

MIE School Reopening Plans

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MIE School Reopening Plans

Plan A - Green

Return to School

Tribal leadership has granted permission and restrictions have been lifted by the Maine Department of Education (MDOE) and Center for Disease Control (CDC), and all students and staff can safely return to school with some additional sanitization and healthy practices in place to prevent the spread of the disease.

Plan B - Yellow

Hybrid Instruction

Tribal leadership and Maine Department of Education ([Framework for Returning to Classroom Instruction](#)) and Center for Disease Control ([Considerations for Schools](#)) have determined that some face to face instruction can occur, but only in ways that allow us to maintain 6-foot social distancing at all times. This scenario would require that we only have 50% of our student population in our schools at any given time.

Plan C - Red

Remote Instruction

Tribal leadership or the MDOE and the CDC have determined that infection rates of COVID-19 and concern for community spread continue to be a serious concern. In this case, we will NOT have children in our schools. We will begin the new school year in an entirely virtual environment.

MIE Operational Approach for 2020-21

	Plan A	Plan B	Plan C
	In-Person Instruction in MIE Schools All students in the building everyday	In-Person Instruction in MIE School Building with Social Distancing—Hybrid Model	Full-Time Online Instruction
Schedule	<p>All Grade Levels: Five full days of instruction in person at school each week.</p> <p>Students will be engaged in both direct/interactive instruction (synchronous) and independent (asynchronous) learning every day.</p>	<p>All Grade Levels: At least two full days of instruction in person at school each week. More in-person instruction is possible based on the number of students who choose full-time virtual or if community health conditions and guidance change.</p> <p>Students will be engaged in both direct/interactive instruction (synchronous) and independent (asynchronous) learning on the days they are not in the school building.</p>	<p>All Grade Levels: Four days of direct/interactive instruction (synchronous) per week and one day of independent learning (asynchronous) per week.</p> <p>Students receive approximately 2.5 - 3.5 hours per day of direct/interactive instruction (synchronous). Students also receive specialized instruction, as needed, such as special education services. The amount of special education service will be determined by IEP teams. Considerations will be given to individualized student needs.</p>
Courses	<ol style="list-style-type: none"> All courses required by the Maine Learning Results standards of learning are offered. General classroom instruction at all levels will feature whole group, small group, and individual support. Specialized and small group instruction will be provided, as appropriate, such as special education services required by the Individualized Education Program (IEP) for students with disabilities. Small group instruction will be provided to address individual student needs. 	<ol style="list-style-type: none"> All courses required by the Maine Learning Results standards of learning are offered. General classroom instruction at all levels will feature whole group, small group, and individual support. Specialized and small group instruction will be provided, as appropriate, such as special education services required by the Individualized Education Program (IEP) for students with disabilities. Small group instruction will be provided to address individual student needs. 	<ol style="list-style-type: none"> All courses required by the Maine Learning Results standards of learning are offered. General classroom instruction at all levels will feature whole group, small group, and individual support. Specialized and small group instruction will be provided, as appropriate, such as special education services required by the Individualized Education Program (IEP) for students with disabilities. Small group instruction will be provided to address individual student needs.
Food Services	Meals will be available during the week.	Meals will be available during the week. Grab and go meals will be available on days that students are not in school.	Meals will be available during the week. Grab and go meals will be available for students that are not in school
Transportation	Transportation will be available	Transportation will be available.	Not applicable

Health Protocols	Staff will guide students on health and safety protocols, following Centers for Disease Control (CDC) guidelines. All staff and students have the option to wear face coverings in accordance with CDC guidelines. Schools will provide masks to students unable to provide their own. Three feet of social distancing will be maintained whenever possible.	Staff will guide students on health and safety protocols, following Centers for Disease Control (CDC) guidelines. All staff and students must wear face coverings in accordance with CDC guidelines. Schools will provide masks to students unable to provide their own. Six feet of social distancing will be maintained whenever possible.	Not applicable
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Lessons Learned From Spring 2020

The impact of the school closures on student achievement and well-being has been studied by various organizations around the world. Building a reopening plan that takes into account common lessons learned within MIE and beyond will help create an infrastructure aligned to student, family, and staff needs. Documenting the successes and missteps in the spring 2020 distance learning implementation will inform decisions and planning for the reopening of schools in the fall 2020. Six key areas of learning have been documented from analysis of our own experiences and review of recent articles and studies.

Instructional Model

Consistent implementation of a school-wide instructional schedule and learning platform is needed to promote equity. All MIE schools will utilize Google Classroom for an online platform. Google Classroom will be used as a starting point for all remote learning activities.

More synchronous student learning (live, interactive learning) is preferred. Increased access to live teaching experiences is needed to reduce the family burden to support student learning. Increased social emotional learning (SEL) opportunities are needed in a virtual environment.

Equity Concerns

Technology and connectivity must be provided by the school to ensure that all students can participate equitably in online instruction. School plans must account for the disproportionate health and economic impact of COVID-19 on certain communities, including how this affects students' ability to equitably participate in online learning, potentially widening achievement gaps. MIE did provide all students with devices and Internet access, if needed, in the spring, but we are evaluating devices and providers to ensure equitable access for all learners.

Communication

Opportunities for two-way conversations with all stakeholders is vitally important when generating plans and monitoring implementation. Frequent and consistent messaging from the schools are needed, with safeguards to ensure communication reaches all families. Verbal interpretations and written translations must be available for all families who require them. MIE schools will utilize the School Messenger Communication System to send messages to stakeholders. Families need to update the school with the most recent contact information and “opt in” to the service. Return to school success stories will be shared with stakeholders through newsletters, news releases, and media outlets.

Instructional Practices

Staff need dedicated time to plan and work in collaborative teams. Ongoing professional development is needed to strengthen virtual teaching strategies. Digital citizenship concepts and skills should be integrated into lessons. Consistent inclusion of “specials” classes in school and is needed to support the whole child. Grading policies should be carefully crafted to appropriately motivate student engagement.

Technology and Infrastructure

Timely distribution of laptops and hotspot devices must be further strengthened to support student access to online instruction. Learning platforms (Google Classroom) and Zoom/Meet video conferencing must be able to support consistent access by MIE students and staff. Students must have secure ways to access synchronous learning. Honoring students’ individuality while maintaining security is critical, such as by reflecting preferred names within digital platforms.

Staff

Staff experienced challenges with having access to childcare in order to meet the expectations of virtual instruction and telework. Administrators, teachers, and staff should receive sustained professional development on a range of crisis-related issues, self-care, and productivity tools.

MIE must ensure that all staff have consistent access to internet connectivity so they may effectively support students, families, and the school system.

State Guidance on Reopening

Maine DOE Determinations will be based on the following two factors:

1. Maine Counties' Risk of COVID-19 Spread for Schools

To inform local school administrative unit (SAU) decisions about whether and how to bring students back into the classroom, Maine Department of Health and Human Services (DHHS) and Center for Disease Control and Prevention (Maine CDC) have developed a system to categorize counties. This categorization is based on a holistic assessment of quantitative and qualitative information. It includes, but is not limited to, recent data on case rates, positivity rates, and syndromic data (e.g., symptoms of influenza or COVID-19).

- Categorization as “**red**” suggests that the county has a high risk of COVID-19 spread and that in-person instruction should not be conducted.
- Categorization as “**yellow**” suggests that the county has an elevated risk of COVID-19 spread and that hybrid instruction models should be adopted.
- Categorization as “**green**” suggests that the county has a relatively low COVID-19 risk and that in-person instruction can be adopted – although a SAU may opt for hybrid instruction if its buildings or readiness make adhering to the Required Health and Safety Measures for All Schools a challenge.

These recommendations are advisory. Given the large and varied nature of counties in Maine, SAUs within a county may adopt a reopening policy that differs from this county-based categorization of COVID-19 risk. Maine DHHS and Maine CDC will not review SAU-specific plans.

This categorization system is solely for the purpose of informing decisions regarding pre-K to adult public education. It is calibrated to the related actions for schools. For example, the categorization of a county as yellow for hybrid learning in schools may not necessitate the closure of other establishments, such as restaurants and hair salons, and it is targeted to provide guidance for unique circumstances of schools.

2. School capacity for implementing the following health and safety requirements:

The following health and safety measures are required for schools to open safely, according to Maine DHHS/CDC guidance. These requirements apply in all risk levels, including “Green” designation.

Required Health and Safety Measures for All Schools

Symptom Screening Before Coming to School

- Students (parents/caregivers) and staff members must conduct [self-checks for symptoms](#) prior to boarding buses or entering school buildings each day. Schools should provide information to families in their primary language to support them in conducting this check.
- Any student showing symptoms must call the school to report their symptoms and not be present at school.
- Schools must provide clear and accessible directions to parents/caregivers and students for reporting symptoms and absences.

Physical Distancing and Facilities

- Adults must maintain 6 feet of distance from others to the extent possible. Maintaining 3 feet of distance is acceptable between and among students when combined with the other measures outlined in this list of safety requirements.
- 6 feet of physical distancing is required for students while eating breakfast and lunch, as students will be unable to wear masks at that time.
- A “medical isolation room” must be designated for students/staff who exhibit COVID-19 symptoms during the school day.

- Schools should evaluate their existing ventilation capabilities and ensure that they are maximizing their current capacity. Adequate ventilation is required for classrooms, with schools having flexibility in implementation such as using properly working ventilation systems or outdoor air exchange using fans in open windows or doors.
- Groups in any one area, room, or classroom must not exceed the Governor’s gathering size limits. (Tribal guidance on reopening takes precedence.)

Masks/Face Coverings

- Adults, including educators and staff, are required to wear a mask/face covering.
- Students age two and above are required to [wear a mask/face covering](#) that covers their nose and mouth.
- Masks/face coverings must be worn by all students on the bus.
- Face shields may be an alternative for those students with medical, behavioral, or other challenges who are unable to wear masks/face coverings. The same applies to staff with medical or other health reasons for being unable to wear face coverings. Face shields worn in place of a face covering must extend below the chin and back to the ears.

Hand Hygiene

- All students and staff in a school must receive training in proper hand hygiene.
- All students and staff must wash hands or use sanitizing gel upon entering the school, before and after eating, before and after donning or removing a face mask, after using the restroom, before and after use of playgrounds and shared equipment, and upon entering and exiting a school bus.

Personal Protective Equipment

- Additional safety precautions are required for school nurses and/or any staff supporting students in close proximity, when distance is not possible, or when student require physical assistance. These precautions must at a minimum include eye protection (e.g., face shield or goggles) and a mask/face covering.
- Classrooms and/or areas that have been used by an individual diagnosed with COVID-19 must be closed off until thorough cleaning and sanitization takes place.

Return to School after Illness

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

Health Mitigation Strategies for Reopening

Maine’s reopening plans are based on CDC guidelines for ensuring safe and healthy learning and working environments. MIE is actively collaborating with the CDC and IHS to determine criteria and guidelines for school operations in 2020-21. Together, we have outlined critical health mitigation strategies, outlined in the COVID-19 Response for MIE Schools.

Adherence to Tribal and State Guidance

All decisions about how schools reopen—as well as decisions about any future closures—are informed by the most recent local health data in partnership with Tribal Leadership, Indian Health Service (IHS), and the CDC.

Protecting Students and Staff Who Need Extra Precautions

The CDC has defined certain students and staff who need extra precautions against infection. MIE will provide a full-time online option for students and teachers. This option is available for students and teachers who have a medically documented need for extra precautions due to medical risk and others who are concerned about potential risk. Flexible telework assignments are available for non-teaching staff, including those with higher health risk. The screening, health, and safety measures that follow will offer further precautions for vulnerable students and staff.

Health Screening

MIE will implement daily health screening practices for students, staff, and visitors. MIE is partnering with IHS to develop and refine protocols for daily screening, reporting, and

monitoring for 2020-21. A public information campaign will be utilized to reinforce the importance of staying home for any individual who is sick. Staff will be required to complete daily self-reporting to verify they are asymptomatic when reporting to the worksite. Students will be screened upon arrival. Students that have a temperature of 100.4 will go to a staging area for additional screening. Please refer to the [MIE Student Health and Safety Guidance Document](#).

Health and Safety Measures

The CDC has highlighted specific mitigating strategies to reduce risk of COVID-19 infection and transmission.

Healthy Hygiene Practices

Routine healthy hygiene practices are a foundational measure to protect against COVID-19 and other illnesses. MIE hand washing guidelines indicate that students should wash hands for at least 20 seconds after blowing their nose, coughing, or sneezing; before eating, and upon entering classrooms. Breaks will be provided for hand washing. If soap and water are not readily available, sanitizer that contains at least 60 percent alcohol will be provided.

Face Coverings

All staff, visitors, and students will wear face coverings while inside MIE facilities and while using MIE provided transportation. Face coverings may be cloth or disposable and will be provided for individuals who are unable to provide their own. Staff will provide directions to students regarding times during the school day when masks will not be worn such as during snack/lunch times and during mask breaks.

Personal Protective Equipment (PPE)

Additional protective equipment including face shields, gloves, and gowns will be provided, as appropriate, for settings that require close human contact, such as for staff providing certain supports for students with disabilities.

Intensified Cleaning and Disinfection

Cleaning and disinfection measures will ensure the physical spaces, equipment, and materials students and staff come into contact with remain safe. Daily sanitizing will be implemented for high touch areas (doorknobs, handles, fixtures, etc.) with a medical grade sanitizing solution. Restrooms will be monitored and cleaned more frequently throughout the day. Outside cleaning services will be contracted, as needed.

Social Distancing Practices

MIE staff will employ social distancing strategies to increase spacing between individuals, including adjusted seating arrangements for school buses and classrooms and posted signs to remind staff and students of 6-foot social distancing. Staff will maintain small groups by having students eat meals in classrooms whenever possible. Additionally, staff will use strategies to minimize mixing between groups whenever possible. Specific practices will be customized for each school and may include designating building entrances by grade level, mapping traffic patterns through the school, and scheduling student and staff groupings to be as static as possible.

Ongoing Monitoring Practices

MIE will regularly communicate and monitor developments with Indian Health Services authorities regarding cases, exposures, hospitalizations, and any other relevant metrics that may require a change in school operations. In the event of an elevated number of cases in local health data or in the event of presumed or confirmed cases directly impacting schools or central office, MIE will collaborate with IHS and the CDC authorities to implement all necessary health and safety protocols. This could include short-term closure of one or more MIE facilities until health officials deem it safe to reopen. More information on preparations for future closures may be found in this plan.

Return to School Enrollment Options:

Maine Indian Education is planning to reopen schools in September. While it is our goal to have all students back at school for in-person instruction in the fall, we recognize that it may be necessary to start the year using a hybrid or remote learning model, because health and safety recommendations require smaller group sizes and a greater degree of physical distancing. We will need to be flexible as circumstances change.

MIE schools have three plans for the fall: returning to in-person instruction (with health and safety guidelines in place) for all students where there is low risk of the Covid-19 ; a “hybrid” instruction plan; and a remote instruction plan. The goal of a hybrid education model is to reduce the numbers of students and staff in one place at the same time when there is a moderate risk of transmission of Covid-19. The goal of a fully remote plan is to mitigate the impact when community health metrics indicate a high level of risk. If there is a resurgence of the COVID-19 virus that requires a closure of schools, MIE is prepared to provide all students with online distance learning.

MIE schools will consult with Tribal leadership, the BIE, and Maine Department of Education to determine when it is safe to return to in-person instruction.

While our county may be listed in the “**green**,” we will decide locally the safest method to conduct learning. While full in-person instruction is the goal, we have varied plans to ensure the safety of our students, staff, and community. In the event that we cannot offer full in-class instruction, we have two other options for teaching and learning.

- **Full-time online instruction OR**
- **In-person instruction with social distancing in our school buildings.**

We encourage families to choose their option based on health and safety concerns. Both options will meet all state standards of learning and graduation requirements.

Details on Two Instruction Options

	Full-Time Online Instruction	In-Person Instruction in MIE School Building with Social Distancing
Schedule	<p>All Grade Levels: Four days of direct/interactive instruction (synchronous) per week and one day of independent learning (asynchronous) per week.</p> <p>Students receive approximately 2.5 - 3.5 hours per day of direct/interactive instruction (synchronous). Students also receive specialized instruction, as needed, such as special education services. The amount of special education service will be determined by IEP teams. Considerations will be given to individualized student needs.</p>	<p>All Grade Levels: At least two full days of instruction in person at school each week. More in-person instruction is possible based on the number of students who choose full-time virtual or if community health conditions and guidance change.</p> <p>Students will be engaged in both direct/interactive instruction (synchronous) and independent (asynchronous) learning on the days they are not in the school building.</p>
Courses	<ol style="list-style-type: none"> 1. All courses required by the Maine Learning Results standards of learning are offered. 2. General classroom instruction at all levels will feature whole group, small group, and individual support. 3. Specialized and small group instruction will be provided, as appropriate, such as special education services required by the Individualized Education Program (IEP) for students with disabilities. Small group instruction will be provided to address individual student needs. 	<ol style="list-style-type: none"> 1. All courses required by the Maine Learning Results standards of learning are offered. 2. General classroom instruction at all levels will feature whole group, small group, and individual support. 3. Specialized and small group instruction will be provided, as appropriate, such as special education services required by the Individualized Education Program (IEP) for students with disabilities. Small group instruction will be provided to address individual student needs.
Food Services	Meals will be available during the week. Grab and go meals will be available on days that students are not in school	Meals will be available during the week.
Transportation	Not applicable	Transportation will be available.
Health Protocols	Not applicable	Staff will guide students on health and safety protocols, following Centers for Disease Control (CDC) guidelines. All staff and students must wear face coverings in accordance with MDOE requirements and CDC guidelines. Schools will provide masks to students unable to provide their own. Six feet of social distancing will be maintained whenever possible.

Elements Present in All Reopening Models

Some elements will support continuity of learning across MIE for students instructed under any operational model.

Technology and Connectivity

Every MIE student will have access to a personally assigned MIE-provided device for use at home and at school. These devices will support learning in-person and online. Additionally, MIE has purchased additional HotSpot devices for distribution to families, when reliable home internet access is not available.

Assessment

The focus for student assessments will help staff identify students' learning needs and plan for upcoming instruction. This includes use of measures for analysis of learning loss that can be attributed to extended school closures. Resources and professional development will be provided for staff to support effective and appropriate assessment practices in an online learning environment, including limitations tied to test security in some cases.

Curriculum:

Instructional schedules will provide significantly more student-teacher interactions for all students than in spring 2020. Additionally, attendance and grading will be required for both the full-time online and in-person operating models, ensuring shared accountability for learning.

Digital Resources

Whether learning takes place primarily in an online environment or face-to-face, expanded digital resources will ensure students have consistent access to high quality learning tools. Staff will continue to receive training and support in applying blended learning strategies, which involve a mix of teacher-directed and self-directed learning. Expanded digital reading materials and intervention supports will enable students to benefit from supplemental learning tools beyond what their teachers provide on a daily basis.

Social Emotional Learning and Mental Health

The direct and indirect impacts of the global COVID-19 pandemic are expected to have a lasting effect on students and staff. MIE will reinforce and enhance curriculum and supports focused on social-emotional learning, relationship-building, and successful transitions to new schools, classrooms, and environments, whether in-person or through distance learning.

Counseling staff will provide mental health support and resources, including group or individual counseling and consultation for students and families, as needed.

Intervention Services

All learners will continue to require flexible and responsive support for their academic, behavioral, and wellness needs. Classroom teachers and support staff will receive professional development to plan and implement a multi-tiered system of supports (MTSS) reaching across synchronous and asynchronous instruction, in-person and online. Academic supports will provide focus and review of essential standards through whole-group and small-group instruction (Tier 1) and individual student intervention (Tiers 2 and 3). Schools will leverage resources and tools for systematic data collection, ongoing progress monitoring, and timely intervention. Support staff and resource teachers, including school counselors, psychologists, and social workers, will work flexibly across the school to address student needs.

Supports for Special Populations

Students with disabilities and English Language Learners will be given special consideration to ensure appropriate instruction while complying with federal and state requirements.

Students with Disabilities

Special education services for students with disabilities will include increased time for synchronous instruction and explicit expectations for greater consistency. Instructional delivery will be designed to ensure the least restrictive environment (LRE) as required by their IEP. As needed based on IEP goals, this will include in-person specialized instruction. Students will continue to receive access to instructional materials for use at home, as needed, including

assistive technology tools. When necessary, virtual meetings will be used to convene special education procedural meetings, such as reevaluation, eligibility, IEP teams, etc.

English Learners (ELs)

ESL services for English learners will include a defined minimum time allocation for English language development (ELD) instruction within the student's schedule, with opportunities for extended instructional time provided to recently arrived ELs, students with limited or interrupted formal education (SLIFE), and ELs identified for interventions. Formative ELD assessments will be administered to assist monitoring of student progress in development of reading, writing, listening, and speaking skills. Bilingual services will be available to support students' social-emotional needs and academic advising. Family outreach and education will be provided to support families' understanding of distance learning models and how to support their children's learning.

In-Person Instruction With Social Distancing -Hybrid Learning

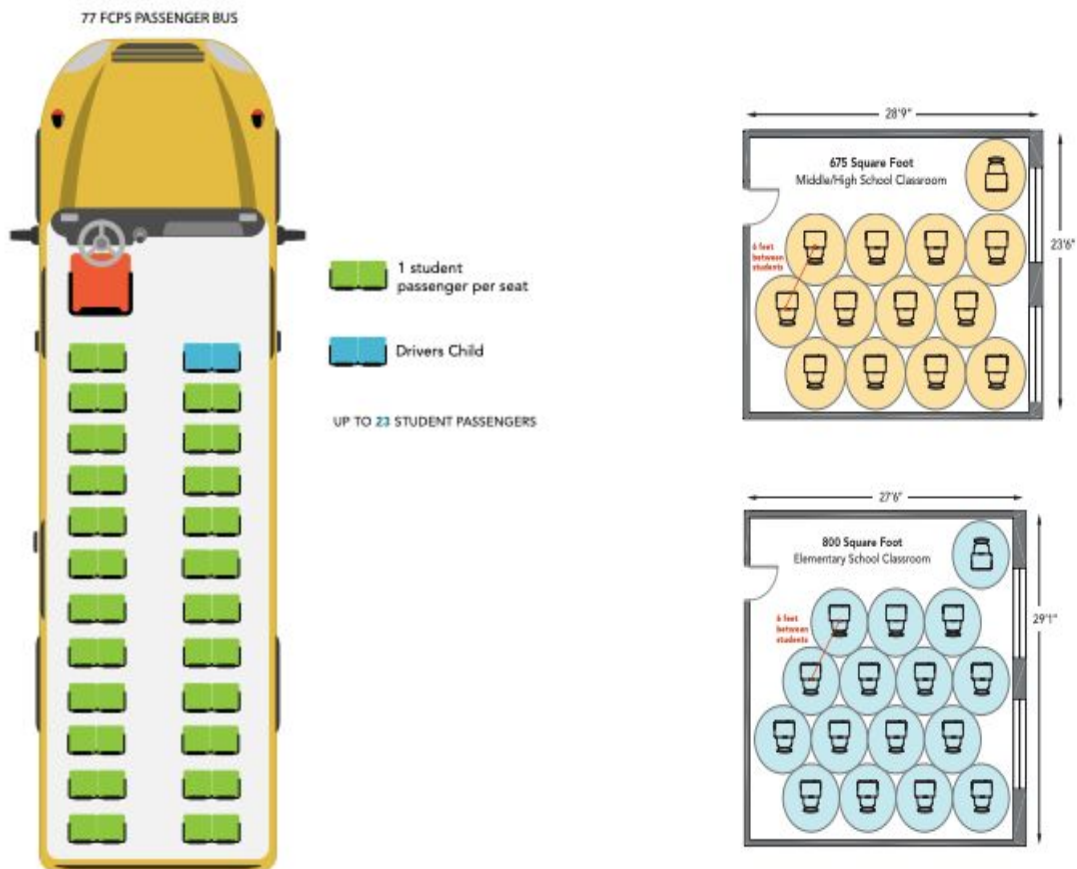
The Reopening Schools Plan offers families the option of in-person instruction in MIE school buildings with social distancing protocols, per the current CDC and IHS guidance. In this model, students attend classes at their school a minimum of two days per week, with additional days offered as feasible based on health and safety guidelines. Students are automatically enrolled for in-person instruction unless parents/guardians indicate, by August 21st, that their child(ren) will be participating in remote learning.

Social Distancing

MIE building access is limited in accordance with health and safety guidelines. Six-foot separation is maintained whenever possible for both staff and students, and efforts are in place to limit mixing groups of students. Buses enact new capacity limits and seating guidelines, per health and safety expectations.

Health Protocols

Health monitoring protocols are implemented in accordance with CDC and IHS guidance. A daily health screening form will be administered upon arrival each day. Buildings undergo daily sanitizing for high-touch areas (doorknobs, handles, etc.) using a medical grade solution. At times, contracted cleaning services may be used to meet high needs. Schools collaborate with IHS and CDC to rapidly and appropriately respond to any outbreaks in the community or school and to implement all necessary health and safety protocols.



Schedules

To ensure students and staff can meet physical distancing requirements, instructional delivery under this model requires a reduced schedule of in-person learning. Students participate in virtual learning on days when they are not present in a school building. This structure involves a

rotating day schedule for in-person and virtual instruction with groups of students attending at their school on assigned days each week. The schedule below illustrates how it might look to serve half of the students at the school on Mondays and Wednesdays and Tuesdays and Thursdays.

Weekly Schedule for Hybrid Learning

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1 In School	Group 1 Online at Home	Group 1 In School	Group 1 Online at Home	Student Independent work or teacher -directed intervention and support Teacher Planning and Professional Development
Group 2 Online at Home	Group 2 In School	Group 2 Online at Home	Group 2 In School	Student Independent work or teacher -directed intervention and support Teacher Planning and Professional Development

All classes with direct instruction will be presented in-person and over Zoom/Meet. Students who are not attending in-person on any given day—except Friday— are required to participate in synchronous learning from home. Each classroom will set times when students need to be present in class or online. Classrooms may also assign independent online learning, using digital curriculum resources and instructional tasks assigned by their teachers. Students are assigned to Group 1 or Group 2. Children within the same household will be assigned to the same group.. Schools will adjust student group assignments, as necessary, to accommodate special programs. All Students access independent, asynchronous learning each Friday. Certain students are identified to receive additional intervention or specialized instruction on Friday morning to meet their program needs, such as IEP goals. Depending on the level of risk in Maine according to public health data at the time school reopens, the number of students served each day may vary.

Capacity limitations may require decisions to prioritize in-person instruction for the highest needs populations, such as students with disabilities, English learners, and primary grade students. On the other hand, if a substantial number of families opt for full-time online instruction, students choosing in-person learning may be able to be served at the school more than twice per week. Decisions schedules at each school and adjustments to the percentage of the student population attending a school each day will be finalized as school leadership processes additional stakeholder feedback on implications for students, families, and staff. Individual schedules for in-person rotations at the school will be finalized and communicated, as family enrollment forms are collected and processed.

Full-Time Online Instruction-Remote Learning

The Reopening Schools Plan offers families the option of a full-time online instruction as a replacement to in-person instruction within MIE school buildings. Family decisions to participate in this model are made based primarily on concerns about the potential for virus exposure with attendance at a school site. This option is available for any family with the commitment to continue full-time online instruction. The remote learning experience for students will look different than it did during the spring of 2020. The major changes for 2020-2021 include more time in synchronous learning, online attendance, grading of assignments and assessments. If health conditions improve that would allow MIE to resume in-person instruction for all students, the team will reassess its operating status and any additional options for families at that time.

Purpose

Parent/guardian and staff surveys confirm what most of us intuitively understand: remote instruction is hard, some teachers don't feel comfortable or effective in the model, and parents/guardians express concern regarding academic growth and a loss of connection with peers and adults. We know that each student will have a unique experience that differs from their siblings or friends. It is important to establish norms so that parents/guardians, students, and teachers-- all partners in a remote instruction environment--understand what can be reasonably expected.

Family Commitments

Families are asked to communicate their intent to participate in the full time online remote learning model by August 21st. (Families will be receiving a form by August 10th to indicate whether their child(ren) will be participating in remote learning or in-person learning.) If families select full time online learning, they should be prepared to support their children's active participation in all online learning activities. They will need to ensure their children have adequate space, materials, and technology access for their daily online instruction, requesting school assistance to provide a laptop and internet service, as needed. Families will need to be ready to follow the established daily learning schedule and will need to work with school staff to arrange for their children to participate in standardized assessments and other mandated educational activities.

Schedules

This model involves four days per week of teacher-directed/synchronous instruction (Monday through Thursday and one day per week of independent online learning (Friday). Certain students may be identified to receive additional intervention or specialized instruction on Friday to meet their program needs, such as IEP goals. Schedules for online instruction will be finalized and communicated, as family enrollment forms are collected and processed. MIE staff provide approximately 2.5-3.5 hours per day of direct, synchronous instruction (whole group, small group, and individual). MIE staff will also provide specialized instruction, as needed, such as ESL, special education services, and to address individual student needs. The amount of special education service will be determined by IEP teams. Consideration will be given to individualized student needs. Students will have opportunities to participate in choice activities each day to practice skills and extend their learning away from a computer screen.

Monday	Tuesday	Wednesday	Thursday	Friday
Online Direct Instruction	Online Direct Instruction	Online Direct Instruction	Online Direct Instruction	Student independent work or teacher-directed intervention and support.

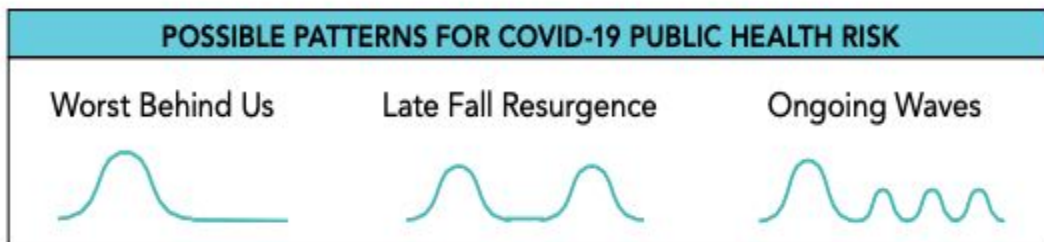
Curriculum

All programming provided will be based on the standards in Maine’s Learning Results. Families should recognize that full-time online instruction may not be able to support some specialized programs and program offerings that would otherwise be available to enhance student options and experiences. MIE will expand online programming to fulfill all state requirements and will adjust traditional service models for special education and ESL to accommodate the full-time virtual learning environment. Curriculum includes instruction in language arts, mathematics, science, social studies, art, culture, and physical education, and language and culture programming. Teachers will utilize textbooks, workbooks, online courseware and digital curriculum resources along with synchronous direct instruction and support as needed.

Preparing for Future School Closures

Changes in public health data could necessitate rapid adjustments to the schools’ operational approach at any time in the 2020-21 school year. Students, families, and staff participating in in-person instruction with social distancing in MIE buildings should be prepared for the potential of building closure on short notice. School leaders will communicate promptly to staff, students, and families in the event that local health conditions warrant school closure or a change in instructional delivery. In the event of closure, MIE will implement an emergency model of full-time online instruction for all students. Experts studying health trends for COVID-19 and past pandemics recognize that there is the potential for a range of shifts in public health risk as we move toward eventual stability. As we begin to ease social distancing, we work from an assumption that the worst is behind us. However, analysis of historical data and trends from other areas of the world experiencing COVID-19 suggest the likelihood that we will see a resurgence in cases. This resurgence could take the form of a spike, possibly in late fall when flu season also prompts more COVID-19 transmissions. Another variation could bring recurring

waves across many months until a vaccine is developed, reflecting loss of stamina for strict health and social distancing precautions.



Source: EAB Interviews and Analysis

Safety Protocols

During a health closure of an MIE school, no students would be allowed in school buildings for instruction. Staff would access buildings for critical purposes, as permitted within tribal guidelines. In rare circumstances when a necessary specialized service cannot be provided remotely, individual students may be permitted into a MIE facility by appointment and with strict mitigation strategies in place.

Instructional Practice

In the event of shutdown, all instruction for the affected schools would be delivered online through enhanced distance learning practices. These virtual practices would reflect lessons learned from spring 2020 and would include expanded digital curriculum resources, as well as additional staff training. MIE’s ongoing expansion of technology, connectivity, and blended learning strategies across grade levels and curricular areas will ensure MIE students are able to access high-quality, rigorous instruction even in the event of a school closure. MIE staff will continue to expand upon effective virtual learning strategies and provide professional development and family resources in order to prepare for a possible transition to online learning.

Schedules

Class schedules in an emergency online learning approach will mirror schedules used for students whose families requested full-time online instruction. See the sample full-time online instruction schedule illustrated in the prior section. In full-time online instruction, students will

receive four days per week of teacher-directed/synchronous instruction and one day per week of independent/asynchronous learning.

Additional Considerations for Reopening

As MIE prepares for reopening schools, we recognize that there are additional considerations that must be addressed to ensure students, families, and staff are well supported in the upcoming transitions.

Supports for Staff

One goal of the MIE Reopening Schools Plan is to ensure that all staff—instructional, operational, and administrative—have the resources to feel safe and comfortable returning to the workplace. Elements of this staff support model include the following.

Flexible Work and Leave Options

Provide updated resources and procedures, including: support accessing emergency leave, Families First Coronavirus Response Act (FFCRA), and other related benefits; and Use of the CDC health inventory, as it pertains to employees who may need an accommodation. Teacher requests for full-time online instruction will be tiered based on the individual teacher's documented medical need, or a documented family medical need.

Personal Protective Equipment

Ensure staff have the necessary personal protective resources, as appropriate for their risk exposure, such as masks, gloves, gowns, face shields, etc.

Health and Wellness

Provide staff with support and resources to address any personal health and wellness needs.

Professional Development

Provide staff with the information, guidance, and professional learning necessary to support virtual instructional practices, health, and safety.

Childcare deadline

MIE employees with children attending MIE schools, may request four days of instruction in school for their children. Eligible staff directly serve students in MIE schools. This includes teachers, instructional assistants, administrators, custodians, cafeteria workers, bus drivers, and support staff.

Supports for Families

Another goal of the MIE Reopening Schools Plan is to ensure that all families have the tools, resources, and supports necessary to feel safe and comfortable as their children return to school. Elements of this family support model include the following. Flexible Schooling Options Provide families the opportunity to choose full-time online instruction or in-person instruction with social distancing in MIE school buildings (when current circumstances allow). Caregivers are encouraged to make choices based on health and safety concerns. If no preference is received for a student by the deadline, the student will automatically be enrolled for in-person instruction.

Food Services

Continue to provide meal services to students unable to attend school in person.

Language Services

Provide written translations of documents and communications in the most frequently spoken home languages in MIE, and provide oral interpretation for any family who needs this service.

Training and Support

Provide resources and training to help caregivers understand their roles in supporting students' academic success.

Technology Support

Provide an online help desk to support students and caregivers with computer troubleshooting.