are encouraged to pick up and drop off students on days scheduled for in-person instruction.
- Regular school-day hours may need to be adjusted and staggered to meet transportation and safe pick-up/drop-off procedures
- School transportation will be provided for those families who are unable to drop off or pick up students
- Maximum seating is 10-14 riders per trip, following current recommendations.
- Students will use hand sanitizer when entering the bus.
- Students will sit one to a seat, every other seat to establish necessary physical distancing. Students must observe proper physical distancing at bus stops and at school when being loaded onto buses. Students must wear masks while on the bus
- Siblings may sit together, no more than two to a seat
- Any rider not wearing a mask, face shield will have a minimum of 6 foot distancing, allowing for less total riders
- Drop off and pick-up procedures will be amended/updated (per CDC guidelines) to ensure health and safety requirements are met
- All buses being used will be cleaned and disinfected before and after each bus run

- School buses/vans will not be used for general student transportation
- Some buses/vans may be used for families in need of food service delivery
- All school department vehicles will be thoroughly cleaned and disinfected before and following any use by staff

Technology

- Technology team will continue to ensure all students K-12 and families have the devices and wifi connectivity they need to access learning remotely
- Support for student devices will be provided
- Wifi hotspots are available for households in need (managed by the Technology Director(s))
- Web filtering/black listing is currently installed on all school owned devices sent home
- Any use of Video Conferencing will follow established protocols

- Electronic devices sent home will require the parent's signature of the School's Acceptable Use Policy (AUP)

- Technology team will continue to ensure all students and families have the devices and wifi connectivity they need to access learning remotely
- Support for student devices will be provided throughout the virtual/remote period. Technology team will provide over the phone and email support as well as providing necessary repairs for devices and providing a spare device
- Wifi hotspots are available for households in need
- Web filtering/black listing is currently installed on all school owned devices sent home.
- Any use of Video Conferencing will follow established protocols
- Electronic devices sent home will require the parent's signature of the School's Acceptable Use Policy (AUP)

- Technology team will continue to ensure all students and families have the devices and wifi connectivity they need to access learning remotely
- Support for student devices will be provided throughout the virtual/remote period. Technology team will provide over the phone, or email support as well as providing necessary repairs for device needs following a device quarantine at the school
- Wifi hotspots are available for households in need
- Web filtering/black listing is currently installed on all school owned devices sent home.
- Any use of Video Conferencing will follow established **protocols**.
- Electronic devices sent home will require the parent's signature of the School's Acceptable Use Policy (AUP)

School Nutrition

- Food service staff must wear face coverings and observe physical distancing when serving in cafeterias
- Additional locations will be utilized for students to eat lunch to avoid large groups. This could include satellite lunchrooms and/or students eating lunch in their classrooms
- Students will be placed 6' apart while eating
- All desks and lunch surfaces will be sanitized prior to, and following, use
- All meals served on-site will be plated by food services staff
- Our Director of Transportation/Maintenance, in collaboration with the food services director, will coordinate food deliveries to households of students who need to be educated remotely

- Food service staff must wear face coverings, observe physical distancing, and continue to feed students onsite, and provide service for students who are remote for that day
- Additional locations will be utilized for students to eat lunch to avoid large groups. This could include satellite lunchrooms and/or students eating lunch in their classrooms
- All desks and lunch surfaces will be sanitized prior to use
- All meals served on-site will be plated by food services staff
- The Director of Transportation/Maintenance, in collaboration with the food services director, will coordinate food deliveries to households that cannot pick-up at BRES

- All staff must follow CDC health and safety guidelines with respect to face coverings, physical distancing, and food service specific protocols.
- Daily food service pick-up protocols will be in place for families.
- Food service staff will work out of the elementary school kitchen.
- Families in need of food services should contact our food services director.
- Our Director of Transportation/Maintenance, in collaboration with the food services director, will coordinate food deliveries to households that cannot pick-up at BRES.

Co-Curricular & Athletics Programs

- Programs and activities will return likely with modified schedules.
- Participants will be required to follow most current CDC health & safety guidelines.
- There may be a need to develop some specialized methods for students who cannot access these programs “regularly” to still access via distance if they are required to remain home.

- Optional activities developed will follow current CDC health and safety guidelines.
- Competitions or events involving outside schools will be suspended.
- Spectators will not be permitted at any local events or performances. Performances or events will be shared virtually and/or live-streamed when possible.

- No formal competitions will take place.
- Any performances will be canceled/postponed.
- Plans may be developed to allow coaches and club facilitators to still meet with students virtually.
- Any plans must be approved by building principal (and/or Athletic Director) and Superintendent before implementation with students.

Instructional Planning

Instructional Plan

Students Return to Classrooms Full-time

Student Learning Framework:

- School calendar, day schedules, attendance expectations, etc. will be maintained (with slight logistical modifications as needed):
 - Students will return to full-time in-person classroom instruction.
 - Possible adjustments to start/stop times to support drop off and pick up.
- School practices and policies related to learning expectations, grading, etc. will be maintained
- Students and staff will wear face coverings during the school day.
- All schools will be prepared to support those unable to resume any in-person classroom instruction.
- Groups of students will not exceed typical classroom size. Mixing of students will be minimized in all schools. No field trips, assemblies, or large chorus/band groups will be permitted.
 - BRES- “Pods” will be considered each grade level
- Additional accommodations and frequency of in-person instruction may differ depending on individual student needs, specialized instruction for students on IEP/504 plans.

Staff:

- Face coverings will be required for all staff and students.
- All staff and students will complete a daily screening checklist prior to entering school buildings.
- School and district offices will be fully staffed on each instructional day.
- Ongoing health and safety training specific to transmission of COVID-19 will be provided to all staff.
-

Student Support Services:

- Counselors and teachers will continue to support social/emotional needs of students and families in-person.
- Counselors will continue to provide support and reach out to students and families in crisis.
- Student Support Teams in all schools will continue to meet regularly and actively plan to identify and support needs of individual students.
- Extensive teaming and consistent communication among staff will be utilized to ensure resources and connections are made for students who are struggling

English Language Learner (ELL), Response to Intervention (RTI), Gifted & Talented (GT) Programming:

- All students identified as needing English Language Learner support, accelerated studies, gifted and talented programming, and/or Response to Intervention supports will continue to receive

services as designated.

- Students will be assessed and RTI determinations will be made in the fall. There will be a clearly defined process and criteria for determining support. All RTI decisions will be made through a team approach.
- ELL, RTI, and GT student support staff will continue to collaborate with grade level teachers to support individual needs of students
- Teachers will continue to monitor progress, assess student performance on specific learning needs, and provide the necessary individualized support.
- Additional accommodations and frequency of in-person instruction may differ depending on individual student needs, specialized instruction for ELL students

Adult Education:

- Regular programming will be resumed.

Student Learning Framework:

- School calendar, day schedules, attendance expectations, etc. are altered:
 - Some or all students will engage in a hybrid/blended learning model that is part in-person instruction in classrooms and part virtual/remote.
 - Schools will develop an alternating student attendance schedule to adequately reduce class size for physical distancing
 - Attendance tracking system will be utilized for both in person and virtual days of instruction
 - Students will be scheduled for in-person instruction with their teachers in smaller groups to ensure proper physical distancing.
 - One day in the rotation will be fully virtual/remote to allow for minimization of transmission and deep cleaning of all schools (specific schedule will be developed by facilities management).
- School practices and policies related to learning expectations, grading, etc. will be maintained, although some assessments may be altered or replaced
- Students and staff will wear face coverings during the school day.
- All schools will be prepared to support those unable to resume any in-person classroom instruction.
- Large groups or mixing of students will be avoided and minimized at all times. No field trips, assemblies, or large chorus/band groups will be permitted.
- Additional accommodations and frequency of in-person instruction may differ depending on individual student needs, specialized instruction for students on IEP/504 plans

Staff:

- Face coverings will be required for all staff and students.
- All staff and students will complete a daily screening checklist prior to entering school buildings.
- School and district offices will be fully staffed on each instructional day.
- Ongoing health and safety training specific to transmission of COVID-19 will be provided to all staff.
-
- Professional staff will continue engaging in additional professional development on how to better

educate students in a virtual/remote environment.

Student Support Services:

- Counselors and teachers will continue to support social/emotional needs of students and families in-person and virtual/remote as needed.
- Counselors will continue to provide support and reach out to students and families in crisis.
- Student Support Teams in all schools will continue to meet regularly and actively plan to identify and support needs of individual students.
- Extensive teaming and consistent communication among staff will be utilized to ensure resources and connections are made for students who are struggling.

English Language Learner (ELL), Response to Intervention (RTI), Gifted & Talented (GT) Programming:

- All students identified as needing English Language Learner support, accelerated studies, gifted and talented programming, and/or Response to Intervention supports will continue to receive services as part of the hybrid model.
- Students will be assessed and RTI determinations will be made in the fall. There will be a clearly defined process and criteria for determining support. All RTI decisions will be made through a team approach.
- ELL, RTI, and GT student support staff will continue to collaborate with grade level teachers to support individual needs of students both in-person and remotely as needed.
- Teachers will continue to monitor progress, assess student performance on specific learning needs, and provide the necessary individualized support both in-person and remotely.
- Additional accommodations and frequency of in-person instruction may differ depending on individual student needs, specialized instruction for ELL students

Adult Education:

- Programming for Hi-set test preparation, college success programming, English and Math courses, ELL courses, and Advising/Counseling services will all follow a “hybrid” model whereby approximately ½ of the time will be spent in face-to-face instruction and the other ½ spent via remote instruction
- Hi-set testing will be offered on site following all normal procedures including Individual Learning Plans
- Other online programs such as HiSet Academy and Odysseyware may be used to provide instructional materials for adult learners
- Enrichment courses may be held as long as each group size does not exceed 15 (to include instructors)
- CTE courses may be held as long as each group size does not exceed 15 total
- face-to-face instruction must practice strict social distancing and sanitization protocols
- Graduation will be held following all safety protocols including group size

Student Learning Framework:

- School calendar, day schedules, attendance expectations, etc. are altered:
 - School campus is closed. No in-person instruction permitted per State directive.
 - Students will follow prescribed virtual/remote academic schedules outlined at each of

their respective schools

- Virtual learning schedules will include a regular schedule of both synchronous and asynchronous experiences in all core classes for all students
- Attendance tracking system will be utilized for all virtual learning days
- School practices and policies related to learning expectations, grading, etc. will be maintained, although some assessments may be altered or replaced
- All necessary links and information will be in the updated Virtual Learning Guide accessible on the external website
- Learning materials may be picked up by families with administrative approval and in accordance with CDC/DOE specifications. Guidelines (where and when) for pick up will be provided

Staff:

- Teachers, counselors, student support staff, educational technicians, and any other instructional support personnel will work remotely. Necessary access to buildings will be permitted with administrative approval
- Food service, building custodial/maintenance, and technology teams will continue to operate on-site. Health/safety & physical distancing protocols must be followed at all times
- School and district offices will remain closed to the public. Office personnel will have access to conduct school business as is necessary
- Ongoing health and safety training specific to transmission of COVID-19 will be provided to all staff
- Professional staff will continue engaging in additional professional development on how to better educate students in a virtual/remote environment

Student Support Services:

- Counselors and teachers will continue to support social/emotional needs of students and families in a virtual/remote manner
- Resources and connections will continue to be provided on an ongoing basis to support students and families in crisis
- Student Support Teams in all schools will continue to meet regularly and actively plan to identify and support needs of individual students
- Extensive teaming and consistent communication among staff will be utilized to ensure resources and connections are provided as needed.
- Wellness checks at homes can be completed as needed

English Language Learner (ELL), Response to Intervention (RTI), Gifted & Talented (GT) Programming:

- All students identified as needing English Language Learner support, accelerated studies, gifted and talented programming, and/or Response to Intervention supports will continue to receive services as part of the virtual model
- Students will be assessed and RTI determinations will be made in the fall. There will be a clearly defined process and criteria for determining support. All RTI decisions will be made through a team approach
- ELL, RTI, and GT student support staff will continue to collaborate with grade level teachers to support individual needs of students virtually as needed
- Personal Learning Plans will be followed by classroom teachers and support staff with the support

of the GATE teacher

- High school GATE students will continue to receive support with online college classes and social-emotional needs through regular student-teacher contact
- COGAT Testing will not be completed until 2021-2022 unless school is fully in session by March 2021. Services will be determined by other data until that time
- A minimal number of students may be added to the case loads based on SEL needs
- Teachers will continue to monitor progress, assess student performance on specific learning needs, and provide the necessary individualized support remotely
- Additional accommodations and frequency of in-person instruction may differ depending on individual student needs, specialized instruction for ELL students

Adult Education:

- Hi-set testing preparation will be held via zoom/Google meets
- College success courses will be held via zoom/Google meets
- Adult Ed. English and Math courses will be held via Zoom/Google meets
- Advising/counseling will be provided via zoom/Google meets
- ELL tutoring will continue to be provided via Zoom/Google meets
- Other online programs such as HiSet Academy and Odysseyware will be used to provide instructional materials for adult learners
- Enrichment courses will not be held
- CTE courses that can be offered online will be, others may be canceled or postponed

Student Services (Special Education, Section 504, Gifted & Talented)

The AOS 98 Department of Special Service is committed to ensuring the provision of a free appropriate public education in the least restrictive environment for children with special needs (ages 5 to 20). In collaboration with families and all stakeholders, our work is accomplished through data analysis, goal development, and delivery of individualized educational programs or supports.

IEP / 504 / G&T Considerations:

- Parent/Guardian Concerns:
 - Assurance of Procedural Safeguards and Parental Rights
 - Collaboration is key
- Academic & Functional/Developmental Evaluations, Strengths, and Needs
- Measurable goals & services will be developed using Concrete data and Present Levels.
- Supplementary Aids, Services, Modifications, And/Or Supports
- Special Education and Related Services:
 - SDI, Consultation, ESY, Transportation, Social Work, Speech/Language. OT, PT
- Least Restrictive Environments (LRE):

- Percentage of time individual children will be with non-disabled peers.
- Post-Secondary Transition Planning:
 - Required if the child is at least 9th grade and/or at least 16 years old
- Age of Majority:
 - Transfer of Rights (age 18).
- Free Appropriate Public Education (FAPE):
 - IEPs will be reasonably calculated to provide meaningful educational benefit
 - Procedural Compliance
 - Accommodations are considered based on necessity to support access to LRE
- Eligibility will be determined using information presently available to the IEP team
- Team meetings will be conducted through Telecommunications or Phone when possible
- Medically fragile students are encouraged to include a Primary Care Physician in the decision making process (to support the IEP team's decisions)
- Pivot plans or "Contingency plans"
 - Individually developed by the IEP team if appropriate and alternative services (amendments) can not be agreed on

Evaluations:

- Triennial evaluations and New Referral evaluations will be conducted in-person
- Telecommunication evaluations can be scheduled by request from a parent or IEP team decision and communication will be documented
- Parents may consent for only file review and/or rating scales to be completed to determine continued eligibility under current identification
- COVID-19 Impact will be determined to justify and document extended timelines

Child Find:

- When considering the need for special services all staff have a duty to consider the following after tiered response to interventions have been attempted:
 - Is there a disability suspected?
 - Does the suspected disability adversely affect the child's education?
 - Does the child require special education?

Students Considerations:

- Level of Academic Skills appropriate to engage in the learning model
- Level of Executive Functioning Skills appropriate to navigate the learning model
- Cognition Needs/Level appropriate for the learning model
- Communication Present Levels appropriate for the learning model
- Behavior / Social / Emotional levels to meaningfully engage in the learning model
- Potential learning loss since March 2020 "Covid Impact Recovery Services"
- Changes in Needs
- Frequency of physical interventions
- School environmental accommodations to assure other guidelines of safety
- Levels of unmanageable secretions (including saliva/spit).

- “Every child should wear a mask” may violate some student’s civil rights

Staff Considerations & Services:

- **Think “to the best of the ability in light of the circumstances”**
- Routinely provide opportunities for parents to understand their rights under IDEA.
- Provide and document consistent communication to families
- Develop a system to receive frequent parent feedback and input
- Identify changes in student needs
- Ongoing professional development will be consistent with updates to school climate and student/staff needs
- Face shields or other forms of eye protection (e.g. goggles/glasses) are encouraged when working with students unable to manage secretions
- Identify and agree to use consistent terms that all families can understand
- Related services of Speech, Occupational/ Physical Therapy, and Social Work services will be provided in-person

IEP / 504 Considerations:

- Parent/Guardian Concerns:
 - Assurance of Procedural Safeguards and Parental Rights
 - Collaboration is key
- Academic & Functional/Developmental Evaluations, Strengths, and Needs.
- Measurable goals & services will be developed using Concrete data and Present Levels.
- Supplementary Aids, Services, Modifications, And/Or Supports
- Special Education and Related Services:
 - SDI, Consultation, ESY, Transportation, Social Work, Speech/Language. OT, PT
- Least Restrictive Environments (LRE):
 - Percentage of time individual children will be with non-disabled peers
- Post-Secondary Transition Planning:
 - Required if the child is at least 9th grade and/or at least 16 years old
- Age of Majority:
 - Transfer of Rights (age 18)
- Free Appropriate Public Education (FAPE):
 - IEPs will be reasonably calculated to provide meaningful educational benefit
 - Procedural Compliance
 - Accommodations are considered based on necessity to support access to LRE
- Abbreviated School Day
 - Tutoring, half day, hybrid
 - MUST be an IEP Team decision & have a Medical/Educational reason
 - Hybrid Learning is considered “extended closure” school hours are the same.
- Eligibility will be determined using information presently available to the IEP team.
- Team meetings will be conducted through Telecommunications or Phone when possible.
- Medically fragile students are encouraged to include a Primary Care Physician in the decision making process (to support the IEP team’s decisions).

- Pivot plans or “Contingency plans”
 - Individually developed by the IEP team if appropriate and alternative services (amendments) can not be agreed on.

Evaluations:

- Triennial evaluations and New Referral evaluations will be conducted in-person
- Telecommunication evaluations can be scheduled by request from a parent or IEP team decision and communication will be documented
- Parents may consent for only file review and/or rating scales to be completed to determine continued eligibility under current identification
- COVID-19 Impact will be determined to justify and document extended timelines

Child Find:

- When considering the need for special services all staff have a duty to consider the following after tiered response to interventions have been attempted:
 - Is there a disability suspected?
 - Does the suspected disability adversely affect the child’s education?
 - Does the child require special education?

Students Considerations:

- Level of Academic Skills appropriate to engage in the hybrid learning model
- Level of Executive Functioning Skills appropriate to navigate the hybrid learning model
- Cognition Needs/Level appropriate for the hybrid learning model
- Communication Present Levels appropriate for the hybrid learning model
- Behavior / Social / Emotional levels to meaningfully engage in the hybrid learning model
- Potential learning loss since March 2020 “Covid Impact Recovery Services”
- Changes in Needs
- Frequency of physical interventions
- School environmental accommodations to assure other guidelines of safety
- Level of unmanageable secretions (including saliva/spit)
- “Every child should wear a mask” may violate some student’s civil rights

Staff Considerations & Services:

- **Think “to the best of the ability in light of the circumstances”**
- Routinely provide opportunities for parents to understand their rights under IDEA
- Advise parents to be aware of potential concerns of group interactions and confidentiality violations (video recording or taking images of others)
- Provide and document consistent communication to families
- Develop a system to receive frequent parent feedback and input
- Use a tracking system to log student participation
- Identify changes in student needs

- Ongoing professional development will be consistent with updates to school climate and student/staff needs
- Face shields or other forms of eye protection (e.g. goggles/glasses) are encouraged when working with students unable to manage secretions
- Identify and agree to use consistent terms that all families can understand

EP / 504 Considerations:

- Parent/Guardian Concerns:
 - Assurance of Procedural Safeguards and Parental Rights
 - Collaboration is key
- Academic & Functional/Developmental Evaluations, Strengths, and Needs
- Measurable goals & services will be developed using Concrete data and Present Levels.
- Supplementary Aids, Services, Modifications, And/Or Supports
- Special Education and Related Services:
 - SDI, Consultation, ESY, Transportation, Social Work, Speech/Language. OT, PT
- Least Restrictive Environments (LRE):
 - Percentage of time individual children will be with non-disabled peers
- Post-Secondary Transition Planning:
 - Required if the child is at least 9th grade and/or at least 16 years old
- Age of Majority:
 - Transfer of Rights (age 18).
- Free Appropriate Public Education (FAPE):
 - IEPs will be reasonably calculated to provide meaningful educational benefit
 - Procedural Compliance
 - Accommodations are considered based on necessity to support access to LRE
- Abbreviated School Day
 - Tutoring, half day, hybrid
 - MUST be an IEP Team decision & have a Medical/Educational reason
 - Hybrid Learning is considered “extended closure” school hours are the same.
- Eligibility will be determined using information presently available to the IEP team
- Team meetings will ONLY be conducted through Telecommunications or Phone
- Pivot plans or “Contingency plans” WILL BE NECESSARY.
 - Individually developed by the IEP team if appropriate and alternative services (amendments) can not be agreed on.
 - Ongoing collaboration with parents is expected.

Evaluations:

- Triennial evaluations and New Referral evaluations will ONLY be conducted virtually
- Parents may consent for only file review and/or rating scales to be completed to determine continued eligibility under current identification
- COVID-19 Impact will be determined to justify and document extended timelines

Child Find:

- When considering the need for special services all staff have a duty to consider the following after tiered response to interventions have been attempted:
 - Is there a disability suspected?
 - Does the suspected disability adversely affect the child's education?
 - Does the child require special education?

Students Considerations:

- Level of Academic Skills appropriate to engage in the remote learning model
- Level of Executive Functioning Skills appropriate to navigate the remote learning model
- Cognition Needs/Level appropriate for the remote learning model
- Communication Present Levels appropriate for the remote learning model
- Behavior / Social / Emotional levels to meaningfully engage in the remote learning model
- Potential learning loss since March 2020 "Covid Impact Recovery Services"
- Changes in Needs

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- Use a tracking system to log student participation

Attendance & Engagement

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

- Attendance procedures for in-person learning will be consistent with the procedures outlined in the Parent/Student handbooks for each school
 - Before attending school in-person, parents **MUST** complete the online checklist for each child in their household to determine if their child(ren) is able to attend in-person instruction by 7:30 AM
 - Distance learning will be an option for students who are unable to attend school in-person
- In a hybrid learning scenario, attendance procedures for students participating in in-person learning will mirror the green scenario procedures
 - The attendance procedures for students participating in distance learning will mirror the red scenario procedures in the distance learning plans for each school

- Staff, families, and students will work together to ensure regular attendance during distance learning
- Attendance will be measured through contact with teachers and school personnel.
- School personnel will record and monitor attendance and engagement data through distance learning platforms
- School personnel will partner with families to provide proactive interventions to address barriers to attendance for students in distance learning
- Families are responsible for contacting the school by 8:30 AM if their student will be absent from remote learning for an excused absence
- If a student has not logged in during a class period or office hours, or if school officials have not been able to reach a student for three consecutive days, school officials will contact the parent/guardian and begin to create an individualized plan to ensure student success
- The schools will utilize a tiered approach to supporting students who have barriers to regular attendance
- Specific attendance procedures for each school are listed below

BRHS:

- All teachers will take attendance in PowerSchool at the beginning of each class period. This includes students when students are at school and when participating in live online classes, too
- Parents will have access to Powerschool to help monitor student attendance and participation in all forms of learning - in person, hybrid, and distance learning

BRES:

- Students in grades 5-8 will complete a Google Form each day on Google Classroom
- Students in grades K-4 will check-in with their teacher through participation in video conferencing opportunities or assignment completion on Google Classroom
- Students with internet access will be marked absent if they have not contacted their teacher by 10:00 AM
- Students without internet access will be considered absent if their teacher/school staff has been unable to make contact before 11:00 AM. School officials will contact families at this point.

Social/ Emotional Mental Health of Staff & Students

- Counselors and teachers shall continue to support social/emotional needs of students and families in-person
- Counselors will continue to provide support and reach out to students and families in crisis
- Student Support Teams in all schools will continue to meet regularly and actively plan to identify and support needs of individual students
- Extensive teaming and consistent communication among staff will be utilized to ensure resources

and connections are made for students who are struggling

- Counselors and teachers will continue to support social/emotional needs of students and families in-person and virtual/remote as needed
- Counselors will continue to provide support and reach out to students and families in crisis.
- Student Support Teams in all schools will continue to meet regularly and actively plan to identify and support needs of individual students
- Extensive teaming and consistent communication among staff will be utilized to ensure resources and connections are made for students who are struggling

- Counselors and teachers will continue to support social/emotional needs of students and families in a virtual/remote manner
- Resources and connections will continue to be provided on an ongoing basis to support students and families in crisis
- Student Support Teams in all schools will continue to meet regularly and actively plan to identify and support needs of individual students
- Extensive teaming and consistent communication among staff will be utilized to ensure resources and connections are provided as needed
- Wellness checks at homes can be completed as needed