April 6, 2020

To the Sanford School Community,

While the concept of distance learning is simple, its practice is not. For hundreds of years, students successfully attended class in brick and mortar buildings, absorbing lessons from teachers sitting just a few feet away. Distance learning separates students from their peers and their teachers and temporarily moves the delivery of education into kitchens and living rooms. Adjusted expectations are necessary for students, staff and families. Standard definitions for grades and attendance require modification. In a word, distance learning is different.

The Distance Learning Plan that follows addresses Sanford students, first by grade level and then by program. It is a fluid document, constantly under review and changing as new challenges arise. Its intent, however, does not waiver. The Sanford School Department is committed to:

- Maintaining a sense of connectedness for students and staff
- Supporting students, staff and families who are learning an entirely new way of working
- Providing continuity of instruction via “distance learning” for ALL students
- Ensuring the continued health and well-being of students and staff

Distance learning does not replace the classroom experience and there will be challenges. As educators, we are prioritizing what students need to focus on educationally while trying to find the proper balance so stakeholders are not overwhelmed and learning can continue. It is important as a community to support and encourage each other and to understand that everyone is doing the best they can. We appreciate you and all of your efforts.

Matt Nelson, Superintendent of Schools
Sanford Distance Learning Plan

Grades K-4

Daily Schedule: Monday - Thursday

- Total time not to exceed 2 hours per day
- Morning Meeting: daily
- Math: 15 - 30 minutes daily
- Reading: 15 - 30 minutes daily (embedded Social Studies)
- Writing: 15 - 30 minutes daily
- Science: 15 - 30 minutes weekly

Daily Schedule: Friday

- Total time not to exceed 2 hours per day
- Complete any unfinished work from the week
- Participate in library, health and PE, art, and music activities

Student Expectations:

- Attend morning meeting sessions daily
- Communicate with teacher(s) regularly
- Give best effort and turn in assigned work

Staff Expectations:

- Establish flexible daily office hours between 8 am and 2 pm
- Hold daily morning meeting sessions via video technology (at least 2 "live" sessions)
- Provide students weekly learning goals as determined at grade level meetings
- Provide assignments to students
- Provide formative feedback to students on work submitted
- Collaborate weekly with grade-level colleagues via Zoom regarding learning goals and instruction
- Maintain contact with students; notify administrators of unreachable students

Family Expectations:

- Support your child’s learning
- Establish a daily routine that suits your family’s needs
- Communicate questions and concerns with your child’s teacher
- Enjoy your family
- Practice patience

Attendance/Grading:

- Attendance required during morning meetings and class participation throughout the day; contact teacher(s) when unable to attend
- Grades suspended during remote learning; feedback provided only on completed work
Sanford Distance Learning Plan

Grades 5-8

Daily Schedule: Monday - Friday
- Total time not to exceed 2 to 3 hours per day
- Literacy: 30 minutes
- Math: 30 minutes daily
- Science: 20-25 minutes daily
- Social Studies or JMG: 20-25 minutes daily
- Once a week: 30 minutes per PE, Art, STEM, and Music

Student Expectations:
- Check in with teachers daily
- Communicate with teachers, including content and allied arts teachers regularly using Zoom, email, and Google platform
- Complete assignments within a 5 day window
- Give best effort and turn in assigned work

Staff Expectations
- Establish flexible office hours between the hours of 8:00 am - 2:00 pm
- Provide students weekly learning goals and new instruction
- Provide students weekly assignments
- Provide formative feedback to students on work submitted
- Collaborate weekly with grade-level colleagues via Zoom regarding learning goals and instruction
- Maintain contact with students; notify administrators of unreachable students

Family Expectations
- Support your child’s learning
- Establish a daily routine that suits your family’s needs
- Communicate questions and concerns with your child’s teacher
- Enjoy your family
- Practice patience

Grading/Attendance
- Pass or NEE (Not enough evidence) grades to be issued based on participation and work submitted
- Attendance to be determined on a daily basis
Sanford Distance Learning Plan

Grades 9-12

Daily Schedule: Monday - Friday
- Total time not to exceed 4 hours per day with the exception of AP and Honors classes
- Establish a daily routine to address your learning needs and course schedule

Student Expectations
- Engage in each assigned course
- Establish a daily routine to address learning needs
- Check in with teachers daily using Zoom, email, and Google Classroom
- Communicate with teacher(s) when questions arise
- Give best effort and turn in assigned work

Staff Expectations
- Establish flexible office hours and provide this information to students
- Be available 8:00 am to 2:00 pm for Zoom meetings, instructional support and emails
- Provide students weekly learning goals and new instruction
- Provide students weekly assignments and due dates
  - Extend 5 day grace period to students with extenuating circumstances
- Provide formative feedback to students on work submitted
- Attend weekly departmental Zoom meetings regarding learning goals and instruction
- Maintain contact with students at least every 3 days by phone or email; notify administrators of unreachable students

Family Expectations
- Support your child’s learning
- Communicate questions and concerns with your child’s teacher
- Monitor your child’s progress via the Infinite Campus portal.

Attendance/Grading:
- Attendance to be determined weekly as Present, Inconsistent or Absent
  - Present: Student contacts individual teachers at least twice during week via Zoom meeting, Google Hangout, an email, or submitted work.
  - Inconsistent: Student contacts individual teachers once during week via Zoom meeting, Google Hangout, an email or submitted work; teacher reaches out to parents if student is falling behind
  - Absent: Student fails to make contact with teacher; teacher reaches out to parents
- SHS/SRTC standard grading practices including number grades for assignments and assessments remain in place
Sanford Distance Learning Plan
Sanford Regional Technical Center

Daily Schedule
- Total time not to exceed 2 hours a day
- Establish a daily routine to address your learning needs and program expectations.

Student Expectations
- Engage in each assigned course
- Establish a daily routine to address learning needs
- Check in with teachers daily using Zoom, email, and Google Classroom
- Communicate with teacher(s) when questions arise
- Give best effort and turn in assigned work

Staff Expectations
- Establish flexible office hours and provide this information to students
- Be available 8:00 am to 2:00 pm for Zoom meetings, instructional support and emails
- Provide students weekly learning goals and new instruction
- Provide students weekly assignments and due dates
  - Extend 5 day grace period to students with extenuating circumstances
- Provide formative feedback to students on work submitted
- Attend weekly staff Zoom meetings
- Maintain contact with students at least every 3 days by phone or email; notify administrators of unreachable students

Family Expectations
- Support your child’s learning
- Communicate questions and concerns with your child’s teacher
- Monitor your child’s progress via the Infinite Campus portal.

Attendance/Grading:
- Attendance to be determined weekly as Present, Inconsistent or Absent
  - Present: Student contacts individual teachers at least twice during week via Zoom meeting, Google Hangout, an email, or submitted work.
  - Inconsistent: Student contacts individual teachers once during week via Zoom meeting, Google Hangout, an email or submitted work; teacher reaches out to parents if student is falling behind
  - Absent: Student fails to make contact with teacher; teacher reaches out to parents
- SHS/SRTC standard grading practices including number grades for assignments and assessments remain in place
Distance learning for special education students poses unique challenges. Since we are unable to individualize and deliver instruction normally, our primary focus is the health and wellbeing of our students. Listed below are modifications surrounding the delivery of instruction and services:

1. **Regular Instruction**: As appropriate, special education students will follow the same distance-learning model provided in regular education instruction.

2. **Specialized Instruction**: Instruction may include packets of materials, phone calls and video conferencing. The unique learning needs of some special education students may prove difficult to meet; special education staff will be extra vigilant, seeking creative ways to support students with unique needs as well as their families during distance learning.

3. **Related Services**: Occupational therapists, speech therapists, physical therapists and social workers will communicate and provide services to special education students as appropriate, using a variety of virtual platforms (Google Classroom, Zoom, Doxy, etc.) Service providers will work directly with families to establish services based on the individual needs and goals of each student.

4. **Modifications and Accommodations**: All established modifications and accommodations remain in place for students. Families should contact the student’s case manager immediately if additional modifications or accommodations appear necessary.

5. **IEP Meetings**: IEP meetings due prior to April 16, 2020 will be held virtually; your child’s IEP Coordinator will contact you regarding the process. IEP meetings due post April 16, 2020 will be scheduled after distance learning ends.

6. **Referrals**: Special education personnel will continue to receive and review referrals for special education services. They may reach out to parents to discuss the suspected area of disability and next steps. Evaluations, observations and IEP’s to determine eligibility will be scheduled after distance-learning ends.
Sanford Distance Learning Plan
Support Services

School Counselors & Social Workers

In these uncertain times, children may experience a wide range of emotions. Adjusting to a new schedule, social distancing, and staying at home may increase anxiety and stress in your child. Staff will continue to provide resources for students to support our district-wide focus on social-emotional learning. School counselors and social workers will reach out to families of students they regularly work with and will also remain available to all students. If your child is in need of support, please contact your child’s school counselor by email.

Should your child experience a mental health crisis while our schools are closed, we encourage you to utilize the following community resources:
For mental health emergencies: Crisis Hotline (1 888 568 1112)
For learning how to access resources: 211 Maine (211)
For domestic violence-related support: Caring Unlimited (1-800-239-7298)
For emergencies: Call 911

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<th>School</th>
<th>School Counselor</th>
<th>Social Worker</th>
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<tr>
<td>Bridge</td>
<td>CR Huntley</td>
<td>Aisha Naimey</td>
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<tr>
<td>457-1413</td>
<td><a href="mailto:chuntley@sanford.org">chuntley@sanford.org</a></td>
<td><a href="mailto:anaimey@sanford.org">anaimey@sanford.org</a></td>
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<tr>
<td>Carl J. Lamb</td>
<td>Jen Scremin</td>
<td>Devon Garabedian</td>
</tr>
<tr>
<td>324-8481</td>
<td><a href="mailto:jscremin@sanford.org">jscremin@sanford.org</a></td>
<td><a href="mailto:dgarabedian@sanford.org">dgarabedian@sanford.org</a></td>
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<tr>
<td>Lafayette School</td>
<td>Leah Marks (Outreach)</td>
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<tr>
<td>324-4160</td>
<td><a href="mailto:lmarks@sanford.org">lmarks@sanford.org</a></td>
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<tr>
<td>Sanford High School</td>
<td>Beth Letourneau</td>
<td>Gayle Fallon</td>
</tr>
<tr>
<td>324-4050</td>
<td><a href="mailto:bletourneau@sanford.org">bletourneau@sanford.org</a></td>
<td><a href="mailto:gfallon@sanford.org">gfallon@sanford.org</a></td>
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<tr>
<td></td>
<td>Paul Santamore</td>
<td>Brent Coleman (Outreach)</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:psantamore@sanford.org">psantamore@sanford.org</a></td>
<td><a href="mailto:bcoleman@sanford.org">bcoleman@sanford.org</a></td>
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<tr>
<td></td>
<td>Greg MacDougal</td>
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<tr>
<td></td>
<td><a href="mailto:gmacdougal@sanford.org">gmacdougal@sanford.org</a></td>
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<td></td>
<td>Melisa Plattner</td>
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<td><a href="mailto:mplattner@sanford.org">mplattner@sanford.org</a></td>
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<td>Sarah Preston</td>
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<td></td>
<td><a href="mailto:spreston@sanford.org">spreston@sanford.org</a></td>
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<tr>
<td>Sanford Junior High School</td>
<td>Nicole Quarto</td>
<td>Melinda Geaumont</td>
</tr>
<tr>
<td>324-3114</td>
<td><a href="mailto:nquarto@sanford.org">nquarto@sanford.org</a></td>
<td><a href="mailto:mgeaumont@sanford.org">mgeaumont@sanford.org</a></td>
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<tr>
<td></td>
<td>Colleen Quartararo</td>
<td>Sue Roder-Knight</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:cquartararo@sanford.org">cquartararo@sanford.org</a></td>
<td><a href="mailto:srroder-knight@sanford.org">srroder-knight@sanford.org</a></td>
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<td>Brent Coleman (Outreach)</td>
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<td></td>
<td></td>
<td><a href="mailto:bcoleman@sanford.org">bcoleman@sanford.org</a></td>
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<tr>
<td>Grade 8</td>
<td>Vickie Thomas</td>
<td>Devon Garabedian</td>
</tr>
<tr>
<td>324-7586</td>
<td><a href="mailto:vthomas@sanford.org">vthomas@sanford.org</a></td>
<td><a href="mailto:dgarabedian@sanford.org">dgarabedian@sanford.org</a></td>
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<tr>
<td>Sanford Regional Vocational</td>
<td>Deanna Farrell</td>
<td></td>
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<tr>
<td>Center 324-2942</td>
<td><a href="mailto:dfarrell@sanford.org">dfarrell@sanford.org</a></td>
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<tr>
<td>Willard School</td>
<td>Joanne Spring McDermott</td>
<td>Liz Cyr</td>
</tr>
<tr>
<td>324-8454</td>
<td><a href="mailto:jspringmcdermott@sanford.org">jspringmcdermott@sanford.org</a></td>
<td><a href="mailto:lcyr@sanford.org">lcyr@sanford.org</a></td>
</tr>
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<td></td>
<td>Laurie Keene</td>
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<td></td>
<td><a href="mailto:lkeene@sanford.org">lkeene@sanford.org</a></td>
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**Sanford Distance Learning Plan**

**Support Services**

**ELL Support**
ELL students spend the majority of their school day engaged in regular education classes and will follow the established grade level structure. Regular education classroom teachers will administer and monitor assignments for their students during distance learning. ELL teacher Mrs. Webber will support academics in the regular education setting, monitor student work in SeeSaw or Google Classroom and provide consultation services to teachers. Students and/or families in need of support are encouraged to contact Mrs. Webber at Twebber@sanford.org.

**Gifted and Talented Support**
Student, staff and family expectations will follow the established grade level structure. Students in the Gifted and Talented Program will continue to work with their GT teacher. GT teachers will work with classroom teachers to provide additional supports and resources for GT students to maximize access to academic content. GT teachers will reach out to each GT student/family to help ensure appropriate supports are in place. Grades K-5 parents may reach out to Mr. Benham at ebenham@sanford.org. Grades 6-12 parents may reach out to Mrs. Coleman at lcoleman@sanford.org.

**Pre-Kindergarten Support**
Families of Pre-K students should download the interactive Teaching Strategies App to access the family portal. Monitored by the Pre-K teacher, the Teaching Strategies App allows families to:
- E-mail Mrs. Dow
- Access the resource library
- See your child's observations that teachers have completed
- Send teachers observations of your child's progress.

Through the App, the teachers will send an activity daily for families to do with your child. A read-aloud will also be downloaded to the App three or four times a week for children to hear their teachers reading. Additional activities are available upon request. Parents with questions/concerns should contact Mrs. Dow at ddow@sanford.org.

**Title I Reading and Math Support**
Students already receiving Title 1 services will follow the established grade level structure and will also have access to an online reading instructional program (Lexi*Core5) and an online math instruction program (MobyMax) for the remainder of this school year. Title 1 teachers will monitor and support students accessing these programs. Parents will be receiving information in the mail on how to register students for Lexi*Core5 and/or MobyMax by April 6th.

Title I teachers have established weekly office hours to reach out to students and parents. If you have a question, please contact your child's Title I teacher through their school email or call your child's school.
Sanford Distance Learning Plan

Support Services

Technology Support
All students have received school-issued devices programmed to access sites and applications according to grade level. If issues arise with a device, assistance is available as follows:

- Grades K – 4: remotesupport@sanford.org or by calling the school
- Grade 5 – 7: ireport@sanford.org or by calling the school
- Grades 8 – 12: hstech@sanford.org or by calling the school

Differentiation for Families With Limited Online Access
Special arrangements are available for students without internet access. Families who may have limited online access are asked to communicate directly with their child’s classroom teacher and/or building principal for assistance. In the event that a student does not have access to distance learning, administrators and teachers will work together to develop alternatives.

Meal Delivery
Lunch and breakfast, free of charge, will be offered to all Sanford children through the age of 18 through the School Nutrition Program. No registration will be necessary and this service will continue as long as supplies and staffing are available. Pick up sites are the Memorial Gym on Main Street and Lafayette School on Brook Street, between 11:30 am and 12:30 pm, Monday through Friday. Ledgemere busses and school personnel will also deliver meals to Sanford’s “big bus” bus stops Monday through Friday. For the latest delivery schedule visit: https://5il.co/eim4

Safe Stop is now activated to track your child's bus using activation code SFRD 2020. If you have questions about Safe Stop, please contact Ledgemere at 324-4888.
Librarian Support

Student, staff, and family expectations will follow the established grade level structure. Librarians will work with classroom teachers to provide support and resources for all students. They will create content for their appropriate grade levels every week. Librarians are also available to support families with things such as book access, research, technology, etc.

Grades K-4
Carl J. Lamb School: kmiliano@sanford.org / Sanford Elementary School Libraries website
Lafayette School: cschoepp@sanford.org/ Sanford Elementary School Libraries website
Willard: sdompkouski@sanford.org / Willard website

Grades 5 - 7
Sanford Junior High: jwilliams@sanford.org / Junior High Library Website

Grades 8-12
Sanford High School: jraymond@sanford.org / SHS Library website