Lisbon School Department
Fall Reopening Plan

School Year 2020-2021

Updated 1.6.21

1. The Superintendent created a Collaborative Planning Team (CPT) that is made up of the following:
   a. Superintendent ~ Richard Green
   b. Director of Student Services ~ Kathleen Glennon
   c. Director of Curriculum, Instruction, and Assesssment ~ Julie Colello Nichols
   d. Business Manager ~ Haley McCrater
   e. Director of Facilities and Maintenance ~ Allen Ouellette
   f. Director of Nutrition ~ Allison Leavitt
   g. Director of Technology ~ James Churchill
   h. School Nurses ~ Lori MacDonald, Kaylee Knudson (Kym Roberge via email)
   i. LEA representation ~ Donna Rimiller, Carrie Carville (acting leadership)
   j. Principal of Lisbon High School ~ Susan Magee
   k. Asst Principal of Lisbon High School ~ Eric Hall
   l. Principal of PWS Middle School ~ Ryan McKinney
   m. Asst Principal of PWS Middle School ~ Mike Toomey
   n. Principal of Lisbon Community School ~ Robert Kahler
   o. Asst Principal of Lisbon Community School ~ Debra Rodrigue
   p. Director of Gartley Street School (Alternative Education) ~ Barbara Morris
   q. Community Members ~ Ryan McGee, Chief of Police

2. The Ad-Hoc Committees are made up of building administration and district directors. CPT is composed of stakeholders from the Ad-Hoc groups and community. All committee meetings are by invitation and are voluntary.

3. The Ad-Hoc Committees will be responsible for initial brainstorming of feasible building protocols using the Reintegration Framework (Maine Department of Education) to bring to the A-Team meetings for review. These Guidance Documents created will also be used during CPT meetings and to distribute to staff prior to the fall return as communication required by the state. Essential Questions are:
   a. What is required?
   b. What is our capacity?
   c. What is our recommendation regarding capacity and plans for the various models?
   d. Who are the identified personnel who will participate in the successful implementation of these recommendations?

4. Ad-Hoc Committees will report to the Superintendent on Progress.

5. Before the first meeting of the CPT the Superintendent will survey staff and Parents/Guardians regarding spring instruction, as well as thoughts regarding return to school in the fall.

Timeline of preparatory work:

Phase I: Week of March 23rd - May 1st

Phase II: Week of May 1st - End of the Year *see Lisbon's Phase 2 Framework

Phase III: June 8th- Beginning of the Year

Phase III Breakdown:

Week of June 8th:

- Staff and PLG meetings for staff to reconnect, reflect and have closure.
- Meetings for classroom assignment
- PD framework trainings and work time to reflect on missed learning opportunities and potential splinter skill issues due to school closure and remote learning

Week of June 22nd:
- Survey sent out to stakeholders regarding spring instruction and suggestions for fall reopening
- Meetings with building Administrators and conversations with Directors to discuss perceived needs in a return to building and hybrid model.

Week of June 29th - July 17th:

- Meeting with Admin to review information from the stakeholder surveys
- Meetings with building Administrators and conversations with Directors to discuss perceived needs in a return to building model
- Subcommittees (ad hoc) work on completing their Guidance documents for the A-Team and CPT meetings in July.

Week of July 20th:

- A-Team meeting on July 16 to plan CPT meeting date, discuss staff and return policy, Superintendent's letter to families, and the DOE trainings on July 21 and 22.
- A-Team meeting on July 20 to review most recently realized information.
- July 21 and 22- Trainings with ME DOE to review guidelines.
- Continue refining building level plans to prepare for reopening as outlined in A-Team and ad hoc recommendations plan

Week of July 27th:

- CPT meeting Monday July 27, 9-12 am
- Ordering of all PPE
- Continue to work on completing task list to prepare for reopening as outlined in ad hoc recommendations plan

- Follow up meeting with LRTC and regional administration to discuss scheduling options in all the models

Week of August 3rd:

- Ad-Hoc meeting Monday August 3, 9-12 am
- Present proposed reopening plan to Board at Retreat, August 3rd.
- Ad-Hoc meeting Thursday August 6, 9-12 am
- Continue to work on completing task list to prepare for reopening as outlined in ad hoc recommendations plan

Week of August 10-17th:

- School Board votes on proposed reopening plan.
- MOOSE information shared at School Board meeting August 10th.
- Trauma-Informed Practices training for new Resiliency/Trauma Coach and Administrators Monday August 10th.
- District-wide Zoom meeting with district stakeholders on Tuesday, August 11th at 1 p.m.

Week of August 17-
- Communicate with community the model for reopening based on DOE guidance and feedback on drafted plan
  - 3 Virtual presentations
  - Community Forums (if needed)
  - Email release of information
  - Paper Mailers to follow
  - Social media releases via the PTO pages
- Continue to work on completing task list to prepare for reopening as outlined in ad hoc recommendations plan

Week of August 24th-
- Optional paid work days for all district staff

Week of August 31st-
- Professional Reopening Days- Schedule will be created with A-Team at Retreat (Aug 13&14)

Week of September 8th-
- Staggered Start Dates for Grade Levels
- Friday, September 11th- Review of Protocols for needed adjustments (building specific)

## Lisbon's Compliance with Reopening Expectations:

The purpose of this document is to outline the decisions regarding how to re-open Lisbon's PK-12 schools during the COVID-19 pandemic for the school year 2020-2021.

It is important to understand that Lisbon's guidance is aligned with the Department of Education's and Maine Center for Disease Control and Prevention's recommendations for the most appropriate actions while adjusting them to meet the unique needs and circumstances of our local community.

The recommendations considered in the creation of this guidance are found at: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools-decision-tool.html. As well as requirements set forth by the DOE https://www.maine.gov/doe/framework

The pillars of this framework include safety, equity, and accessibility for all students and staff, and we encourage innovation and honor the professional integrity of our educators in the development of our district and building-specific plans.
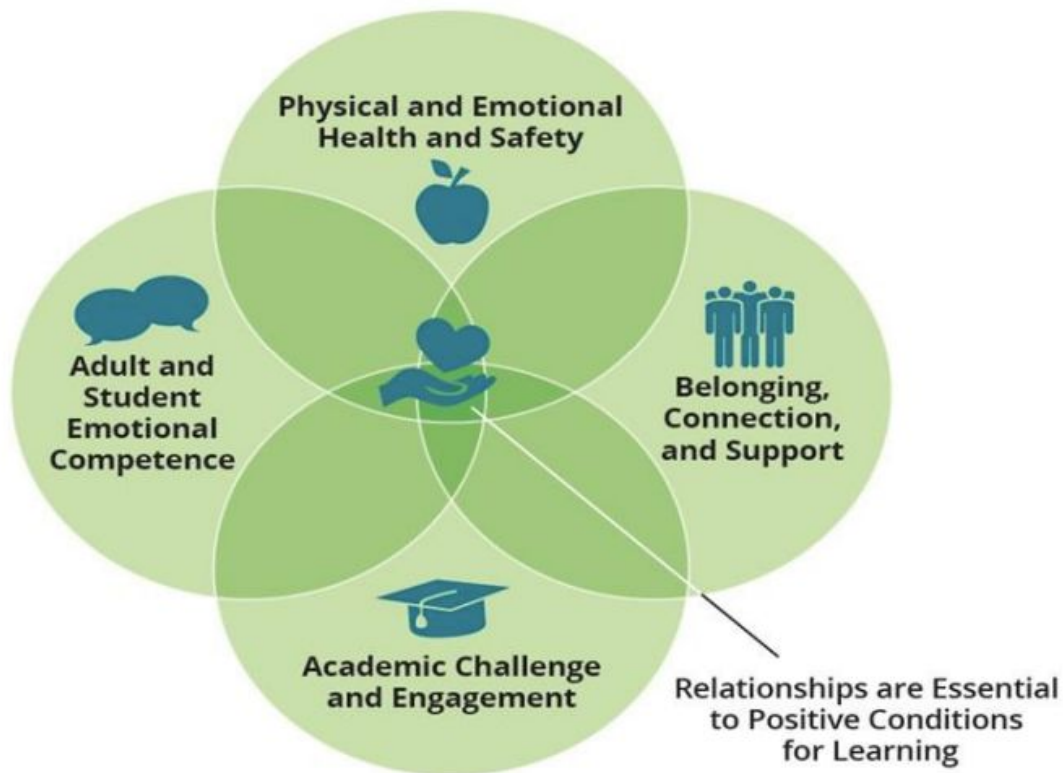
Part I - Physical Health and Safety Considerations
There are 6 main requirements for safely opening schools in the fall:

Symptom Screening at Home Before Coming to School (for all Staff and Students)

- As was previously communicated to families on July 7, parents and staff will be given a "Self-Check Reminder Card" to reference each morning that will have the necessary symptoms listed on it. Should students or staff exhibit any of the symptoms on the card, they will be asked to report the symptoms and absences to the school following the protocol on the card.
- Parents will be asked to contact the school to report any absence as "Self-monitoring," "Symptomatic," "Non-Covid related absence," or "Positive COVID confirmation". This information will be sent to the nurse for record keeping.
- Staff will be asked to use the sub line to report any absences.
- Upon confirmation of any positive COVID cases, the exposed area will be closed off for up to 24 hours and disinfected. Concurrently, all staff and families of exposed students will be contacted to inform them of the exposure and to begin the home isolation and self-monitoring process set forth by the Maine CDC. Staff and students will be permitted to return to school with either a negative COVID test (by choice) or in the absence of symptoms after the home isolation period. https://www.cdc.gov/coronavirus/2019-ncov/php/public-health-recommendations.html

Physical Distancing and Facilities

- Adults will all be re-trained on the CDC safety recommendations.
- Classrooms have been assessed for compliance with the 3ft rule, and acceptable spacing for teachers.
- A medical isolation room has been identified in each building.
- Ventilation systems are scheduled for upgrades through Siemens. Additionally, teachers will be informed to keep air exchange components on, windows open everyday that is possible, and where feasible, window fan units will be used to move air.
- Group sizes of 50 per room (as of July 28) will be maintained.

Masks/Face Coverings

- All adults and students will be required to wear masks, with the exception of the scheduled "mask off" times. During these times, students will be 6 feet apart or outside.
- Special populations who will struggle to wear masks will be taught the need to do so.
- Face shields will be permitted, by medical exemption only, and in times when specific staff need to support students with toileting needs.

○ Masks will be worn by students and staff on transportation at all times.

○ Staff and students will be trained on the proper donning and doffing of masks, shields and other PPE.

Hand Hygiene

○ All students and staff will receive training in proper hand hygiene, including the times that hand washing/sanitizing must occur throughout the day.

Personal Protective Equipment

○ PPE has been secured through the Maine DOE procurement for all staff, students and nurses.

Return to School after Illness

○ Sick staff members and students must use home isolation until they meet criteria for returning to school.
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

A separate handbook titled *Lisbon COVID Guidance Handbook* will be sent out to all parents and staff before a return to the buildings.

The remaining components of the framework are organized in this way:

Part II - Social, Emotional, Behavioral, and Mental Health Considerations
Part III - Academic Programs and Student Learning Considerations
Part IV - Common Foundation for Remote Learning
Part V - Additional considerations

The link to the most recent Framework for Returning to Classroom Instruction is found here:
https://www.maine.gov/doe/framework

Lisbon's Return to School Plan

Lisbon's Framework Beliefs:

- <u>The 3 R's are where it's at!</u> Just as any start to the school year, relationships and rapport building are a strong component to the success of your classroom. We will need to think about how to create strong bonds with students in different types of environments. Begin building relationships, rapport, and routines as early as day 1 in the classroom, so that time and attention can be placed on the what vs the how. These routines should also be routines that students can transfer to Hybrid or Remote Learning structures.

- <u>Expectations are going to remain the same.</u> We will eventually assess the students (both with quantitative and qualitative measures) to determine where their zone of proximal development is and then we will meet them there and accelerate their learning. Our goal is to meet students where they are currently at, move them forward and celebrate the small growth goals.

- <u>We are looking to close the gap.</u> As stated before we will move students and focus on supporting their learning. This means that we will accelerate them quickly on the essential standards but let's not think of this as remediation. If all students are starting at a new checkpoint, then let's accelerate them to the place we would love them to be but not look at it as all students are behind. We are in this together and let's celebrate where everyone is and try to avoid where everyone should be.

- <u>Progressions versus curriculum map.</u> In order to accelerate students through essential learning targets, it will be important to think about progressions. What is essential for students to learn to be successful in the next grade level. Look at the curriculum maps for grade level or courses below and above you to determine what is essential for you to teach and for students to learn. We will probably only expose students to about 60% of what a typical year would look like. Planning <u>ahead</u> and mapping out the progressions is important.

- <u>Qualitative is just as important as quantitative.</u> We do not want to over assess students, so let's put the same emphasis on the importance of exit slips as a quiz. Getting students to do smaller checkpoints is going to work best in person, and even better in a hybrid or remote learning model than a summative test. Think about creative ways students can demonstrate their learning without doing a quantitative assessment

What will the fall look like?

At this point in time, we are currently planning three models, with additional transition plans as needed between models. In all models, unless directed by the Governor, staff will be working from the buildings daily.

1. In-person Learning, with restrictions
2. Hybrid approaches-
   a. Rotation Schedules by "Family" address (even students not blood related but residing in the same address will be considered "family" for purposes of supporting childcare needs for Lisbon families- Red/White Day schedule with Friday Remote for all)
   b. Blended model-
      i. Remote Learning- Grades 8, 10-12 (Seniors struggling with remote would return to campus in January to ensure they are prepared for graduation in time.
      ii. In-Person dispersed in different buildings- PreK-3 LCS; 4-6 PWS; and 7, 9 at LHS
3. Remote learning- all students learning via digital platforms

What we know:

- Student and staff safety is important and we will follow guidance from the MAINE DOE/CDC on how to reopen our schools
- Relationships will be essential as we begin the year in any model we choose
- Reducing the amount of platforms students have is helpful
- Communication is important to help everyone understand the next steps
- Small group instruction is going to be an important instructional strategy to best meet the needs of our learners
- We need to work as a team (whenever possible try these: all learners in that grade get the same lessons, co-teach, transition to Humanities/STEM approach, focus on critical areas)
- We need to work on progressions with a pacing guide to best ensure we are meeting the most essential standards

In-Person Plan (with Restrictions)

All Students					

In this model, all students are in school everyday with all required health and safety requirements met.
Instructional Considerations required by the MDOE:

1. Professional Development
   a. Past Summer Opportunities- Zoom, Math PD for OUR program and NCTM PD webinars, NWEA data trainings
   b. Upcoming Summer Trainings include links to trainings that staff can begin viewing now to prepare for instruction in the fall. These links will be sent to staff following the board's approval of our 20-21 plan. Links are located on pages 29-30 of this document.
   c. Last June PD days- Preparing Splinter Skill and Non-Exposure content
   d. Upcoming August days
   e. Deliberate and thoughtful Staff meeting agendas
2. Flexible Grouping, interdisciplinary courses and units
   a. Interdisciplinary was identified as a growth area district-wide by all staff. PD will be offered around this throughout the upcoming years
   b. Student groupings were created to address safety first and to minimize cross-classroom contamination.
   c. Once data is collected and reviewed, flexible grouping can be utilized for intervention needs
3. Formative Assessment
   a. During the June 8-11 PD days, teachers began discussing the need to utilize pre-unit assessments, daily formative assessment checks for instructional groupings, and instructional moves for day to day instruction
   b. This will continue to be a topic for PD throughout the next couple of years, as teachers indicated this to be an area of weakness on the staff survey
4. Special Populations
   a. Intentional planning for learning to wear PPE
   b. Intentional planning for building re-entry prior to the year starting
   c. Using formative assessment to gather instructional start points and to determine regression as compared to the general population.
   d. In-person instruction regardless of larger population, with access to regular education peers through different models.
5. COVID-19 Impact Recovery Services
   a. June 8-11 PD identified where gaps are going to be for students when reviewing content pre March 13.

  b. These documents were shared with me from CTL members and those were used to identify needs for each school/grade level.

  c. Continued use of MAP skills for grades 2-5 for early intervention

  d. Linking NWEA assessments to Edgenuity for grades 6-8 intervention

  e. Linking NWEA scores to Khan for high school

6. Assessments

  a. NWEA math and literacy assessments grades 2-10 F/W/Sp

  b. TEL, TEN in K and 1 (conducted by Title 1 staff, instructional coaches and curriculum director)

  c. NWEA math and literacy assessments grade 1 W/Sp (Title I compliance)

  d. NWEA math and literacy assessments grade K for Spring only (Title I compliance)

7. Data Review Structure and teaching implications

  a. We will utilize Protocols for effective data talks from the libraries available at https://www.schoolreforminitiative.org/protocols/

  b. Grade Levels will use the following protocols to review Fall NWEA data and K/1 TEL and TEN data. https://www.schoolreforminitiative.org/download/atlas-looking-at-data/

  c. Grade Levels can use this protocol for the review of student reading levels/math computation levels at team meetings or coaching sessions. https://www.schoolreforminitiative.org/download/data-driven-dialogue/

8. Monitoring Progress

  a. Bring students of concern to team meetings weekly. After discussion, make plans to support the students socially, emotionally, physically and academically.

Daily building schedules will be shared within the Lisbon COVID Guidance Handbook.

Grades PK-5	
Staff and Learning Expectations	**Staff and Learning Expectations**
*Follow all required Health and Safety protocols. *Self Check for symptoms each morning *Enter the building from the main entrance only for thermal scanning of temperature. *Follow the Instructional Framework and Critical Areas Expectations on pages 28 and 29 of the Lisbon plan. *Ensure that all students use their own materials in class- when feasible. *Provide and follow "mask off" times as expected by building protocols *Utilize expected parent communication methods *Monitor for and refer any students of concern for emotional well-being to Guidance and physical well-being to Nurse *Record Participation (Attendance) Daily *Create and send fluency game, RAZ, EDM, Prodigy, Sumdog, Readworks (etc) logins, as well as Google Classroom and Seesaw logins, for parents to practice using early in the Fall. Use these in the classroom.	*Regular school day hours *Shortened or rearranged class periods to accommodate the need for the addition of mask breaks and increased time needed for arrival and dismissal. Follow the expected schedule. *Engage in the Instructional Framework Critical Areas (SEL, Math, Reading, Writing, Intervention Block, Exploratory; incorporate STEM/Science is possible) *Use established programs for instruction. See Instructional Framework for acceptable programs and approved supplemental materials. *Use Seesaw PreK-4 for digital classroom learning opportunities (prep and practice for the potential of remote learning) *Use Google Classroom Grade 5 for digital classroom learning opportunities (prep and practice for the potential of remote learning)

Family Expectations	Communications
*Check identified communication method daily/weekly *Conduct Student Symptom Check each morning *Speak with your child to reinforce the school's required safety expectations (wear a mask, follow physical distancing expectations, wash hands when asked) *Communicate with school officials immediately if there is a possibility of COVID symptomatology *Be available for communications from school during the day if student becomes ill. *Provide school supplies needed for learning.	*Use Seesaw PreK-5 for all parent communications *PreK-5 staff will send regular educational newsletters via SeeSaw (i.e.- Week in Review/Week at a Glance) *Grade 5 will regularly send "Guardian Summaries" via Google Classroom to communicate upcoming lessons and missing work *Homeroom teachers directly communicate with parents of students who are not demonstrating expected proficiency or reasonable engagement *Building administration should send monthly update newsletter or emails to families. *Building administrators should hold regular "open check-in times" to ensure all building procedures are working efficiently and to check on staff well-being.

Grades 6-8	
Staff and Learning Expectations	**Staff and Learning Expectations**
*Follow all required Health and Safety protocols. *Self Check for symptoms each morning *Enter the building from the main entrance only for thermal scanning of temperature. *Follow the Instructional Framework and Critical Areas Expectations *Provide "mask off" times as expected by building protocols *Utilize expected parent communication methods *Monitor for and refer any students of concern for emotional well-being to Guidance and physical well-being to Nurse *Record Participation (Attendance) Daily *Create and send Google Classroom, Edgenuity, Prodigy, Khan (etc) logins, for parents to practice using and get signed up	*Regular school day hours *Established mask-off times *There may be shortened or rearranged class periods to accommodate the need for the addition of mask breaks and increased time needed for arrival and dismissal. Follow the expected schedule. *Engage in the Instructional Framework Critical Areas (SEL, Math, ELA, Target Time, Science, SS (second block for Reading Intervention), and Exploratory) *Use established programs for instruction. See Instructional Framework for acceptable programs and approved supplemental materials. *Use Google Classroom for digital classroom learning opportunities (prep and practice for the potential of remote learning)
Family Expectations	**Communications**
*Check identified communication method daily/weekly *Conduct Student Symptom Check each morning *Speak with your child to reinforce the school's required safety expectations (wear a mask, follow physical distancing expectations, wash hands when asked) *Sit with your child to check their Google Classroom work weekly. *Communicate with school officials immediately if there is a possibility of COVID symptomatology *Be available for communications from school during the day if student becomes ill.	*Send regular "Guardian Summaries" to parents via Google Classroom to communicate upcoming lessons and missing work *Advisory teachers send bi-weekly emails via parent email groups to briefly keep parents informed on larger school happenings *Directly communicate with parents of students who are not demonstrating expected proficiency or reasonable engagement *Building administration should send monthly update newsletter or emails to families. *Building administrators should hold regular "open check-in times" to ensure all building procedures are working efficiently and to check on staff well-being.

Grades 9-12	
Staff and Learning Expectations	**Staff and Learning Expectations**
*Follow all required Health and Safety protocols. *Self Check for symptoms each morning *Enter the building from the main entrance only for thermal scanning of temperature. *Follow the Instructional Framework and Critical Areas Expectations *Provide and adhere to "mask off" times as expected by building protocols *Utilize expected parent communication methods *Monitor for and refer any students of concern for emotional well-being to Guidance and physical well-being to Nurse *Record Participation (Attendance) Daily *Create and send Google Classroom, Khan, IXL, Quill (etc) logins, for parents to practice using and get signed up	*Regular school day hours *Shortened or rearranged class periods to accommodate the need for the addition of mask breaks and increased time needed for arrival and dismissal. Follow the expected schedule. *Hold daily Advocacy meeting to establish relationships with high school teacher mentor *Engage in the Instructional Framework Critical Areas (Advocacy, Core Classes, Electives, Assessment Expectations) *Use established programs for instruction. See Instructional Framework for acceptable programs and approved supplemental materials. *Use Google Classroom for digital classroom learning opportunities (prep and practice for the potential of remote learning)
Family Expectations	**Communications**
*Check identified communication method daily/weekly *Conduct Student Symptom Check each morning *Speak with your child to reinforce the school's required safety expectations (wear a mask, follow physical distancing expectations, wash hands when asked, etc., check Google Classroom and emails daily) *Ask questions about learning. Ask to see your child's Google Classroom assignments. *Communicate with school officials immediately if there is a possibility of COVID symptomatology *Be available for communications from school during the day if student becomes ill.	*Send regular "Guardian Summaries" to parents via Google Classroom to communicate upcoming lessons and missing work *Advocacy teachers communicate with parents bi-weekly or as needed to inform families of school happenings *Content teachers directly communicate with parents of students who are not demonstrating expected proficiency or reasonable engagement in classes *Building administration should send monthly update newsletter or emails to families. *Building administrators should hold regular "open check-in times" to ensure all building procedures are working efficiently and to check on staff well-being.

Hybrid Plan "1" Schedule

	M	T	W	Th	F
Cohort A		🏠		🏠	🏠
Cohort B	🏠		🏠		🏠

In this model, all students are placed in Cohorts by family address to ensure that students from the same household are grouped together. These cohorts attend 2 days in school, with all required health and safety requirements met, to receive direct instruction from their teachers. On the following day, they participate in remote follow up learning from the previous days learning and/or engage in teacher assigned online learning that is aligned with current classroom instruction. It should be noted that in this model, special populations and students of concern may be asked to attend school everyday, based on individual need. In person Hybrid days follow the regular daily schedule.

For specific weeks, listed below, Cohort A will attend school on the days listed due to Holidays on Mondays and Wednesdays.

January 18, 2021- Cohort A attends Wednesday and Friday
May 31, 2021- Cohort A attends Wednesday and Friday

Grades PK-5	
Staff Expectations	**Learning Expectations**

*Follow all required Health and Safety protocols.
*Self Check for symptoms each morning
*Enter the building from the main entrance only for thermal scanning of temperature.
*Follow the Instructional Framework and Critical Areas Expectations
*Use established programs for instruction. See Instructional Framework for acceptable programs and approved supplemental materials.
*Provide "mask off" times as expected by building
	*Red/White school days- by family address
	    Cohort A Red Day for Core Classes, Cohort A White Day for follow up work/Elective Class work time
	    Cohort B White Day for Core Classes, Cohort B Red Day for follow up work/Elective Class work time
	*In person days are shortened class periods to accommodate the need for mask breaks and class sizes

protocols *Utilize expected parent communication methods *Monitor for and refer any students of concern for emotional well-being to Guidance and physical well-being to Nurse *Record Attendance Daily for in person days. *Grade 5- Participation for remote learning day work completion by Friday each week *Supply students with take home breakfast and lunch bag at end of in person day for remote learning day	*Established mask-off times *Engage in the Instructional Framework Critical Areas (SEL, Math, Reading, Writing, Intervention Block, STEM/Science or Exploratory) *Remote days for Primary PreK-2 should include established fluency games for math, learning videos on BrainPop and Expected Reading time on RAZ or literacy based fluency activities. *On in person days in grades 3-5, show students where to find activities for remote learning days using Seesaw and Google Classroom.
Family Expectations	**Communications**
*Check identified communication method daily/weekly *Conduct Student Symptom Check each morning *Speak with your child to reinforce the school's required safety expectations (wear a mask, follow physical distancing expectations, wash hands when asked) *Communicate with school officials immediately if there is a possibility of COVID symptomatology *Be available for communications from school during the day if student becomes ill. *Provide school supplies needed for learning.	*During Hybrid Learning, teachers should send a daily email to the parents of the Cohort group in attendance **briefly** bulleting what was done during the day for learning and what to follow up with during the remote learning day. These emails should be generic in creation, and can be sent via Seesaw communication. *PreK-5 staff will regularly send educational newsletters via SeeSaw (i.e.- Upcoming Week at a Glance) *Grade 5 will send regular "Guardian Summaries" via Google Classroom to communicate upcoming lessons and missing work *Homeroom teachers directly communicate with parents of students who are not demonstrating expected proficiency or reasonable engagement *Building administration should send monthly update newsletter or emails to families.

Grades 6-8	
Staff Expectations	**Learning Expectations**

*Follow all required Health and Safety protocols.
*Self Check for symptoms each morning
*Enter the building from the main entrance only for thermal scanning of temperature.
*Follow the Instructional Framework and Critical Areas Expectations
*Use established programs for instruction. See Instructional Framework for acceptable programs and approved supplemental materials.
*Provide "mask off" times as expected by building
	*Red/White school days- by family address
	    Cohort A Red Day for Core Classes, Cohort A White Day for follow up work/Elective Class work time
	    Cohort B White Day for Core Classes, Cohort B White Day for follow up work/Elective Class work time
	*In person days are shortened class periods to accommodate the need for mask breaks and class sizes

protocols *Utilize expected parent communication methods *Monitor for and refer any students of concern for emotional well-being to Guidance and physical well-being to Nurse *Record Attendance Daily for in person days. *Record Participation for remote learning day work completion by Friday each week *Supply students with take home breakfast and lunch bag at end of in person day for remote learning day	*Established mask-off times *Engage in the Instructional Framework Critical Areas (SEL, Math, ELA, Target Time (Intervention Block) for Math, Science, SS (second block for Reading Intervention) *Students only complete expectations for 2 Exploratory classes on their in person day *Use Google Classroom for digital classroom learning opportunities (prep and practice for the off campus remote learning day)
Family Expectations	**Communications**
*Check identified communication method daily/weekly *Conduct Student Symptom Check each morning *Speak with your child to reinforce the school's required safety expectations (wear a mask, follow physical distancing expectations, wash hands when asked, etc., check Google Classroom and emails daily) *Communicate with school officials immediately if there is a possibility of COVID symptomatology *Be available for communications from school during the day if student becomes ill.	*During Hybrid Learning, teachers should send a daily email to the parents of the Cohort group in attendance **briefly** bulleting what was done during the day for learning and what to follow up with during the remote learning day. These emails should be generic in creation, and can be sent via Google Classroom communication. *Send regular "Guardian Summaries" to parents via Google Classroom to communicate upcoming lessons and missing work *Advisory teachers communicate with parents bi-weekly or as needed to inform families of school happenings *Directly communicate with parents of students who are not demonstrating expected proficiency or reasonable engagement *Building administration should send monthly update newsletter or emails to families.

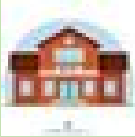| Grades 9-12	
Staff Expectations	**Learning Expectations**

*Follow all required Health and Safety protocols.
*Self Check for symptoms each morning
*Enter the building from the main entrance only for thermal scanning of temperature.
*Follow the Instructional Framework and Critical Areas Expectations
*Provide "mask off" times as expected by building protocols
*Utilize expected parent communication methods
*Monitor for and refer any students of concern for emotional well-being to Guidance and physical well-being to Nurse
*Record Attendance Daily for in person days.
*Record Participation for remote learning day activities by Friday each week
*Supply students with take home breakfast and lunch bag at end of in person day for remote learning day
*Exploratory/Elective Staff teach classes on Remote Learning days for cohorts
	*Red/White school days- by family address
	   Cohort A Red Day for Core Classes, Cohort A White Day for follow up work/Elective Class work time
	   Cohort B White Day for Core Classes, Cohort B White Day for follow up work/Elective Class work time
	*In person days are shortened class periods to accommodate the need for mask breaks and class sizes
	*Established mask-off times
	*Daily Advisory meeting to establish relationships with high school mentor on in person day
	*Engage in the Instructional Framework Critical Areas (Advisory, Core Classes, Proficiency Demonstration may be cross-curricular)
	*Use established programs for instruction. See Instructional Framework for acceptable programs and approved supplemental materials.
	*Use Google Classroom for digital classroom learning opportunities (prep and practice for the off campus remote learning day)

Family Expectations	**Communications**
*Check identified communication method daily/weekly *Conduct Student Symptom Check each morning *Speak with your child to reinforce the school's required safety expectations (wear a mask, follow physical distancing expectations, wash hands when asked, etc., check Google Classroom and emails daily) *Communicate with school officials immediately if there is a possibility of COVID symptomatology *Be available for communications from school during the day if student becomes ill.	*During Hybrid Learning, teachers should send a daily email to the parents of Cohort students in attendance who are struggling. This email should **briefly** bullet what was done during the day for learning and what to follow up with during the remote learning day. These emails should be generic in creation, and can be sent via Google Classroom communication. *Send regular "Guardian Summaries" to parents via Google Classroom to communicate upcoming lessons and missing work *Advisory teachers communicate with parents monthly to inform families of school happenings *Content teachers directly communicate with parents of students who are not demonstrating expected proficiency or reasonable engagement in classes *Building administration should send monthly update newsletter or emails to families.

Hybrid Plan "2" Blended Learning Schedule

Some grade levels follow the "In-Person Schedule" (Scenario #1)*, while other grade levels follow the Remote Learning Plan (Scenario #3)
*Teachers may be reassigned to an alternative classroom space due to the redistribution of students attending in-person in the buildings.

Hybrid Plan "3" Blended Learning Schedule

A School or individual grade level may be assigned to this Learning Model on a case by case basis to account for current COVID-19 data and district needs.

School and Home Some days in person and some days at home.	
Most Students (exceptions are made for IEP and 504 students on a case by case basis.)	
Monday-Thursday	Friday**
Students receive live instruction at school. Thursday: Follow up independent practice is assigned and explained for Friday's at home learning day.	All students work from home on assignments given during the week. Teachers may ask students to attend an additional Zoom for extra teaching or make up learning from an absence. Teachers hold 1 SEL Zoom session with their homeroom, advisory, or advocacy class.

** This day will also make up a learning day for any in-person day missed because of inclement weather or week with a Monday holiday.

January 18, 2021- Students attend in person on Friday
May 31, 2021- Students attend in person on Friday

Remote Learning Plan

All students	Learning	Learning	Learning	Learning	Follow Up

Grade PreK	
Staff Expectations	**Student Learning Expectations**
*All staff are present in their classrooms daily. *Enter the building from the main entrance only for thermal scanning of temperature. *Using Seesaw for communication. *Monday-Thursday: *1x weekly Offer a whole group Zoom to see each other- use opening circle songs, share out, and a goodbye song. *On Friday, hold a weekly Grade Level meeting for teachers to discuss students of concern.	Provide Calendar Plans- Menu Options for families to select from to keep students engaged in the following Early Learning Guidelines: Daily offering: Gross Motor, Fine Motor, Pre-recorded Read Alouds 2 times a week offering: Math and Science Connections Art/Music
Family Expectations	**Communications**
*Check identified communication method daily/weekly *Engage students in as many conversations as possible. *Bring children with them on errands to expand language and social opportunities and encourage "natural" learning. *Communicate via the SeeSaw app for any learning struggles the students had with that week's engagement. *Read to your student and let them "read" you stories from the pictures of a book.	*Teachers will send a classroom learning schedule home for parents to follow. *PreK-5 staff will regularly send (attempt for bi-weekly) educational newsletters via SeeSaw (i.e.- Upcoming Week at a Glance)

Grades K-5	
Staff Expectations	**Student Learning Expectations**
*All staff are present in their classrooms daily. *Enter the building from the main entrance only for thermal scanning of temperature. *Follow the required classroom meetings expectations and create/communicate a classroom meeting schedule with administration and parents through the district expected platform- SeeSaw and Google Classroom. *Learning Sessions will be held between 8 a.m. and 11 a.m. daily, with all lessons posted for those needing asynchronous learning. *Planning and lunch will be set between 11 a.m. and 12:30 p.m. daily. *Follow up support for students/families will be offered between 12:30 and 2:30 daily. *On Friday, hold a weekly Grade Level meeting for teachers to discuss students of concern *Monday-Thursday: Offer direct instruction and provide follow up practice in the following weekly schedule: 2 SEL, 4 Reading, 4 Math and 2 Writing, 4 Science lessons a week. *Using district approved curriculum, offer daily synchronous instruction via Zoom following a pre-created and shared schedule. *Provide links to pre-recorded live instruction daily. *each afternoon and Friday: provide office hours, follow up with students who are behind, provide 1:1 lessons for those whose work indicated a need, hold an 8 a.m. Zoom session for those participating in the weekly Challenge. *Maintain daily attendance of students for Zoom meetings in Powerschool, for engagement documentation. *Maintain assignment completion in Powerschool, for participation documentation. *Provide timely feedback for students on the work completed.	*Participate in classroom SEL meetings 2x a week- one on Monday and one on Thursday. *Participate in weekly critical area instruction. *Participate in direct instruction, follow up practice, opportunities to extend thinking and connections, links to digital learning opportunities through district approved programming (see Instructional Framework) *Use RAZ daily online reading practice as follow up to direct instruction. *Grades 4 & 5- Turn in all weekly assigned work by Friday of each week.
Family Expectations	**Communications**
*Check identified communication method daily/weekly *Find a quiet space for students to call their "work	*Teachers will send a classroom learning schedule home for parents to follow. *PreK-5 staff will send weekly educational

space" that is away from their bedroom if possible. *Communicate with the classroom teacher if and when the student is struggling with the work. *Parents Grades K-3: Communicate via the SeeSaw app for any learning struggles the students had with that week's work. *Grades 4-5: Communicate via Seesaw or email.	newsletters via SeeSaw (i.e.- Upcoming Week at a Glance) *Grade 5 will send weekly "Guardian Summaries" via Google Classroom to communicate upcoming lessons and missing work *Homeroom teachers directly communicate with parents of students who are not demonstrating expected proficiency or reasonable engagement *Building administration should send monthly update newsletter or emails to families.				

Remote Weekly Schedule-

K-5	Monday	Tuesday	Wednesday	Thursday	Friday**
7:15-8:30 8:00-8:30	Check Email, Update Powerschool				8-9 am Grade Level Team Meetings K & 1
8:30-9:00	SEL	Writing	Writing	SEL	Office Hours for others
9:15-10:00	Reading	Reading	Reading	Reading	Homeroom-based Challenge Learning Activities
10:15-11:00	Math	Math	Math	Math	11-12 pm Grade Level Team Meetings 2 & 3
11:00-11:30**	Science	Science	Science	Science	
11:30-12:00**	Lunch				12-1 pm Special Ed Team Meeting
12:00-1:00**	Planning with grade level content teachers				1-2 pm Grade Level Team Meetings 4 & 5
1:00-2:15**	Follow-up support to students and families/ Work time on assigned work for intermediate grades				*Office Hours for others (opposite of meetings)

**Related Services schedule in these blocks.

Grades 6-8	
Staff Expectations	**Learning Expectations**
*All staff are present in their classrooms daily. *Enter the building from the main entrance only for thermal scanning of temperature. *Follow the required classroom meetings expectations and create/communicate a classroom meeting schedule with administration and parents through the district expected platform- Google Classroom. *Learning Sessions will be held between 11:30 a.m. and 2:30 p.m. daily, with all lessons posted for those needing asynchronous learning. *Planning and lunch will be set between 10 a.m. and 11:30 a.m. daily *Follow up support for students/families will be offered between 8:00 and 10:00 daily. *On Friday, hold a weekly Grade Level meeting for teachers to discuss students of concern. *Monday-Thursday: Offer direct instruction and provide follow up practice in the following weekly schedule: 2 SEL, 2 Exploratory, 4 ELA, 4 Math, and offer a Challenge lesson a week- focused in Science/SS as a foundation. *Using district approved curriculum, offer daily synchronous instruction via Zoom following a pre-created and shared schedule. *Provide links to pre-recorded live instruction daily. *Each morning and Friday: provide office hours, follow up with students who are behind, provide 1:1 lessons for those whose work indicated a need. *Hold an 8 a.m. Zoom session for those participating in the weekly Challenge. *Maintain daily attendance of students for Zoom meetings in Powerschool, for engagement documentation. *Maintain assignment completion in Powerschool, for participation documentation. *Provide timely feedback for students on the work completed.	*Participate in classroom SEL meetings 2x a week- one on Monday and one on Thursday. *Participate in weekly critical area instruction and Friday Challenges. *Participate in direct instruction, follow up practice, opportunities to extend thinking and connections, links to digital learning opportunities through district approved programming (see Instructional Framework) *Turn in all weekly assigned work by Friday of each week.
Family Expectations	**Communications**
*Check identified communication methods daily/weekly. *Find a quiet space for students to call their "work space" that is away from their bedroom if possible.	*Teachers will send a classroom learning schedule home for parents to follow. *Send weekly "Guardian Summaries" to parents via Google Classroom to communicate upcoming lessons

*Communicate with the classroom teacher if and when the student is struggling with the work. *Help students by setting alarms for classroom Zoom meetings, if possible.	and missing work *Content teachers directly communicate with parents of students who are not demonstrating expected proficiency or reasonable engagement in classes *Building administration should send monthly update newsletter or emails to families.

Remote Weekly Schedule -

6-8	Monday	Tuesday	Wednesday	Thursday	Friday**
7:15-8:00	Check Email, Update Powerschool				
8:00-10:00**	Follow-up support to students and families				Office Hours 8:30-9:30 a.m. Grade Level Team Meeting 8
10:00-11:00**	Planning with grade level content teachers (Math, ELA & 6/7 Science)				Grade Level Team Meetings 6 & 7
	8th grade Science Group 1	8th grade Science Group 3	8th grade Science Group 1	8th grade Science Group 3	
	8th grade Science Group 2	8th grade Science Group 4	8th grade Science Group 2	8th grade Science Group 4	
11:00-11:30**	Lunch				
11:30-12:00**	SEL-2 HR per grade Exploratory-2 HR per grade level	SEL-2 HR per grade Exploratory-2 HR per grade level	SEL-2 HR per grade Exploratory-2 HR per grade level	SEL-2 HR per grade Exploratory-2 HR per grade level	Office Hours Special Ed Team meeting
12:00-12:45	Reading S1, B1,C1, St1, R1, B1 Math B1, W1, M1, An1, A1, Proctor1 Instruction/Guided Practice				HR-based Challenge Learning Projects Gr 6/7 Science based and Gr 8 SS based
12:45-1:00	Follow Up Practice/Review	Follow Up Practice/Review	Follow Up Practice/Review	Follow Up Practice/Review	Office Hours
1:00-1:45*	Reading S2, B2, C2, St2, R2, B2 Math B2, W2, M2, An2, A2, Proctor2 Instruction/Guided Practice				
1:45-2:15*	Follow Up Practice/Review	Follow Up Practice/Review	Follow Up Practice/Review	Follow Up Practice/Review	

*8th grade Science takes 1 planning hour in this time frame
**Related Services schedule in these blocks.

Grades 9-12	
Staff Expectations	**Learning Expectations**
*All staff are present in the assigned LPS building daily. *Enter the building from the main entrance only for thermal scanning of temperature. *Follow the regular daily school schedule for instructional classes Monday through Thursday, using the morning Advocacy period to check email *Monday-Thursday: Offer direct instruction and provide follow up practice following the established student schedule. *Create and communicate a class meeting link through the district expected platform- Zoom and Google Classroom and share that with students and their parents. *Using district approved curriculum, offer daily synchronous instruction via Zoom following a pre-created and shared schedule. *Provide links to pre-recorded live instruction daily for asynchronous learning. *Friday is Academic help/Office Hours- provide office hours, follow up with students who are behind, provide 1:1 lessons for those whose work indicated a need. *On Friday, participate in a weekly Content meeting to plan for the upcoming week(s). *On Friday, hold an Advocacy Zoom and complete check-ins with Advocacy Groups *Consider longer term assignments, or assignments which are interdisciplinary to maximize learning and teaching. *Review all completed and submitted work on Friday mornings, if not earlier, to submit feedback to learners for adjustments. *Maintain daily attendance of students for Zoom meetings in Powerschool, for engagement documentation. *Maintain assignment completion in Powerschool, for participation documentation. *Provide timely feedback for students on the work completed.	*Participate in weekly critical area instruction. *Participate in direct instruction, follow up practice, opportunities to extend thinking and connections, links to digital learning opportunities through district approved programming (see Instructional Framework) *Turn in all weekly assigned work by Friday, or by the earlier determined due date, of each week. *Participate in daily Advocacy Meetings.
Family Expectations	**Communications**
*Check identified communication method daily/weekly.	*Send weekly "Guardian Summaries" to parents via Google Classroom to communicate upcoming lessons

*Find a quiet space for students to call their "work space" that is away from their bedroom if possible. *Communicate with the classroom teacher, or encourage your student to email their teacher, if and when the student is struggling with the work. *Help student by setting alarms for classroom Zoom meetings, if possible.	and missing work *Content teachers directly communicate with parents of students who are not demonstrating expected proficiency or reasonable engagement in classes *Building administration should send monthly update newsletter or emails to families.	

Remote Weekly Schedule-

9-12	Monday - Thursday(*)	Friday**	
7:15-7:30	Check Email	7:15-8:00 Check Email, Update Powerschool	
7:30-8:15	Advocacy Period	8:00-2:00 Content Meetings On the hour, alphabetically by department ELA (8), Exploratories (9), Math (10), Science (11), SS (12), Special Ed (1)	
8:20-9:00	Period 1 Zoom and Instruction Provide Guided practice		
9:00-9:35	Period 1- Work and Support (Teacher remains available for student help)		
9:40- 10:20	Period 2 Zoom and Instruction Provide Guided practice	Opposite of Content meetings: Office Hours	Hold an Advisory Zoom and check in with Advisory caseload
10:20-10:55	Period 2-- Work and Support (Teacher remains available for student help)		Communicate with parents of students who are struggling by content
11:00-11:30	Lunch		
11:35-12:15	Period 3 Zoom and Instruction Provide Guided practice		Communicate students of concern to admin and guidance
12:15-12:50	Period 3- Work and Support (Teacher remains available for student help)		
12:50-1:30	Period 4 Zoom and Instruction Provide Guided practice		
1:30-2:05	Period 4- Work and Support (Teacher remains available for student help)		
2:05-2:15	Check Email		

*Any periods for which teachers do not have scheduled classes, they would operate as office hours, returning emails and helping students.

**Related Services schedule in these blocks.

In-Person to Remote:
There is the possibility that we start the school year with a regular re-opening scenario with restrictions and then later on in the year need to go back to remote learning. This will only happen if there are cases in the facility or an increase in cases in our local areas, or with the recommendations from either the DOE/CDC or other local health authorities. Should this happen, the following protocols will be used:

A district-wide communication from the Superintendent of the need to transition to a different mode of learning will be sent to all district staff and families.

Administration will gather all technology devices to distribute prior to the end of the day.

In grades 4-12, teachers will sign out a laptop and charger to each student.

Guidance counselors will work to identify which PreK-3 students do not have siblings in the district.

Those families will be contacted by admin/counselors to determine whether they have technology at home or not. If not, a plan for laptop pickup will be made.

Depending on the date of the transition, the superintendent will utilize 1 or more "snow day(s)" to allow staff to make adjustments to move to remote instruction. During this time, staff will:
1. communicate with families by homeroom/advisory teacher of the new learning schedule (these will already have been sent home in the Fall as part of a parent mailer).
2. Teachers will send notices through SeeSaw or email of the links for Zoom meetings for the content classes.
3. Teachers will create needed paper packets for follow up practice of remote instruction and/or post assignments to Seesaw and Google Classroom. These packets will be turned into the main office and prepared for distribution.
4. Classes will begin when the transition period completes.

Remote to In-Person:
In the event that COVID cases begin decreasing and it is announced that schools can return to In-Person learning, the following protocols will be used:

A district-wide communication from the Superintendent will be sent to welcome students back to in person learning. This communication will include reminders of:
1. the transportation/arrival/dismissal procedures,
2. any health and safety requirements,
3. to return all district technology devices,
4. Any other communications the superintendent wishes to include.

Depending on the date of the transition, the superintendent will utilize 1 or more "snow day(s)" to allow staff to make adjustments to move to remote instruction. During this time, staff will:

1. Communicate with families by homeroom/advisory teacher to ensure they received district-wide communication.
2. Work with admin and counselors for a Wellness Check/SEL Community Circle plan to allow for a monitored return to school process.
3. Transition classroom learning plans to reflect in-person learning.
4. Classes will begin when the transition period completes.

Guidelines/Protocols	
Attendance (Participation) **Maintain records in Powerschool**	Elementary students- Attendance is to be kept in Powerschool each day and in a google doc by homeroom for each day/week during remote learning. Attendance should be noted at the start of the day or Zoom session. During remote, if a student is participating in 75% of the daily classes (3 out of 4) they should be marked as present. Middle and High School students- Attendance is to be taken daily in Powerschool by class at the start of each class/Zoom session.
Engagement (Work Completion) **Maintain records in Powerschool**	All grade levels- We will use our regular 1-4 grading policy for grading of work. Assignments and work completion should be kept in Powerschool. Efficient and progress-based feedback should be given to students on their work, for the support of revision and final submission of learning evidence.
Health Protocols **Resources will be used from:** **https://www.cdc.gov/handwashing/when-how-handwashing.html** **https://www.youtube.com/watch?v=vMCS6gT8SzQ** **Protocol for when someone is sick:** **https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcar**	Use of Thermal-scanning monitors at the entrances of schools. Nurses will use Thermoscan thermometers for students with health concerns. Additional nursing spaces have been identified for separating students with COVID-like symptoms. These spaces will be monitored by the nurse through the use of video monitors. Parents will be asked to symptom check on all students prior to the school day. Additional hand sanitizing stations have been implemented throughout the buildings. Handwashing protocols and videos will be used.

	Signage will be posted. Mask wearing videos will be shown.
Social-Emotional/RTI for Behavior	Elementary*: Responsive Classroom, Morning meetings, PBIS, CICO for those needing it, Restorative Practices Middle: Second Step, Community Circles, CICO Grade 6, Restorative Practices, Effective Advisory Meetings High: Effective Advisory Models and Meetings, Restorative practices *LCS will be including a review of SEL programs as part of their SIT process in the upcoming year. Through this work, they will review multiple programs to determine which is a best fit for their school, appropriately train staff on the implementation of the program and roll out the program with oversight by the RTI coach and administration. Current programs to review are: Sanford Harmony Second Step Move This World Skills Streaming Reading with Relevance (2-5 only)
Accountability	Powerschool for attendance and grades. Zoom for all digital synchronous learning. Only use programs listed in this document as Lisbon approved curriculum, unless approval is given to do otherwise by Curriculum Director or the Director of Student Services (for special education student programming). IEP and 504 meetings as required and approved through Special Ed Director. Meetings to be held after school or at a time and place TBD and with health screenings at door. All parents/guardians will be offered remote participation.
Assessments **NWEA completed grades 6-10 by September 18th.**	PreK- In Program Kindergarten- Fall and Winter:Tests of Early Literacy, Tests of Early Numeracy

NWEA completed grades 2-5 by October 2nd. **Kinder and 1st grade TEL, TEN by October 9th. (October 2nd if instructional coaches can support this assessment administration.)** **NWEA can be offered remotely and in person this year.**	Spring: NWEA Grade 1- Fall and Winter: Tests of Early Literacy, Tests of Early Numeracy Winter: TEN, TEL only for those who do not score within one expected RIT band on Winter NWEA for grade level norms) Winter: NWEA, Instructional Reading Level FPBA assessment and ongoing running records for those students of concern Spring: NWEA Grades 2-10: Fall, Winter, Spring: NWEA Math, Reading and Language Fall: Instructional Reading Level FPBA Assessment and ongoing Running Records for those students of concern. All grades- teacher created and program embedded assessments throughout the year
Instructional Platforms, Programs and Acceptable Supplemental Resources	SeeSaw, Google Classroom, Zoom Math K-5: EDM, Supplements: Prodigy, Sumdog, K-5mathteachingresources.com, www.commoncoresheets.org, Brainpop Math 6-8: Open Up Resources, Supplements: Prodigy, LearnZillions, Khan, Edgenuity Math 9-12: Glencoe, HMH, Supplements: Khan Reading K-7: Lucy Calkins, Guided Reading Groups, Supplements: RAZ, Readworks, Edgenuity Reading 8: Humanities Model ELA 9-12: Teacher created, CCSS aligned Writing K-8: Lucy Calkins, Words Their Way Supplements: No RedInk, Khan ELA 9-12: Teacher created, CCSS aligned Supplements: Khan, Quill Science K-12: Teacher Created or Selected Assessment, proficiency in nature SS K-8: Lucy Calkins, Teacher Created, proficiency in nature SS 9-12: American Citizenship, DBQ Project, proficiency in nature

	Exploratories: Teacher created units Remote Learning option: MOOSE (Maine Online Opportunities for Sustained Education)
Parent & Student Communications/Trainings	Seesaw: [Seesaw PD - Get Families Started - Seesaw Overview.pdf](#) Seesaw Signing In and viewing the components- [Connecting to Seesaw for Parents - Parent Tutorial #1](#) Seesaw Completing assignments- [Seesaw Parent Tutorial #2 - Completing assignments](#) Google Classroom: [How to Use Google Classroom for Parents!](#) Signs and Symptoms Checklist [https://www.cdc.gov/coronavirus/2019-ncov/downloads/COVID19-symptoms.pdf](#) COVID [How to Clean and Disinfect Your Home if Someone has COVID-19](#) [COVID-19 Stop the Spread of Germs](#) [What You Need To Know About Handwashing](#) [How to wear a fabric mask safely](#)
Staff Communications/Trainings **LCS SeeSaw Ambassador:** **Megan Peacock**	Seesaw: [Training for Teachers](#) [Remote Learning with Seesaw - Guide for Teachers](#) [Get Students Started Kit](#) Uploading and creating lessons in Seesaw: [How to upload and create lessons in Seesaw	Using Seesaw for Distance Learning](#) Using Seesaw in Classroom: [Using seesaw in the classroom (Vlog 234)](#) Google Classroom: [Fundamentals Training : Google](#) (Recommended for getting started) [How to Use Google Classroom 2020 - Tutorial for Beginners](#) [How to Organize Google Classroom	EASY Tutorial](#)

	(Recommended for management of page and ease!) [How to Organize Google Classroom | EASY Tutorial](#) (To set up Guardian Summaries) https://www.youtube.com/watch?v=vr5Inah2qB0 Google Classroom with Distance Learning: [How to Use Google Classroom for Remote Teaching](#) Zoom: [Live Training Webinars](#) Chromebook Google Classroom Training: [Chromebook Training : Google](#) PPE: [Demonstration of Doffing (Taking Off) Personal Protective Equipment (PPE)](#)
Support for Educational Technicians	Supports Provided by the MDOE with a vast list of trainings for ed techs to view: [Ed Tech](#)
Remote Learning Support: Teaching, Demonstrating Learning and Assessing Learning	Link to support PD for teachers in using Remote Learning: https://www.youtube.com/playlist?list=PL-cO8lcaOYu0dZfLpHAnMwozO2VXDDd7q
Adult Education	Will be operated through RSU 4. If their district opens in person, they will be offering small classes and testing with social distancing guidelines.