

# St. George Municipal School Unit

*Excellence. Community. Engagement.*



## St. George MSU

# DRAFT Return to School Plan: *Outline and Key Recommendations* Wednesday, July 15, 2020

### Return to School Mission Statement

To develop a Return to School Plan tailored to our school community's needs that allows students to **safely** return to in-person instruction in the fall. We will seek to develop a flexible plan that can adapt to changing situations and diverse student needs; this plan will include building our capacity to provide remote learning opportunities. Our plan will be a collaborative effort informed by educators and school staff, families and community stakeholders, public health officials, and state and federal requirements and recommendations.

Our Return to School Plan will assess (1) **student, staff and community health**; (2) the **costs and benefits of social distancing and other strategies that may mitigate the risk of viral spread** during the school day; and (3) **the importance of classroom-based learning** to our students' academic growth, social development, and overall health and wellbeing.

### St. George MSU Return to School Roadmap

[St. George MSU Return to School Roadmap](#) is modeled on a document developed through an [Opportunity Labs Initiative](#). As part of our roadmap, **six working groups** are focusing on the following key areas as we plan for next year: (1) Wellness, (2) Instruction, (3) Facilities & Transportation, (4) Operations & Communications, (5) Technology, and (6) High School & Postsecondary. Each working group elected a representative to sit on the **Return to School Committee**, which coordinates the work of the subcommittees and will develop a comprehensive Return-to-School Plan for the School Board's review and approval.

### Wellness

Team Leader: *Beckie Delaney*

Overview: The Wellness Committee has focused on addressing the emotional, mental, and physical wellness of staff, students, and families. We developed a staff survey to assess staff feelings about returning to school, their concerns, and how to best support them. We drafted a Family Pledge to provide families health screening protocols and guidance to determine when to keep children home. We are planning First Aid trainings for school staff and deploying First Aid supplies (along with freezers and icepacks) throughout the building to alleviate some of the demands on the School Nurse, e.g., minor bumps, bruises, and scrapes. The subcommittee is pooling resources about self-care, mental health, and physical health that can be used by staff, parents, and students. All our efforts are informed by the latest research and state and federal guidelines concerning the virus and reopening schools.

#### Key recommendations:

- Building
  - Limit access to school building to students and staff as much as possible
  - Frequent cleaning of high touch surfaces and high use areas
  - Upgraded HVAC system to bring in more outside air and use higher quality air filter (Merv-13)
  - Increased use of outdoor spaces for instruction and motor breaks
  - Exits and entrances assigned to Crews and Houses

- Breakfast and lunch served in classrooms
- Students sitting at individual desks which are spaced 3-6 feet apart
- Assigned bathrooms for Crews
- Installing touchless faucets in bathrooms and classrooms
- Social distancing, hygiene, and Covid-19 information signage in and outside of building
- Staff
  - Staff complete online health-screening from every day before entering the school building
  - Minimize teacher contact between multiple Crews and Houses as feasible
  - Limit staff travel to and participation in off-site, in-person conferences, PD events, etc.
  - Wash or sanitize their hands every 2 hours and at specific times (before and after recess duty, etc.)
  - Ongoing surveys to monitor and support staff morale and mental health
  - First Aid training provided this summer
- Students & Families
  - Every family signs a pledge to screen their child before school each morning and keep them home if sick or if a household member is sick with certain conditions/symptoms.
  - Wash or sanitize their hands every 2 hours and at specific times (e.g., before and after recess, before and after lunch, etc.)
  - Keep students in small groups of less than 15 (Crews) and limit interaction between the Crews. Additionally, as feasible, limit interaction between K-2, 3-5, and 6-8, which we refer to as “Houses.”
  - No field trips
  - Instructional materials are not shared among students
  - Institute K-8 Social Emotional Learning curriculum

Key topics that still need to be addressed:

- Face coverings and masks
- Develop tool to monitor and support staff morale and mental health
- Develop family surveys to monitor family concerns regarding student learning and health/wellness
- Determine any wellness training needs for students and staff
- Use/cleaning of playground
- Use of building by outside groups
- Protocol if student or staff diagnosed with Covid

Key documents & resources:

- [Family Pledge: Health screening at home](#)
- [Community wellness resources for parents, teachers/staff, and students](#)

## **Instruction**

Team Leader: *Adam Bullard*

Overview: The Instruction Subcommittee’s focus is on the academic and social-emotional impact of the pandemic on students. We began our work by setting a 2-year academic proficiency goal to help us know when instructional gaps had been recovered as well as adopting a model of how to address the anticipated learning loss. As recommendations were made by other subcommittees, our group was able to develop strategies - such as proposing two multi-grade classrooms and developing a K-8 schedule - that would get every student back in the building full-time. In the event of another closure, a remote learning plan has been developed to guide instruction and inform

future professional development. The social emotional impact of the pandemic equals or exceeds the academic, therefore a more robust Crew structure and SEL curriculum supports are being proposed.

### Key recommendations:

- Academic
  - *Proficiency Goal:* 70% of students at St. George School will be above the 40th percentile in Math on the 2022 NWEA test. 75% of students will be above the 40th percentile in Reading on the 2022 NWEA test.
  - *Addressing Learning Loss Through the Power Standard Approach:* In this approach, teachers identify the standards that students missed last year and then select the most important. They then incorporate those standards into their existing curriculum.
  - *Multi-age Classrooms:* K/1 class taught by Meghan Smith, 2/3 class taught by Meghan Elwell, 4/5 class taught by Christine Miller.
  - *Remote Learning Plan:*
    - Includes, among other things, full-group, small groups and 1:1 student/teacher interaction; teacher recorded lessons; online access to lessons, rubrics, and learning resources; teacher office hours; social-emotional support for students; and regular Crew meetings
    - Use of SeeSaw online learning platform for K-5 and Google Classroom for 6-8
    - Remote teaching and learning professional development for teachers
  - [K-8 Schedule](#)
  - EL Education Supports and Guidance
- Social Emotional Learning
  - Social-emotional wellbeing plays a vital role in students' academic engagement and success and therefore must be explicitly addressed as part of classroom experience
  - Use of Crew to support and develop social emotional wellbeing of students
    - Daily crew for all students
    - Smaller crews (15 or less)
  - Use of appropriate social emotional and mental health screening tools to assess student wellbeing
  - Provision of intervention support via school staff and outside providers
    - Student Wellness weekly meeting with Social Worker, School-wide Behavior Interventionist, and School Nurse
    - Social Worker to provide Tier I and crisis counseling & link students and families to community resources
    - School-wide Behavior Interventionist to provide Tier II, III, and crisis counseling
    - Continue to partner with Jen Fore (Social Worker) or other outside counselors to address student mental health concerns
    - Kieve Educator in Residence to work with individuals and small groups
  - Enhancement of social emotional learning K-8
    - Use of EL protocols
    - Implementation of explicit SEL curriculum K-8 (Second Step)
    - Integration of [Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#) competencies with Crew qualities
    - Year-long SEL targets linked with Habits for Success
  - Implementation of data collection tool to benchmark students and assess progress towards SEL goals with goal to have students on track socially and emotionally by the end of SY 2022
  - Professional development around trauma informed practices and stress reduction techniques

### Key topics that still need to be addressed:

- Identifying classroom teaching practices/protocols that will be allowed or would need to be modified, e.g., small group work.
- Professional development needs to be finalized.

- SEL areas: trauma, 2nd Step, etc.
- Tech related: Google Sites, SeeSaw, Google Classroom, recording videos, Youtube
- Need to know what the mask protocol is to determine how instruction will be affected: for example, speech therapy
- Determining student “flow” through building during the day. Schedule a walkthrough before all students are back.
- Schedule related - there are some specific areas of the schedule where different teachers will be taking on new roles; this will need to be processed and operationalized.
- Developing effective paths of communication about SEL between families, school, and classrooms

Key documents & resources:

- [Multi-age FAQ](#)
- [K-8 Schedule](#)
- [Remote Learning Plan](#)
- [Power Standard Model to Address Educational Gaps](#)
- [EL Curriculum Guidance for Reopening](#)

## Facilities & Transportation

Team Leader: *Alane Kennedy*

Key recommendations:

- Supplies & Equipment
  - Continually track inventory of PPE and cleaning supplies
  - Order PPE, cleaning supplies, and items necessary to facilitate social distances (e.g., desks, signs, etc.) soon to avoid shipping delays and shortages that might impact start of school
  - Orders placed for substantial amount of PPE (e.g., gloves, face shields, masks etc.), cleaning and hygiene supplies (e.g., hand sanitizer), items for School Nurse (e.g., thermometers, gowns, etc.), and supplies to support social distancing (e.g., student desks, signs and stickers for walls and floor, etc.)
- Building Upgrades
  - Improve HVAC system to pull in more outside air and upgrade air filters. Installing small water heater for kitchen so boilers do not need to operate year-round.
  - Installing touchless faucets in classrooms and bathrooms
  - Shutting off water fountains in gym and hallways. Fill stations still available
  - Classrooms
    - Removing carpets from all rooms
    - Request to teachers to put difficult to clean items (e.g., beanbags, stuffies, etc.) in cafeteria so they can put in storage.
    - Request teachers to reduce furniture in classrooms to allow for social distancing
    - Accepted Wellness Subcommittee recommendation that 6 feet between each desk is not feasible and that by keeping students in “pods” we can allow for up to 15 students per classroom.
- Food Service
  - Breakfast and lunch will be served in classrooms. Developing protocols for delivering food and waste disposal
  - Developing online lunch count service
- Room assignments and changes
  - K-5 teachers remain in their current rooms
  - Building wall in Makerspace/Library to create classroom for Missy Gill’s 5<sup>th</sup> grade class
  - District offices will be relocated and will probably serve as day treatment/special ed space
  - Copy machine, laminator, and tables will be placed in ½ of cafeteria for as “teacher’s room” that allows for social distancing

- Storage of some items in cafeteria that need to be removed from classrooms to create space. Also offsite storage space.
- Current teacher's room will become clinic for School Nurse to see students who exhibit Covid symptoms
- Staff meetings will need to occur in gym to allow for social distancing
- Other changes as well – see [Facilities Proposal](#)
- Transportation
  - Buses will be sanitized between runs and windows will be open when weather permits
  - Need to recruit substitute bus drivers. At this time, no sub bus drivers.
  - We cannot “double-up” runs next year
  - Discussing and modeling a several bus run scenarios:
    - *Staggered K-8 start/ dismissal times:* Multiple runs with students assigned to buses based on their House (K-2, 3-5, 6-8)
    - *Delayed K-8 start/ dismissal:* All buses do high school bus runs (drop-off around 7:30). After completed, all buses do K-8 bus runs (drop off around 9 a.m.). This allows for social distancing on the bus but does not divide students by their House
    - *Normal start/ dismissal times:* We do not have enough buses or drivers to socially distance students on the bus and complete all high school and K-8 runs at the same time.
- Covid disinfecting/cleaning training provided to custodial staff
- Math Camp cancelled to due to planning and preparation that still needs to take place before school starts on Sept 8

Key topics that still need to be addressed:

- Bus runs
- Outdoor learning space
- Building wall in Makerspace
- Use of playground/ Cleaning of playground
- Location for district office and admin staff
- Use of building by outside groups
- After School Program
- Student and staff storage options for personal belongings (especially during winter)
- Classroom meal delivery process
- Custodial cleaning schedules

Key documents & resources:

- [Covid-19 Supplies & Inventory](#)
- [Facilities Proposal](#)

## Operations & Communications

*Team Leader: Meghan Smith*

Key recommendations:

- All subcommittee communications and surveys reviewed by Operations & Communications Team Leader before sent out to staff or families.
- Focus on improving/coordinating communications
  - Assisting in development of RtS Mission Statement
- Survey staff to determine their thoughts about students and staff wearing face coverings next year
- Team Leader helped coordinate drafting of Multi-age Proposal and FAQ
- Continue to partner with SGEA in planning for next year
- June Family Survey
- Contacting and identifying substitutes for next school year

- Reviewing and updating family handbook
- Develop timeline for Return to School Plan development:
  - July 15 – Draft outline of plan with key recommendations to School Board for review
  - Early August – Draft Return to School Plan to School Board for review
  - Late August – Return to School Plan to School Board for Approval

Key topics that still need to be addressed:

- Planning for Fire Drills, Evacuations, and Lockdowns
- Updating policies and handbook
- Maintaining strong communications with families and community as planning continues

Key documents & resources:

- [Family Handbook – Working DRAFT](#)
- [MEA Reopening Guidelines](#)
- [Communications & Public Relations Strategy](#)

## **Technology**

Team Leader: *Paul Meinersmann*

Key recommendations:

- We are working to identify what aspects of the upcoming school year require a technology solution. This will be ongoing as other committees identify needs.
- There is a need for targeted PD for teachers and ed techs to prepare them for better blending instruction.
- We will maintain our current bandwidth through Network Maine

Key topics that still need to be addressed:

- Accidental Damage Plan expectations for K-5 students when devices are likely to go home next year.
- How to manage storage/charging of technology that remains at school.
- What traditionally shared technology (loaner computers/headphones) won't be as doable next year.
- Over 40 students have not returned their STG issued technology from last year

Key documents & resources:

## **High School & Postsecondary**

Team Leader: *Josh McPhail*

Key recommendations:

- School Social Worker is reaching out to high schools to determine which of our high school students (rising 10<sup>th</sup>- 12<sup>th</sup> graders) struggled with remote learning and may need support (1) making up lost credits and/or (2) completing work next year if high schools return to remote learning
- Identify need to provide rising 9<sup>th</sup> grade with additional support and structures to help them transition to high school
- Surveyed families of rising 9<sup>th</sup> grade class to explore alternative use of class trip funds
- Continue providing transportation to all high schools this year if possible
- High School Choice Night will need to change

Key topics that still need to be addressed:

- High school choice process next year – waiting for high schools to share their return-to-school plans
- Design support structures for rising 9<sup>th</sup> grade
- High school bus runs

- Rising 9th grade's class trip funds

Key documents & resources: