

DRAFT

8/5/2020



Brunswick School Department 2020-21 School Programming Proposal

DRAFT

Please be advised this plan is in draft format. There will be information added/updated regularly. In addition, there are sections that still need to be completed.

Table of Contents

(Will be inserted shortly)



Brunswick School Department 2020-21 School Programming DRAFT

New teachers will return on August 25th, all returning teachers will return on August 26th. Students will return on **Monday, September 14th**. Teachers will use this period to prepare for a successful reopening of school. School will look different in the fall of 2020. Systems of learning will provide high quality teaching and learning while adhering to health and safety requirements implemented by the Maine DOE and CDC. The Maine DOE has issued a [Framework for Returning to School](#) which the Brunswick School Department has used to develop plans.

Core Values & Beliefs That Have Guided BSD Planning:

- Equity
- Student and staff health and wellness
- Whole Child Approach (Healthy, Safe, Supported, Challenged, Engaged)
- Meet students where they are
- Engineered resilience
- Organizational nimbleness
- Stability for our students, staff, families and communities
- Accountability

Essentials for BSD Programming:

- Provide a safe learning environment for students and staff
- Adhere to state guidelines regarding group size, contact, and PPE
- Provide transportation to and from school
- Provide meals to those who need them
- Provide social and emotional learning support and instruction
- Provide academic instruction and assessment
- Use systems to provide reliable, predictable and sustainable structures and practices
- Provide high quality instruction
- Develop the capacity to implement distance learning if conditions require
- Provide embedded professional development throughout the year
- Continue to leverage community partnerships in the best interest of schools

Maine DOE Information:

The Maine DOE and Maine Department of Health and Human Services has developed a system to categorize counties based on data collected, which will include information such as recent case rates and positive test counts. Data will be used to label counties red (county has a high risk of COVID-19 spread and In-building instruction should not be conducted) yellow (county has elevated risk of COVID-19 spread and hybrid instruction models should be adopted) or green (County has relatively low COVID-19 risk and In-building instruction can be adopted; county may opt for hybrid instruction buildings or readiness make adhering to the Health & Safety Measures for All Schools a challenge).

The Maine DOE made its first posting of a color-coded health advisory system for each county on July 31st and will update it every two weeks thereafter. All school reopening scenarios REQUIRE students and staff to wear masks or other face coverings, practice physical distancing, and screen for symptoms each day. The final decision on the instructional model for distance, hybrid and in-building plans rests with each district.

Health & Safety Requirements for In-building Instruction:

1. Symptom screening at home before coming to school (for all staff and students)
 - Students (parents/caregivers) and staff members must conduct self-checks for symptoms prior to boarding buses or entering school buildings each day. Any person showing symptoms must report their symptoms and not be present at school.
2. Physical Distancing & Facilities
 - Adults must maintain 6 feet of distance from others to the extent possible. Maintaining 3 feet of distance is acceptable between and among students when combined with the other safety requirements outlined by the MDOE and CDC. Six feet of physical distancing is required for students while eating breakfast and lunch, as students will be unable to wear masks at that time.
3. Mask & Face Coverings
 - All adults are required to wear a mask/face covering. Students age five and above are required to wear a mask/face covering that covers their nose and mouth. Masks are recommended for children ages two to four, when developmentally appropriate. Masks/face coverings must be worn by all students on the bus.
4. Hand Hygiene
 - All students and staff will receive training in proper hand hygiene. All students and staff must wash hands or use sanitizing gel upon entering the school, before and after eating, before and after putting on or removing a face mask, after using the restroom, before and after use of playgrounds and sharing equipment and upon entering or exiting a school bus.

5. Personal Protective Equipment
 - Additional safety precautions are required for school nurses and/or any staff supporting students in close proximity, when distance is not possible, or when a student requires physical assistance.
6. Return to School after Illness
 - Sick staff members and students must use home isolation until they meet criteria for returning to school.

BSD Proposed Instructional Schedules 2020-21

Important language and definitions:

- **In-building** refers to learning that happens when students are participating in a school building.
- **At-home** refers to learning that happens outside of a school building.
- **Synchronous learning:** based on a set schedule, students access instruction with a teacher through live time. Students are learning the same material at the same time. (For example: advisory starts at 8am; at 8am, students log into a live Google Meet with their advisor.)
- **Asynchronous learning:** students access learning opportunities that are pre-recorded, prepared in advance, without a teacher live leading their learning. Students are learning the same material at different times.

Brunswick School Department Programming Plan 2020-21				
	Plan A Full In-building	Plan B In-building & Distance Learning	Plan C Distance Learning	Plan D Self Selected Distance Learning
PreK - 5	Full In-Building Instruction	2 days in-building & 3 days at-home learning with synchronous and asynchronous opportunities	100% distance learning with consistent schedules and synchronous and asynchronous opportunities for everyone	100% distance learning with consistent schedules and synchronous and asynchronous opportunities for everyone
6-8	Full In-Building Instruction	2 days in-building & 3 days at-home learning with synchronous and asynchronous opportunities	100% distance learning with consistent schedules and synchronous and asynchronous opportunities for everyone	100% distance learning with consistent schedules and synchronous and asynchronous opportunities for everyone
9-12	Full In-Building Instruction	1 day in-building & 4 days at-home learning with synchronous and asynchronous opportunities	100% distance learning with consistent schedules and synchronous and asynchronous opportunities for everyone	100% distance learning with consistent schedules and synchronous and asynchronous opportunities for everyone
Special Populations: Programming for special populations may be different than what is outlined above. Plans will be developed based on need and programming that can be safely implemented. Special populations may include: Special education, 504 accommodations, RTI services, English language learners, alternative programming, talent development, Region 10 students, McKinney Vento				

Plan A:

State and/or local conditions allow for 100% of students to attend for in-building instruction while adhering to MDOE and CDC requirements. Some modifications would be in place, but otherwise school would resume in a more typical fashion.

Plan B:

PreK-8

- Students will be assigned to one of two cohorts. Cohort A will access learning in-building on Monday and Tuesday, Cohort B will access learning in-building on Thursday and Friday. This will allow for a deep clean of buildings on Wednesday and over the weekend.

9-12

- Students will be assigned to one of three groups. Group 1 will access learning in-building on Monday, Group 2 will access learning in-building on Wednesday, Group 3 will access learning in-building on Friday. This will allow for a deep clean of buildings on Tuesday and Thursday.

The school department will attempt to schedule siblings to attend on the same days, regardless of their grade level. In a yellow and green scenario, there may be some students in specialized programs who will be invited to attend school for additional in-building instruction depending on need.

Plan C:

State and/or local conditions necessitate school facilities to be closed to students. Students will pursue at-home synchronous and asynchronous learning opportunities. This plan may be used intermittently for periods of time as needed.

Plan D:

We are committed to serving all our students and helping to meet their learning needs. Families who choose not to have their students take part in any in-building learning have the option to pursue full distance learning. **Families who decide to pursue this option must commit to distance learning until at least the December break.**

Specific Building Schedule Drafts Below

Special Populations: (May include special education, 504 accommodations, RTI services, English language learners, alternative programming, talent development, Region 10 students, McKinney Vento) Plans for all of BSD's special populations are a significant consideration while creating instructional schedules. More details will be provided about specific opportunities once families have selected the plan for each student. Some of the preliminary plans are below.

RTI

- Students receiving RTI services will be provided support through distance learning, synchronous opportunities. In-building support will be provided where appropriate.

Special Education

- Students participating in the Plan B schedules will have access to in-building support when appropriate through case management and service providers. Some students will access in-building learning all four days, based on the specific IEP goals.

ESOL

- Students who receive support through ESOL teachers will receive appropriate programming regardless of which plan is in place.

Overview of Kate Furbish School, Harriet Beecher Stowe School, Brunswick Junior High School

Three Scenarios for PreK - Grade 8 Programming

1. Plan B - In-Building and Distance Learning
 - a. Two Cohorts (Mon/Tues & Thurs/Fri)
 - b. In-building instruction two days/week & at-home learning three days/week
 - c. Wednesday is professional development for staff and at-home learning for students
2. Plan C - Distance Learning
 - a. When schools need to shift from in-building learning to fully at-home learning, the distance learning schedules will provide synchronous and asynchronous learning opportunities for all students.
3. Plan D - Self-Selected Distance Learning
 - a. Families may 'opt in' to all at-home distance learning instead of any in-building instruction the school department offers.

		Monday	Tuesday	Wednesday	Thursday	Friday
Plan B	M/T Cohort	In-building	In-building	Asynchronous Day - all students at-home	At-home	At-home
	Th/F Cohort	At-home	At-home		In-building	In-building
Plan C		All students at-home	All students at-home		All students at-home	All students at-home
Plan D		Self-Selected at-home	Self-Selected at-home		Self-Selected at-home	Self-Selected at-home

Kate Furbish Elementary School

(Please note that times included are intended to give an approximation in order to assist with initial planning decisions; we expect times to adjust as dictated by evolving circumstances.)

PreK - Grade 2 Highlights:

- Continuity Across Grade Levels - will be even more closely aligned once programming model(s) confirmed
- AM/PM Synchronous Meetings
- Reading / Writing / Math - Core Subjects / Will incorporate Science / Social Studies based upon curriculum committee recommendations
- Includes Whole Class, Small Group and 1:1 Work
- Social Emotional Learning - will utilize comprehensive work done by the committee this summer as well as fully implemented Second Step curriculum
- Diversified Arts - incorporated into all K - 2 components; plans below may not yet reflect this fully
- Response to Intervention (below) - initial brainstorm - will fully develop this and Special Education programming upon confirmation of programming models
- Flow between in-building and distance learning scenarios - priority to make this go smoothly for families and staff - prioritizing consistency and continuity
- Wednesday Virtual Office Hours for families

Pre-Kindergarten					
Plan B - In-building and Distance Learning Two cohorts of students: Mon/Tues and Thurs/Fri					
	Monday	Tuesday	Wednesday	Thursday	Friday
Two Day In-Building Cohort <i>(This is for the M/T cohort. Flip it for the TH/F Cohort. Wednesday remains the same,)</i> <i>In-building instruction is primarily focused on social & emotional learning, building community, and creating routines together! As we learn and grow, we will be able to implement more elements of this schedule.</i>	Morning meeting (synchronous) ~15 Minutes Morning Snack ~ 20 Minutes Read Aloud ~15 Minutes Outdoor Exploration ~35 Minutes	Morning meeting (synchronous) ~15 Minutes Morning Snack ~ 20 Minutes Read Aloud ~15 Minutes Outdoor Exploration ~35 Minutes	Virtual Office Hour for Families Students Access Pre-Recorded Lessons and Learning Opportunities	Morning meeting (synchronous) ~15 Minutes Read Aloud (either pre-recorded or synchronous) ~15 Minutes Center Time Demonstrations (pre-recorded) ~ 10 Minutes	Morning meeting (synchronous) ~15 Minutes Read Aloud (either pre-recorded or synchronous) ~15 Minutes Center Time Demonstrations (pre-recorded) ~ 10 Minutes Center Time

	<p>Center Time Demonstrations ~ 10 Minutes</p> <p>Center Time ~ 1 Hour</p> <p>Lunch ~ 30 Minutes</p> <p>Small Groups (with a Social/Emotional Focus) ~ 20 Minutes</p> <p>Rest ~ 40 Minutes</p> <p>Outdoor Exploration ~ 40 Minutes</p> <p>Afternoon Snack ~15 Minutes</p> <p>Songs, Words, & Letters ~ 20 Minutes</p> <p>Thinking & Feedback, Goodbye Circle ~ 15 Minutes</p> <p>DA Options TBD</p>	<p>Center Time Demonstrations ~ 10 Minutes</p> <p>Center Time ~ 1 Hour</p> <p>Lunch ~ 30 Minutes</p> <p>Small Groups (with a Social/Emotional Focus) ~ 20 Minutes</p> <p>Rest ~ 40 Minutes</p> <p>Outdoor Exploration ~ 40 Minutes</p> <p>Afternoon Snack ~15 Minutes</p> <p>Songs, Words, & Letters ~ 20 Minutes</p> <p>Thinking & Feedback, Goodbye Circle ~ 15 Minutes</p> <p>DA Options TBD</p>		<p>Center Time ~ 1 Hour</p> <p>Songs, Words, & Letters (pre-recorded) ~ 20 Minutes</p> <p>Thinking & Feedback, Goodbye Circle (synchronous) ~ 15 Minutes</p>	<p>~ 1 Hour</p> <p>Songs, Words, & Letters (pre-recorded) ~ 20 Minutes</p> <p>Thinking & Feedback, Goodbye Circle (synchronous) ~ 15 Minutes</p>
<p>Plan C - All Distance Learning Scenario All students participate in distance learning</p>					
Total Time Each Day ~2 hours, 15 mins	Monday	Tuesday	Wednesday	Thursday	Friday
15 Minutes	Morning meeting (synchronous) ~15 Minutes	Morning meeting (synchronous) ~15 Minutes	Virtual Office Hour for Families Asynchronous	Morning meeting (synchronous) ~15 Minutes	Morning meeting (synchronous) ~15 Minutes

15 Minutes	Read Aloud	Read Aloud	<p>Learning opportunities provided for students.</p> <p>Teachers meet in cohort teams, record lessons, participate in P.D</p>	Read Aloud	Read Aloud
10 Minutes	Center Time Demonstrations + Reminder of Small group schedule	Center Time Demonstrations + Reminder of Small group schedule		Center Time Demonstrations + Reminder of Small group schedule	Center Time Demonstrations + Reminder of Small group schedule
1 Hour	Center Time & Meeting with Small Groups	Center Time & Meeting with Small Groups		Center Time & Meeting with Small Groups	Center Time & Meeting with Small Groups
20 Minutes	Students watch "Songs, Words, and Letters" Lesson (pre-recorded) A small group is pulled for "Snack & Social" time virtually	Students watch "Songs, Words, and Letters" Lesson (pre-recorded) A small group is pulled for "Snack & Social" time virtually		Students watch "Songs, Words, and Letters" Lesson (pre-recorded) A small group is pulled for "Snack & Social" time virtually	Students watch "Songs, Words, and Letters" Lesson (pre-recorded) A small group is pulled for "Snack & Social" time virtually
15 Minutes	Thinking & Feedback, Goodbye Circle (synchronous)	Thinking & Feedback, Goodbye Circle (synchronous)		Thinking & Feedback, Goodbye Circle (synchronous)	Thinking & Feedback, Goodbye Circle (synchronous)
15 Minutes	Morning meeting (synchronous) ~15 Minutes	Morning meeting (synchronous) ~15 Minutes		Morning meeting (synchronous) ~15 Minutes	Morning meeting (synchronous) ~15 Minutes

Plan D - Self-Selected Distance Learning Scenario

For families who 'opt in' to Distance Learning

Total Time Each Day ~2 hours, 15 mins	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Morning meeting (synchronous) ~15 Minutes</p> <p>Read Aloud (either pre-recorded or synchronous) ~15 Minutes</p>	<p>Morning meeting (synchronous) ~15 Minutes</p> <p>Read Aloud (either pre-recorded or synchronous) ~15 Minutes</p>	<p>Virtual Office Hour for Families</p> <p>Teachers Meet with Distance Learners in Small Groups</p> <p>Students Access Pre-Recorded</p>	<p>Morning meeting (synchronous) ~15 Minutes</p> <p>Read Aloud (either pre-recorded or synchronous) ~15 Minutes</p>	<p>Morning meeting (synchronous) ~15 Minutes</p> <p>Read Aloud (either pre-recorded or synchronous) ~15 Minutes</p>

	Center Time Demonstrations (pre-recorded) ~ 10 Minutes	Center Time Demonstrations (pre-recorded) ~ 10 Minutes	Lessons and Learning Opportunities	Center Time Demonstrations (pre-recorded) ~ 10 Minutes	Center Time Demonstrations (pre-recorded) ~ 10 Minutes
	Center Time ~ 1 Hour	Center Time ~ 1 Hour		Center Time ~ 1 Hour	Center Time ~ 1 Hour
	Songs, Words, & Letters (pre-recorded) ~ 20 Minutes	Songs, Words, & Letters (pre-recorded) ~ 20 Minutes		Songs, Words, & Letters (pre-recorded) ~ 20 Minutes	Songs, Words, & Letters (pre-recorded) ~ 20 Minutes
	Thinking & Feedback, Goodbye Circle (synchronous) ~ 15 Minutes	Thinking & Feedback, Goodbye Circle (synchronous) ~ 15 Minutes		Thinking & Feedback, Goodbye Circle (synchronous) ~ 15 Minutes	Thinking & Feedback, Goodbye Circle (synchronous) ~ 15 Minutes

Kindergarten					
Plan B - In-building and Distance Learning					
Two cohorts of students: Mon/Tues and Thurs/Fri					
	Monday	Tuesday	Wednesday	Thursday	Friday
Two Day In-building Cohort <i>(This is for the M/T cohort. Flip it for the TH/F Cohort. Wednesday remains the same)</i>	DA 30 minutes	DA 30 minutes	Virtual Office Hour for Families All students are: Asynchronously engaging in ss/ science activities Teachers are: Meeting in cohort teams, recording lessons, participating in P.D. Meeting with full distance cohort in small groups <i>1 hour</i>	DA 30 minutes	DA 30 minutes
	Full school day with In-building instruction primarily focused on: -building classroom community -building relationships with students -social/emotional learning -teaching tech including Seesaw -teaching routines -gross motor/fine motor skill -small groups; 1 on 1; academic lessons; read aloud			Distance Learning:	
				Attend morning meeting virtually (synchronous) ~30 minutes	Attend morning meeting virtually (synchronous) ~30 minutes
				Asynchronously watching pre-recorded mini-lessons <i>Up to 20 minutes</i>	Asynchronously watching pre-recorded mini-lessons <i>Up to 20 minutes</i>
				Asynchronously engaging in learning activities related to mini-lessons <i>Up to 1 hour</i>	Asynchronously engaging in learning activities related to mini-lessons <i>Up to 1 hour</i>
				Attend closing meeting virtually (synchronous) ~30 minutes	Attend closing meeting virtually (synchronous) ~30 minutes
Plan C - All Distance Learning Scenario					
All students participate in distance learning.					
Total Time Each Day ~ 3 hours	Monday	Tuesday	Wednesday	Thursday	Friday
~30 minutes	Attending morning meeting	Attending morning meeting	Students are Engaging asynchronously in science/ss activities	Attending morning meeting	Attending morning meeting
up to 20 minutes/day	Asynchronously watching pre-recorded mini-lessons	Asynchronously watching pre-recorded mini-lessons		Asynchronously watching pre-recorded mini-lessons	Asynchronously watching pre-recorded mini-lessons

up to 60 minutes/day	Asynchronously engaging in learning activities related to mini-lessons	Asynchronously engaging in learning activities related to mini-lessons		Asynchronously engaging in learning activities related to mini-lessons	Asynchronously engaging in learning activities related to mini-lessons
	<i>(Learning activities might be: read to self, writing, math activities/games, play phonics game learned during small group time, etc...)</i>				
up to 20 minutes - 2x per week	Mon OR Tu: Meeting with their teacher in small group/1:1			Th OR Fri: Meeting with their teacher in small group/1:1	
20-30 minutes	Attending closing meeting	Attending closing meeting		Attending closing meeting	Attending closing meeting
up to 30 minutes	Diversified Arts	Diversified Arts		Diversified Arts	Diversified Arts
Plan D - Self-Selected Distance Learning Scenario For families who 'opt in' to Distance Learning					
Total Time Each Day ~ 2 hours, 20 mins	Monday	Tuesday	Wednesday	Thursday	Friday
	Attend morning meeting virtually (synchronous) ~30 minutes <i>(Morning Meeting gives opportunities for community building, & to go over daily tasks/expectations)</i>	Attend morning meeting virtually (synchronous) ~30 minutes	Virtual Office Hour for Families All students are: Asynchronously engaging in ss/science activities Meeting virtually in small groups with their teacher	Attend morning meeting virtually (synchronous) ~30 minutes	Attend morning meeting virtually (synchronous) ~30 minutes
Up to 20 minutes/day	Asynchronously watching pre-recorded mini-lessons	Asynchronously watching pre-recorded mini-lessons		Asynchronously watching pre-recorded mini-lessons	Asynchronously watching pre-recorded mini-lessons
Up to 60 minutes/day <i>(Learning activities might be: read to self, writing, math activities/games, play phonics game learned during small group time, etc...)</i>	Asynchronously engaging in learning activities related to mini-lessons	Asynchronously engaging in learning activities related to mini-lessons		Asynchronously engaging in learning activities related to mini-lessons	Asynchronously engaging in learning activities related to mini-lessons

<i>(Afternoon Meeting gives opportunities for social/emotional, & to review the day)</i>	Attend closing meeting virtually (synchronous) ~30 minutes	Attend closing meeting virtually (synchronous) ~30 minutes		Attend closing meeting virtually (synchronous) ~30 minutes	Attend closing meeting virtually (synchronous) ~30 minutes
Up to 30 minutes	Diversified Arts	Diversified Arts		Diversified Arts	Diversified Arts

Grade 1					
Plan B - In-Building and Distance Learning					
Two cohorts of students: Mon/Tues and Thurs/Fri					
	Monday	Tuesday	Wednesday	Thursday	Friday
Two Day In-building Cohort <i>(This is for the M/T cohort. Flip it for the TH/F Cohort. Wednesday remains the same)</i> *Content areas are taught through pre-recorded lessons and viewed on home days. When kids are at school, we are reinforcing and meeting with face to face small groups and 1 on 1 with kids. ** M/T cohort views pre-recorded lessons the week prior on W/Th/F. -- Th/F cohort views lessons on M/T/W so they are ready for Th/F.	Morning Meeting ~ 30 mins/day Snack ~ 15 mins Math ~ 40 mins/day Literacy ~ 60 mins/day Read Aloud ~ 20 mins/day Social/Emotional integrated specific lessons ~20 mins/day Technology integrated specific lessons ~20 mins/day Lunch ~20 mins/day Social/Community time ~ 60 mins/day	Morning Meeting ~ 30 mins/day Snack ~ 15 mins Math ~ 40 mins/day Literacy ~ 60 mins/day Read Aloud ~ 20 mins/day Social/Emotional integrated specific lessons ~20 mins/day Technology integrated specific lessons ~20 mins/day Lunch ~20 mins/day Social/Community time ~ 60 mins/day	Virtual Office Hour for Families Access Pre-recorded lessons viewed from home ~ 10 mins per content area Reading Writing Math Independent practice ~ 20 per content area from above videos Reading Writing Math Science/SS ~ 30 mins Access Second Step/DA on this day via. Pre-recorded videos ~ 30 mins	Tune into Morning Meeting ~ 30 mins Access Pre-recorded lessons viewed from home ~ 10 mins per content area Reading Writing Math Independent practice ~ 20 per content area from above videos Reading Writing Math DA ~ 30 minutes/day Tune into Closing Circle ~ 30 mins	Tune into Morning Meeting ~ 30 mins Access Pre-recorded lessons viewed from home ~ 10 mins per content area Reading Writing Math Independent practice ~ 20 per content area from above videos Reading Writing Math DA ~ 30 minutes/day Tune into Closing Circle ~ 30 mins

	DA~ 30 minutes/day	DA~ 30 minutes/day			
Plan C- All Distance Learning Scenario All students participate in distance learning.					
Total Time Each Day ~ 2 hours, 10 mins	Monday	Tuesday	Wednesday	Thursday	Friday
	Morning Meeting ~20 minutes Reading Mini-lesson ~10 minutes Writing Mini-lesson ~10 minutes Math Lesson ~10 minutes Small Group instruction 1:1 instruction Read Aloud ~20 minutes DA ~20 minutes Closing Circle ~20 minutes	Morning Meeting ~20 minutes Reading Mini-lesson ~10 minutes Writing Mini-lesson ~10 minutes Math Lesson ~10 minutes Small Group instruction 1:1 instruction Read Aloud ~20 minutes DA ~20 minutes Closing Circle ~20 minutes	Virtual Office Hour for Families Reading Mini-lesson ~10 minutes Writing Mini-lesson ~10 minutes Math Lesson ~10 minutes Small Group instruction 1:1 instruction Read Aloud ~20 minutes	Morning Meeting ~20 minutes Reading Mini-lesson ~10 minutes Writing Mini-lesson ~10 minutes Math Lesson ~10 minutes Small Group instruction 1:1 instruction Read Aloud ~20 minutes DA ~20 minutes Closing Circle ~20 minutes	Morning Meeting ~20 minutes Reading Mini-lesson ~10 minutes Writing Mini-lesson ~10 minutes Math Lesson ~10 minutes Small Group instruction 1:1 instruction Read Aloud ~20 minutes DA ~20 minutes Closing Circle ~20 minutes
Plan D - Self-Selected Distance Learning Scenario For families who 'opt in' to Distance Learning					
Total Time Each Day ~ 2 hours, 30 mins	Monday	Tuesday	Wednesday	Thursday	Friday
	Attend morning meeting virtually (synchronous) ~ 30 mins DA records ONE lesson per grade level or per	Attend morning meeting virtually (synchronous) ~ 30 mins DA records ONE lesson per grade level or per	Virtual Office Hour for Families DA records ONE lesson per grade level or per	Attend morning meeting virtually (synchronous) ~ 30 mins DA records ONE lesson per grade	Attend morning meeting virtually (synchronous) ~ 30 mins DA records ONE lesson per grade level or per school

	<p>school each week to provide distance learners with a DA experience.</p> <p>Access Pre-recorded lessons viewed from home ~ 10 mins per content area Writing Math</p> <p>Independent practice ~ 20 per content area from above videos Writing Math</p> <p>Attend closing meeting virtually (synchronous) ~ 30 mins</p>	<p>school each week to provide distance learners with a DA experience.</p> <p>Access Pre-recorded lessons viewed from home ~ 10 mins per content area Reading Math</p> <p>Independent practice ~ 20 per content area from above videos Reading Math</p> <p>Attend closing meeting virtually (synchronous) ~ 30 mins</p>	<p>school each week to provide distance learners with a DA experience.</p> <p>Access Pre-recorded lessons viewed from home ~ 10 mins per content area Writing</p> <p>Independent practice ~ 20 per content area from above videos Writing</p> <p>Science/SS ~ 30 mins</p> <p>Access 2nd Step via. Pre-recorded videos ~ 30 mins</p>	<p>level or per school each week to provide distance learners with a DA experience.</p> <p>Access Pre-recorded lessons viewed from home ~ 10 mins per content area Reading Writing</p> <p>Independent practice ~ 20 per content area from above videos Reading Writing</p> <p>Attend closing meeting virtually (synchronous) ~ 30 mins</p>	<p>each week to provide distance learners with a DA experience.</p> <p>Access Pre-recorded lessons viewed from home ~ 10 mins per content area Reading Math</p> <p>Independent practice ~ 20 per content area from above videos Reading Math</p> <p>Attend closing meeting virtually (synchronous) ~ 30 mins</p>
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Multiage					
Plan B - In-Building and Distance Learning					
Two cohorts of students: Mon/Tues and Thurs/Fri					
Two Day In-Building Cohort	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>In Building Morning Meeting ~ 30 mins</p> <p>Math ~ 30 mins</p> <p>Literacy ~ 60 mins</p> <p>Read Aloud ~ 20 mins</p>	<p>In Building Morning Meeting ~ 30 mins</p> <p>Math ~ 30 mins</p> <p>Literacy ~ 60 mins</p> <p>Read Aloud ~ 20 mins</p>	<p>Virtual Office Hour for Families</p> <p>Enrichment and Independent Practice for students (LEAP, Science, SS)</p>	<p>Students At Home: Tune into Morning Meeting - 30 minutes</p> <p>Access Pre-recorded lessons viewed from home ~ 10 mins per content area Reading Writing</p>	<p>Students At Home: Tune into Morning Meeting - 30 minutes</p> <p>Access Pre-recorded lessons viewed from home ~ 10 mins per content area Reading Writing</p>

Two Day In-Building Cohort

(This is for the M/T cohort. Flip it for the TH/F Cohort. Wednesday remains the same)

	Social/Emotional Connections/ Choice Time/Outdoor Explore ~45 mins DA ~ 30 minutes Closing Meeting ~ 30 mins	Social/Emotional Connections/ Choice Time/Outdoor Explore ~45 mins DA ~ 30 minutes Closing Meeting ~ 30 mins		Math Independent practice ~ 20 per content area from above videos Reading Writing Math DA ~ 30 minutes Attend closing meeting virtually (synchronous) ~ 30 mins	Math Independent practice ~ 20 per content area from above videos Reading Writing Math DA ~ 30 minutes Attend closing meeting virtually (synchronous) ~ 30 mins
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Plan C - All Distance Learning Scenario

All students participate in distance learning.

Total Time Each Day ~ 3 hours, 40 mins	Monday	Tuesday	Wednesday	Thursday	Friday
30 minutes	Attending morning meeting	Attending morning meeting	Virtual Office Hour for Families Engaging asynchronously in science/ss activities Diversified Arts	Attending morning meeting	Attending morning meeting
up to 30 minutes/day	Asynchronously watching pre-recorded mini-lessons	Asynchronously watching pre-recorded mini-lessons		Asynchronously watching pre-recorded mini-lessons	Asynchronously watching pre-recorded mini-lessons
up to 60 minutes/day <i>(Learning activities might be: read to self, writing, math activities/games, play phonics game learned during small group time, etc...)</i>	Asynchronously engaging in learning activities related to mini-lessons	Asynchronously engaging in learning activities related to mini-lessons		Asynchronously engaging in learning activities related to mini-lessons	Asynchronously engaging in learning activities related to mini-lessons
up to 20 minutes - 2x per week	Mon OR Tu: Meeting with their teacher in small group/1:1			Th OR Fri: Meeting with their teacher in small group/1:1	
20-30 minutes	Attending closing meeting	Attending closing meeting		Attending closing meeting	Attending closing meeting
up to 30 minutes	Diversified Arts	Diversified Arts		Diversified Arts	Diversified Arts
Up to 90 minutes	Lunch/Outdoor break	Lunch/Outdoor Break		Lunch/Outdoor Break	Lunch/Outdoor Break

Plan D - Self-Selected Distance Learning Scenario

For families who 'opt in' to Distance Learning

	Monday	Tuesday	Wednesday	Thursday	Friday
Total Time Each Day ~ 2 hours, 45 mins	<p>Attend morning meeting virtually (synchronous) ~ 30 mins</p> <p>Access 2x per week Pre-recorded lessons viewed from home ~ 10 mins per content area Reading Writing Math</p> <p>Independent practice ~ 20 per content area from above videos Reading Writing Math</p> <p>DA - 30 minutes</p> <p>Attend closing meeting virtually (synchronous) ~ 30 mins</p>	<p>Attend morning meeting virtually (synchronous) ~ 30 mins</p> <p>Access 2x per week Pre-recorded lessons viewed from home ~ 10 mins per content area Reading Writing Math</p> <p>Independent practice ~ 20 per content area from above videos Reading Writing Math</p> <p>DA - 30 minutes</p> <p>Attend closing meeting virtually (synchronous) ~ 30 mins</p>	<p>Virtual Office Hour for Families</p> <p>Enrichment and Independent Practice for students (LEAP, Science, SS)</p> <p>Conference (small groups/1:1) with teacher</p>	<p>Attend morning meeting virtually (synchronous) ~ 30 mins</p> <p>Access 2 x per week Pre-recorded lessons viewed from home ~ 10 mins per content area Reading Writing Math</p> <p>Independent practice ~ 20 per content area from above videos Reading Writing Math</p> <p>DA - 30 minutes</p> <p>Attend closing meeting virtually (synchronous) ~ 30 mins</p>	<p>Attend morning meeting virtually (synchronous) ~ 30 mins</p> <p>Access 2x per week Pre-recorded lessons viewed from home ~ 10 mins per content area Reading Writing Math</p> <p>Independent practice ~ 20 per content area from above videos Reading Writing Math</p> <p>DA - 30 minutes</p> <p>Attend closing meeting virtually (synchronous) ~ 30 mins</p>

Grade 2					
Plan B - In-Building and Distance Learning Two cohorts of students: Mon/Tues and Thurs/Fri					
	Monday	Tuesday	Wednesday	Thursday	Friday
Two Day In-Building Cohort <i>(This is for the M/T cohort. Flip it for the TH/F Cohort. Wednesday remains the same)</i>	30 minutes morning meeting 60 minutes math 30 minutes community building activities 30 minutes DA 60 minutes literacy 20 minutes read aloud 30 minutes closing meeting community building activities	30 minutes morning meeting 60 minutes math 30 minutes community building activities 30 minutes DA 60 minutes literacy 20 minutes read aloud 30 minutes closing meeting community building activities	Virtual Office Hour for Families Pre recorded lessons and videos for science/social studies/LEAP/Choice board Planning, video taping, and prep work	30 minutes morning meeting 60 minutes math 30 minutes community building activities 30 minutes DA 60 minutes literacy 20 minutes read aloud 30 minutes closing meeting community building activities	30 minutes morning meeting 60 minutes math 30 minutes community building activities 30 minutes DA 60 minutes literacy 20 minutes read aloud 30 minutes closing meeting community building activities
Plan C - All Distance Learning Scenario All students participate in distance learning.					
Total Time Each Day ~ 2 hours, 45 mins	Monday	Tuesday	Wednesday	Thursday	Friday
	DA 30 minutes Morning meeting 30 minutes 30 minutes mini-lessons	DA 30 minutes Morning meeting 30 minutes 30 minutes mini-lessons	Virtual Office Hour for Families Prep, Planning, and videotaping	DA 30 minutes Morning meeting 30 minutes 30 minutes mini-lessons	DA 30 minutes Morning meeting 30 minutes 30 minutes mini-lessons

	60 minutes meeting with small groups or 1:1 Lunch /Movement Break 90 minutes 60 minutes meeting in small groups or 1:1 Closing Meeting 30 minutes	60-90 minutes meeting with small groups or 1:1 Lunch /Movement Break 90 minutes 60 minutes meeting in small groups or 1:1 Closing Meeting 30 minutes		60 minutes meeting with small groups or 1:1 Lunch /Movement Break 90 minutes 60 minutes meeting in small groups or 1:1 Closing Meeting 30 minutes	60 minutes meeting with small groups or 1:1 Lunch /Movement Break 90 minutes 60 minutes meeting in small groups or 1:1 Closing Meeting 30 minutes
Plan D - Self-Selected Distance Learning Scenario For families who 'opt in' to Distance Learning					
Total Time Each Day ~ 2 hours, 45 mins	Monday	Tuesday	Wednesday	Thursday	Friday

	DA 30 minutes	DA 30 minutes	Virtual Office Hour for Families	DA 30 minutes	DA 30 minutes
	Morning meeting 30 minutes	Morning meeting 30 minutes	Prep, Planning, and videotaping	Morning meeting 30 minutes	Morning meeting 30 minutes
	30 minutes mini-lessons	30 minutes mini-lessons		30 minutes min- lessons	30 minutes mini-lessons
	60 minutes meeting with small groups or 1:1	60-90 minutes meeting with small groups or 1:1		60 minutes meeting with small groups or 1:1	60 minutes meeting with small groups or 1:1
	Lunch /Movement Break 90 minutes	Lunch /Movement Break 90 minutes		Lunch /Movement Break 90 minutes	Lunch /Movement Break 90 minutes
	60 minutes meeting in small groups or 1:1	60 minutes meeting in small groups or 1:1		60 minutes meeting in small groups or 1:1	60 minutes meeting in small groups or 1:1
	Closing Meeting 30 minutes	Closing Meeting 30 minutes		Closing Meeting 30 minutes	Closing Meeting 30 minutes

PreK - Grade 2 Considerations (not a comprehensive list):

- Times are placeholders and it's expected that they will be adjusted/aligned as necessary and depending on the circumstances
- Support for pushing out school start date, if possible, in order to set staff and families up for success with learning platform and programming models
- Special Education programming needs to be incorporated once overall programming model is clear; need to keep Least Restrictive Environment (LRE) and IEP requirements at the forefront and at the same time consider potential instructional cohorts
- Social Emotional Learning will be a priority
- 'Opt-In' Distance Learning compared to Distance Learning For All Students - ensure continuity and consistency
- 'Opt-In' Distance Learning Family Commitment - date(s) certain and longer term?
- Developing Cohort Groups - Students / Staff - post-family survey to determine enrollments / will need consistent K-8 procedures
- Hybrid Model - potential challenges for teachers when programming for both In-building/distance learning - developing cohort models for staff
- DA - potentially working with targeted cohort groups / grade levels and rotating / budget question - intention is to limit contact groups

- Substitutes - need to consider options
- Staff are open to the idea of phasing in highly scheduled work over the first six weeks (earlier focus soc/em, platform training for students and families, etc...)
- Teachers - Contractual Obligations (planning / adjusted schedules-evenings? / etc...)
- Wednesday Schedule - will add more details once programming model is approved
- Recording during In-building Scenario- feasibility and privacy issues - clarity will be essential for synchronous and asynchronous instruction
- Kate Furbish School Building Access (immediate / during all distance learning?)
- Transportation - TBD
- Role of LEAP - TBD
- PPE in classrooms (e.g., plexiglass shields / furniture) - a number of needs @ KFS
- Materials (manipulatives / books - back and home) - will require expenditure of some budget monies

Harriet Beecher Stowe School

Grades 3-5						
Plan B - In-Building and Distance Learning Two cohorts of students: Mon/Tues and Thurs/Fri						
	Monday	Tuesday	Wednesday	Thursday	Friday	
Based upon Mon/Tue Cohort and Thur/Fri Cohort	-30 min morning meeting (synchronous)	-30 min morning meeting (synchronous)	Family office hours	-30 min morning meeting (synchronous)	-30 min morning meeting (synchronous)	
	-60 min math	-60 min math	Pre-recorded lessons and videos. Menu format.	-60 min math	-60 min math	
	-60 min literacy	-60 min literacy		-60 min literacy	-60 min literacy	
	-20 min read aloud (synchronous)	-20 min read aloud (synchronous)	Deep cleaning of school.	-20 min read aloud (synchronous)	-20 min read aloud (synchronous)	
	-40 min DA	-40 min DA	Teacher PD, prep, collaboration to ensure alignment of scope and sequence between hybrid/distance	-40 min DA	-40 min DA	
	-60 min lunch/recess	-60 min lunch/recess		-60 min lunch/recess	-60 min lunch/recess	
	-40 min content (Science/S. Studies)	-40 min content (Science/S. Studies)		-40 min content (Science/S. Studies)	-40 min content (Science/S. Studies)	
	-30 min closing meeting (synchronous)	-30 min closing meeting (synchronous)		-30 min closing meeting (synchronous)	-30 min closing meeting (synchronous)	
<ul style="list-style-type: none"> - Art/Music/PE each cohort would have access to DA virtually once a week. - Library would see all cohorts weekly in a virtual format. - Notes below on special populations. 						

Grades 3-5						
Plan D - Self-Selected Distance Learning Scenario For families who 'opt in' to Distance Learning						
		Monday	Tuesday	Wednesday	Thursday	Friday
Combination of	30 min	Morning Meeting (synchronous)	Morning Meeting (synchronous)	Family office hours	Morning Meeting (synchronous)	Morning Meeting (synchronous)

synchronous and asynchronous learning opportunities where students are both consuming information but also creating understanding (We have a need to know how many students would do full distance so that teachers/staffing adjustments can be made in a timely manner))	Pre-recorded lessons and videos. Menu format.		
	Up to 60 min/day	Watching pre-recorded lessons (asynchronous)	Watching pre-recorded lessons (asynchronous)	Teacher PD, prep, collaboration to ensure alignment between hybrid/distance scope and sequence.	Watching pre-recorded lessons (asynchronous)	Watching pre-recorded lessons (asynchronous)
	Up to 75 min/day	Learning Activities based on recorded lessons	Learning Activities based on recorded lessons		Learning Activities based on recorded lessons	Learning Activities based on recorded lessons
	Up to 30 min 2-3 times per week	Meeting with teacher in small group virtual format (synchronous)	Meeting with teacher in small group virtual format (synchronous)		Meeting with teacher in small group virtual format (synchronous)	Meeting with teacher in small group virtual format (synchronous)
	40 min	DA	DA		DA	DA
	20 min	Closing Meeting (synchronous)	Closing Meeting (synchronous)		Closing Meeting (synchronous)	Closing Meeting (synchronous)
<ul style="list-style-type: none">- Learning Activities could include: reading on own, producing writing in Google,online games or activities that connect to topic, creation of materials related to topic, math games, etc...- Common software platforms to expect- IXL math, RAZ kids, BrainPop, NewsELA, Mystery Science, Google Classroom						

Social/ Emotional Learning (RTI-B/ Guidance)

- Similar to how ESOL works with some being face to face and some being tele-therapy style. Guidance video lessons uploaded by grade level for access in Google Classroom when students are in distance setting.

Diversified Arts

- Goal to ensure equitable access to DAs and still have students access in-building (Wednesdays there would always be an asynchronous grade level DA opportunity in Google Suite). DA rotation on an every other week basis. Art, Music, Library and Physical Education Teachers picture themselves as facilitators to create projects that are calming, soothing, creative with a play based virtual model appropriate for this grade level learner. Project based learning would be hands on with all materials provided to the student; so that they can explore to produce something and be productive in an innovative manner.

Brunswick Junior High School

BJHS Plan B - In-Building and Distance Learning

Two cohorts of students: Mon/Tues and Thurs/Fri

	Monday	Tuesday	Wed.	Thursday	Friday
Two Day In-Building Cohort <i>(This is for the M/T cohort. Flip it for the TH/F Cohort. Wednesday remains the same)</i> *Students will be grouped in pods of 12 and will remain with that group at all times. Core teachers will provide synchronous learning opportunities to each pod, and each pod will be paired with three teachers to facilitate the learning. *Students will have in-building learning opportunities for two core subjects for three weeks, and then the core subjects taught while students are in the building switch with those taught through distance learning. *In-building blocks are approximately 70 minutes; at-home blocks are approximately 45 minutes with office hours available later in the day.	In-building learning: Advisory Block 1: Core 1 Block 2: Core 2 Block 3: DST Lunch Block 4: Distance Learning Support Block 5: SEL and Advisory	In-building learning: Advisory Block 1: Core 1 Block 2: Core 2 Block 3: DST Lunch Block 4: Distance Learning Support Block 5: SEL and Advisory	At-home learning: Asynchronous learning opportunities One on one interventions Family connections Professional development for teachers	At-home learning: Advisory Block 1: Core 3 Block 2: Core 4 Block 3: DST AND/OR Block 4: DST Block 5: Office Hours	At-home learning: Advisory Block 1: Core 3 Block 2: Core 4 Block 3: DST AND/OR Block 4: DST Block 5: Office Hours

BJHS Plans C+D Distance Learning Scenario					
	Monday	Tuesday	Wed.	Thursday	Friday
<p>This plan is for students participating in 100% at-home distance learning and will also be used if the entire school enters 100% distance learning.</p> <p>*Each block will have specific start and end times.</p> <p>*Students will participate in a 45-minute synchronous learning opportunity followed by time to practice learning before transitioning to the next block.</p> <p>*Students may have an open block during the day depending upon elective enrollment.</p>	<p>At-home learning:</p> <p>Advisory</p> <p>Block 1: Core 1</p> <p>Block 2: Core 2</p> <p>Block 3: DST or Distance Learning Support</p> <p>Block 4: DST or Distance Learning Support</p> <p>Block 5: SEL</p>	<p>At-home learning:</p> <p>Advisory</p> <p>Block 1: Core 1</p> <p>Block 2: Core 2</p> <p>Block 3: DST or Distance Learning Support</p> <p>Block 4: DST or Distance Learning Support</p> <p>Block 5: SEL</p>	<p>At-home learning:</p> <p>Asynchronous learning opportunities</p> <p>One on one interventions</p> <p>Family connections</p> <p>Professional development for teachers</p>	<p>At-home learning:</p> <p>Advisory</p> <p>Block 1: Core 3</p> <p>Block 2: Core 4</p> <p>Block 3: DST or Distance Learning Support</p> <p>Block 4: DST or Distance Learning Support</p> <p>Block 5: Office Hours</p>	<p>At-home learning:</p> <p>Advisory</p> <p>Block 1: Core 3</p> <p>Block 2: Core 4</p> <p>Block 3: DST or Distance Learning Support</p> <p>Block 4: DST or Distance Learning Support</p> <p>Block 5: Office Hours</p>

Brunswick High School**BHS Plan B**

Three groups of students:

Group 1, 2, 3 one day of in-building instruction/week, 4 days of distance learning at home

Group 4 opted in for 5 days of distance learning at home.

Distance learning will be a combination of synchronous (live) & asynchronous learning.

ORANGE WEEK	Monday	Tuesday	Wed.	Thursday	Friday
8:00 - 8:45 Period 1/2	Group 1 In-building Group 2, 3 & 4 Synchronous Learning	All Distance Group 1, 2, 3 & 4 Synchronous Learning	Group 2 In-building Group 3, 4 & 5 Synchronous Learning	All Distance Group 1, 2, 3 & 4 FLEX Synchronous Learning	Group 3 In-building Group 2, 4 & 5 Synchronous Learning
9:00 - 9:45 Period 3/4	Group 1 In-building Group 2, 3 & 4 Synchronous Learning	All Distance Group 1, 2, 3, 4 Synchronous Learning	Group 2 In-building Group 3, 4 & 5 Synchronous Learning	All Distance Group 1, 2, 3 & 4 Asynchronous Learning	Group 3 In-building Group 2, 4 & 5 Synchronous Learning
10:00 - 10:45 Period 5/6	Group 1 In-building Group 2, 3 & 4 Synchronous Learning	All Distance Group 1, 2, 3, 4 Synchronous Learning	Group 2 In-building Group 3, 4 & 5 Synchronous Learning	All Distance Group 1, 2, 3 & 4 Asynchronous Learning	Group 3 In-building Group 2, 4 & 5 Synchronous Learning
11:00 - 11:45 Period 7/8	Group 1 In-building Group 2, 3 & 4 Synchronous Learning	All Distance Group 1, 2, 3, 4 Synchronous Learning	Group 2 In-building Group 3, 4 & 5 Synchronous Learning	All Distance Group 1, 2, 3 & 4 Asynchronous Learning	Group 3 In-building Group 2, 4 & 5 Synchronous Learning
11:45	Dismissal Bag Lunch Available	Dismissal Bag Lunch Available	Dismissal Bag Lunch Available	Dismissal	Dismissal Bag Lunch Available
12:00 1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 - 2:00	Distance Learning/ Virtual Extra Help	Distance Learning/ Virtual Extra Help	Distance Learning/ Virtual Extra Help	Group 1, 2, 3 & 4 Asynchronous Learning	Distance Learning/ Virtual Extra Help

BHS Sample Plan C & D Scenario

Distance learning will be a combination of synchronous (live) & asynchronous learning.

	Monday Orange	Tuesday Black	Wed. Orange	Thursday Black	Friday Orange
8:00 - 8:45 Period 1/2	Period 1/2 Synchronous Learning	Period 1/2 Synchronous Learning	Period 1/2 Synchronous Learning	Period 1/2 Synchronous Learning	Period 1/2 Synchronous Learning
9:00 - 9:45 Period 3/4	Period 3/4 Synchronous Learning	Period 3/4 Synchronous Learning	Period 3/4 Synchronous Learning	Period 3/4 Synchronous Learning	Period 3/4 Synchronous Learning
10:00 - 10:45 Period 5/6	Period 5/6 Synchronous Learning	Period 5/6 Synchronous Learning	Period 5/6 Synchronous Learning	Period 5/6 Synchronous Learning	Period 5/6 Synchronous Learning
11:00 - 11:45 Period 7/8	Period 7/8 Synchronous Learning	Period 7/8 Synchronous Learning	Period 7/8 Synchronous Learning	Period 7/8 Synchronous Learning	Period 7/8 Synchronous Learning
11:45 - 12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 - 2:00	Asynchronous Learning/ Virtual Extra Help	Asynchronous Learning/ Virtual Extra Help	Asynchronous Learning/ Virtual Extra Help	Asynchronous Learning/ Virtual Extra Help	Asynchronous Learning/ Virtual Extra Help

Brunswick School Department Supports & Services

Child Care

The Brunswick School Department will be working with child care providers to create child care options for families and children of BSD employees. All financials and logistics of before/after care and additional full day care will be managed by individual providers.

Social & Emotional Programming

- Social emotional programming will be included in programming PreK-12
- Students and families will be provided with a list of health supports available
- Students, families and staff will have the opportunity to engage in discussions and training to support health and well being.

The pandemic has had an economic impact on our community. Supports are available and we encourage you to reach out to the district office with questions.

- To access free and reduced breakfast lunch information [click here](#).
- For social and emotional support please contact school counselors.
- If your family is experiencing homelessness, you may be eligible for support and protection required under the McKinney-Vento Act. [Click here](#) for more information.

Frequently asked questions:

1. Do any of the plans for reopening completely eliminate risk?

- Health and safety of students and staff were the primary factors used when developing plans. All plans have been designed to mitigate risk (health, social and emotional well being, academic progress) but none of the plans completely eliminate all health risks to students and staff.

2. What if my student refuses or is not able to wear a mask (or proper face covering)?

- Students who refuse or are not able to wear a mask will need to partake in distance learning. If there are extenuating circumstances, situations will be reviewed by medical personnel and administration on a case by case basis.
- We realize that there will be a learning curve for students - programming will involve teaching how and why face coverings are necessary.
- Outdoor mask breaks will be built into programming.

3. Is Brunswick a one-to-one device district?

- Brunswick is not presently a one-to-one device district, but we will be sure that all students who need a device have access to one.

- Plans include ordering additional devices and technology equipment to support distance learning. There is currently a delay on orders nationwide and delivery dates for equipment stretch beyond the opening of school.

4. How will students' learning be impacted?

- Each of the proposed models will provide students with high quality academic, social and emotional programming.
- Some students struggled to engage with distance learning - this continues to be a concern and we have built in additional check ins and follow up for students who do not engage in learning opportunities.
- Teachers have been engaged in and will continue to take part in professional development to support distance learning.
- All students and staff will use consistent learning platforms. Grade levels PreK-2 will use Seesaw and grade levels 3-12 will use Google classroom.
- All synchronous learning and virtual check ins will be done using Google Meets.

5. Are families able to choose whether to pursue distance learning or potential in-building programming?

- Families will be permitted to choose if they want to send their student(s) for in-building instruction or pursue distance learning. Families that opt for distance learning need to commit to at least the December 2020 break, wherein options may be reevaluated.

6. How will the cohort/groups be developed?

- Cohort/groups will be developed at the building level by administration. Requests to be in a particular cohort will not be considered.

7. What about if I have more than one student and we plan to send them for In-building instruction - will they be put in the same cohort?

- Siblings will be placed in the same cohort whenever possible. If there are extenuating circumstances there will be a discussion with the family.

8. Why do we need to have multiple different possible scenarios for school?

- It is likely that COVID-19 cases will increase/decrease at different times of the year. By having different possibilities for school we will be able to adapt whenever necessary to ensure the safety of our students and staff while also limiting the educational impact on students.

9. If a student or staff member displays symptoms, what should they do?

- See below Health Office COVID Procedures.

10. If a student or staff member becomes ill with COVID-19, when can they return to school?

- See below Health Office COVID Procedures.

Answers Pending:

11. What if a member of our family travels outside of the state or country? Will this impact our student's ability to attend school for In-building instruction?

12. Will there be food delivered for families who pursue the distance education option? If so, what will the locations be for drop off?

13. What is happening with athletics?

**Brunswick School Department
2020-21 Programming
Health Office COVID Procedures**

1. All students and staff must complete the symptom screening checklist before going to school.
2. Students and staff with COVID-related symptoms must stay home.
3. Symptoms include: fever, shortness of breath, cough, chills, muscle pain, sore throat, new loss of taste or smell, nausea or vomiting, stomach pain, diarrhea, headache, fatigue, rash, congestion/runny nose, swelling or redness of hands and feet, and red eyes/eye drainage.
4. If a student develops any COVID-related symptoms while at school, the classroom teacher will notify the nurse. The nurse will go to the classroom, assess the situation, and bring the student or staff member to the health office for assessment
5. If a student has COVID symptoms, he or she will be placed in an isolation room. The parent will be contacted and instructed to come to the school immediately to pick up the student. The nurse will advise the parent to contact the student's health care provider.
6. If a staff member develops any COVID-related symptoms while at school, he or she will consult with the nurse and be sent home or to his or her health care provider.
7. The student or staff member will need to stay home until:
 - a. He or she self-quarantines per the time specified by the CDC (currently 14 days);
 - b. He or she returns with a health care provider's note stating that the COVID symptoms are attributed to another diagnosis; or
 - c. He or she returns with a health care provider's note stating he or she has subsequently tested negative for COVID.
8. The school will NOT contact parents of a student if another student or a staff member in his or her classroom is sent home with COVID symptoms.
9. The CDC will contact parents or a staff member if a student or staff member in his or her classroom tests positive AND contact tracing is done AND it is determined that the student needs to self-quarantine or get tested.
10. Siblings of students who have COVID symptoms will not need to go home. Siblings of students who test COVID positive will likely need to self-quarantine.

11. Parents of students with complex medical conditions should consult with the student's health care provider(s) to determine whether the student should continue a distance learning program or receive home instruction even after school opens.

**Brunswick School Department
2020-21 Programming
Transportation COVID Procedures
DRAFT**

1. All students and staff must complete the symptom screening checklist before boarding the bus or going to school.
2. Students and staff with COVID-related symptoms must stay home.
3. Symptoms include: fever, shortness of breath, cough, chills, muscle pain, sore throat, new loss of taste or smell, nausea or vomiting, stomach pain, diarrhea, headache, fatigue, rash, congestion/runny nose, swelling or redness of hands and feet, and red eyes/eye drainage.
4. Students must wash their hands before going to the bus stop.
5. Students should be supervised by an adult at the bus stops. Students and adults must wear a mask and practice 6 foot social distancing while at the bus stop. Students will line up for the bus with six foot social distancing and wait their turn to enter the bus.
6. Students will use hand sanitizer upon entering the bus and will wear a mask at all times.
7. All drivers and district personnel will wear masks.
8. Those entering the bus first will be seated at the back of the bus and will fill in from back to front. Students will sit in socially distanced seats which have been marked. Pre-K students will be buckled into the child safety restraint system which is in the front on the bus.
9. Students will socially distance while on the bus. No food or drink will be consumed on the bus. To enhance ventilation, windows and roof vents will remain open as weather permits.
10. When unloading the bus at school, home or daycare, students will exit the bus one seat at a time from front to the back while maintaining social distancing. At the school, pre-K students will be unbuckled and exit the bus first. Students will use hand sanitizer before exiting the bus.

11. Staff entering the bus must wear a mask, use the hand sanitizer and provide name and contact information to the driver.