Draft 2021 Summer Learning & Enrichment:

Guidance for Maine's District and School Leaders

Maine Department of Education



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Introduction



School systems across the country have faced extraordinary challenges over the past year, educating students at a distance and in classrooms through the many disruptions of the COVID-19 pandemic.

In Maine, nearly every school has been open for some in-person instruction since Fall 2020. In most schools across the country, particularly in high-poverty and underserved communities, partially or fully remote instruction has lasted for the majority of the 2020-2021 school year.[1]

Summer 2021 provides an immediate opportunity to address inequities. A whole student approach that is based in the science of learning and development can help schools in addressing the conditions and needs for student growth[2].

A Whole Student Approach to Summer Learning

Research has repeatedly demonstrated the benefits of robust summer programming for building academic and social-emotional skills.[3] A whole student approach optimizes the learning environment and instructional strategies for equitable and individualized growth and development for students. Following the passage of the American Rescue Plan Act of 2021 and the nearly $412 million in new Elementary and Secondary School Emergency Relief (ESSER) funding for Maine schools, coupled with previous relief funding from the federal government, our state and local education agencies now have access to much-needed fiscal support.

While we cannot expect to fully accelerate learning and close the equity gaps by fall, **thoughtfully planned summer learning and enrichment can serve as a foundation for building long-lasting, strategic systems of support.** It also can serve as a testing ground to monitor,

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[1] Diliberti, M.K., & Kaufman, J.H. (2020). *Will this school year be another casualty of the pandemic? Key findings from the American Educator Panels fall 2020 COVID-19 surveys*. RAND Corporation. Link.

[2] Educating the Whole Child: Improving School Climate to Support Student Success. Link

[3] McCombs, J.S., Augustine, C.H., Pane, J.F., & Schweig, J. (2020). *Every summer counts: A longitudinal analysis of outcomes from the National Summer Learning Project*. RAND Corporation. Link.

evaluate, document and potentially scale-up whole student education strategies that could continue into the next school year and beyond.

The *2021 Summer Learning & Enrichment: State Guidance for District and School Leaders* offers practical suggestions and ideas to consider by Maine school and district leaders, which they can adapt and share with their local school communities as they plan for summer 2021 learning opportunities to meet the most pressing needs of students and teachers in this uniquely challenging school year. **The resources and considerations in this document are based on leading research and evidence-based, best practices for summer learning and closing learning gaps, and are designed to prompt creative and inclusive program design.** It also includes suggestions on how to use ESSER funding to integrate school and community resources to create innovative summer learning programs.

The road to recovery over the next several months and years may be difficult, but it is also full of possibility. This guidance, while specific to summer 2021, contains ideas, suggestions, and resources that are based on best practices and can guide schools to ongoing development and refinement of innovative summer programming. As the new U.S. Secretary of Education Miguel Cardona told *The Washington Post* in March 2021:

> *"There may be an opportunity to reimagine what schools will look like. It's always important we continue to think about how to evolve schooling, so the kids get the most out of it."*[1]

It is helpful to consider the shifts from traditional summer learning programs to programs that address the current needs of millions of American children, as depicted in Table 1, on the following page.

TABLE 1: Shifting to Whole Student Approach in Summer 2021

	From… Traditional Summer Learning	To… Whole Student Summer Learning 2021
Goals of Summer Learning	• Intervention and remediation • Credit recovery	• Prioritizing social and emotional connections and academic opportunities for students • Frontloading the next school year's learning to give students a jumpstart to the 2021-22 school year • Implementing high-dosage tutoring, in tandem with the core curriculum, to close learning gaps • Piloting robust, well-resourced school-based Multi-Tiered System of Supports (MTSS) teams that focus on the most vulnerable students • Credit recovery
Target Students	• Students identified by MTSS as needing additional support (academic, social/emotional) • Secondary students who need to meet promotion requirements or complete graduation credit(s)	• Students who are English learners • Students experiencing homelessness or housing instability • Students identified for special education or 504 accommodations • Students who were not able to meaningfully access remote and/or hybrid learning opportunities • Early learners who have not yet mastered foundational reading skills • Students who have had poor attendance since spring 2020 • Students who would benefit socially or

		emotionally most from connections with peers and adults • Students who are furthest behind • Secondary students who need to meet promotion requirements or complete graduation credit(s)
Family Engagement	• Written communication to keep family members informed of student progress	• Regular meetings about student progress throughout summer learning • Regular family education sessions to ensure students receive targeted academic support at home • IEP team input
Assessment	• Assessment for evaluation or summative purposes • Frequent assessment to inform grading	• Low-stakes formative assessment of mathematics and ELA competencies aligned to focused work of prior and upcoming grades • Capturing qualitative information about a student's progress on particular competencies rather than using a traditional grading measure • Using summative assessment data to inform who needs a full diagnostic assessment • Using school's MTSS systems and assessments

Professional Learning and Collaboration for Teachers	• One day in advance of summer learning opening for classroom setup	• Grade-and curriculum-specific training in core and small-group instruction • Regular meetings between teachers and academic tutors • Regular common time for grade-alike teachers to plan virtual and in-person lessons and connect with social-emotional learning (SEL) staff and intervention teachers • Regular faculty meetings to ensure staff wellness and opportunities for problem-solving • Include specialists such as special education and ESOL teachers in planning and development • Professional Learning opportunities for all staff to understand the McKinney-Vento Homeless Education Act, signs of homelessness, and how to refer to their local liaison
High-Dosage Tutoring	• Traditionally not included	• Highly recommended in tandem with core curriculum for the most vulnerable students

Considerations



1.**Lead with empathy — and without assumption.** Students, families and educators are coping with myriad social, emotional, and physical challenges that the pandemic has caused and exacerbated. Identifying and acknowledging these burdens can help all members of the school community to thrive. For this reason, aligning summer programming with evidence-based brain science is critical. This includes providing adults with tools for development of their own emotional intelligence skills.

2. **Ensure that all students have equitable access to rigorous learning opportunities and high-quality resources.** It is important for school leaders to regularly evaluate their progress toward closing educational access and opportunity gaps for students of color, students living with poverty, students with disabilities, students experiencing homelessness or housing instability, and English learners. Offer transportation to summer programming for students as needed. The goal of recovery this summer (and in upcoming years) is not to return to the status quo but to create more equitable learning conditions for all students everywhere.

3. **Prioritize vulnerable students and those who need to gain high school credit.** Offer additional support for specific students, especially English learners, students with disabilities and students experiencing homelessness or housing instability. Consider how districts can be flexible in awarding full and partial credits for work completed over the past year.

4. **Focus on student success in the coming school year.** Provide foundational experiences to pre-k and kindergarten learners who may not have had access to high quality programming. Use summer 2021 to innovate and try out new strategies and structures to meet students' needs in the fall. The goal is to set students up for success in the 2021-2022 school year. There are additional considerations and resources for early learners.

5. **Focus summer learning on a few critical areas.** Determine what are the most essential standards, and what knowledge and skills students need to start fall 2021 successfully.

6. **Prioritize regular communication with families and students.** Consider how and when the students best engage in learning, and what support they or their families may need for successful engagement. Ensure that communication is meaningful through interpreters, translators, and cultural brokers. Consider alternative ways to contact families, such as the use of texting, WhatsApp messaging, or providing highly mobile students with ways to ensure communication with schools.

7. **Engage a cross-functional team in front-end planning.** Teachers, administrators, counselors and specialists will be the front-line providers and supporters of students, to ensure that their voices and needs are built into the plan. Include community-based partners who can provide support either virtually or in person, and include parents and guardians— who may be the closest overseers of their children's work. Include students' voices in the planning process when feasible.



8. **Coordinate efforts with local community groups to provide in-person SEL supports and high-interest learning options, in addition to academic summer learning.** Consider partnering with local recreation departments, summer camps, 21st Century Learning Programs and other community organizations to complement and support enrichment programming, SEL, and high interest learning experiences. This is an exciting opportunity for Maine schools to engage the whole community in learning.

9. **Coordinate efforts for referrals for families to address basic needs.** Recognize many students may not be prepared for learning as they have other needs that must be met first. Coordinate with social workers, school counselors, McKinney-Vento liaisons, and other staff to support students and families in accessing resources to address food insecurity, housing instability, and other needs.

Organizing for Success



Aligning adequate staff, schedules, safety protocols, funding and other essential resources for what is likely to be more students than in a typical summer term—and doing so in an environment that is atypical— will require creativity and shared leadership to ensure that all learners and their families feel safe, engaged and prepared to participate.

The infusion of resources from the three COVID relief bills (the Coronavirus Aid, Relief, and Economic Security/CARES Act; the Coronavirus Response and Relief Act/CRRSA; and the American Rescue Plan/ARP), in addition to existing federal, state and local funds, provides an incredible opportunity for districts and schools to be bold. ***Note:*** A detailed overview of the three COVID relief bills may be found in *Appendix A*.

Summer 2021 programming provides an opportunity for educators to test long-term structures and strategies to mitigate education inequities. For example, schools should consider robust and well resourced, school-based Multi-Tiered Systems of Support (MTSS) that focus on the needs of their most vulnerable students. Moreover, MTSS teams will need the training (and time) to rapidly identify, analyze and respond to students' progress through universal screening and ongoing monitoring.

As schools develop their summer 2021 learning plans, it may be helpful to consider the following questions.

Note: Maine and national resources and tools to support decision-making follow this section. These resources are provided to assist schools and are not endorsements of any product or program. Questions and considerations in this document are intended to serve as a supportive guide.

Planning and Communication



- Who might be a resource for planning the summer learning strategy? Consider teachers, specialists, IEP teams, administrators, partner organizations, IT staff, student support services, food services, transportation, custodial staff, parents/guardians, community advocates, community-based partners, students, McKinney-Vento liaisons, etc.

- How will your district monitor and evaluate summer learning? What will you evaluate, how will you measure success, and how will the findings be used?

- How can your district resource its time and talent to designate enough staff members with the necessary skills to design and coordinate all academic and social and emotional supports for students?

- How might your district enhance its support for and expectations of the MTSS to ensure it is appropriately resourced to provide rapid response and support to all educators and students?

- How are students' and families' perspectives and experiences reflected in summer programming communication plans? How, and at what points in the planning process, will your district communicate decisions to families and other key stakeholder groups?

- What information will your district collect to assess the implementation and impact of its summer learning plan? With whom and how will your district share this data to ensure coherence into the fall 2021 semester?

- Summer Learning opportunities should be considered in addition to compensatory services and/or extended school year services for students with disabilities. Special Education Compensatory Services Guidance

- How can summer programming for early learners (preK, K) create or reinforce skills and readiness for classroom learning in fall 2021? Early Learning Summer Guidance 2021.

- How will schools provide for meals and take advantage of the USDA waivers that are available to ensure the nutritional needs of students are met?

Delivery Models

- What strategies will your district implement to connect with students who enrolled in but do not attend summer learning or engage with instructional materials?
- How will teachers meet with the students who attend summer learning programs remotely and provide feedback on their work?
- How will information on IEPs be communicated in advance to prepare teachers?

Staffing

- How will your district provide supports for students' physical and mental health? Will these services be available to summer learning students only, or to all students? How will staff know where to refer students for wraparound services (e.g., medical services, food resources)?
- If your district is enrolling a larger number of students in summer learning than in previous years, how will you select and fund additional staff, both teaching and non-teaching, to support those additional students?
- How will the mental health community be included in support services for children? And how will educators be trained to know when to recommend mental health support for students?
- How will your district define the role of principals and other administrators during summer learning? How will principals support the social and emotional needs of its faculty members during the summer?
- If your district works with community partners, how will it communicate and align whole child supports (e.g., use the same technology platforms, share data, communicate jointly and consistently with teachers and families)?
- If your district engages outside partners to support students' academic and/or social and emotional needs, what mechanisms will be established for collaborative planning and data analysis with classroom teachers? Will your district engage these partners beyond the summer learning session?
- Are there specific specialists that need to be included in staffing, such as special education or English learner educators, nurses or homeless liaisons?
- Who will be responsible for contact tracing and symptom screening?

Scheduling

- If summer is used as an opportunity to pilot a robust, rapid-response MTSS process, how will your district allow time for the team to test out new and intensive systems? Will there be time for schools to share information about effective MTSS practices?

- How will the student summer programming experience be structured? Will extended learning time for students be embedded in the schedule? Will the summer learning session be extended? How will your district build in time for small-group instruction or 1:1 tutoring support?

- If the school is implementing a shorter workday than during the regular school year for instructional staff, how will your district give summer learning instructors time for collaborative planning?

- Consider scheduling for extended year services (ESY) and compensatory education opportunities, making sure students have access to general education summer programming in addition to ESY.

Curriculum Priorities

- Which content priorities or learning outcomes will your district focus on for each grade?

- If your district has an adopted set of instructional materials, what are the most essential content and aligned instructional activities in which students should engage?

- From what high-quality, standards-aligned curriculum resource(s) will instructional activities be selected? (See suggested resources below.)

- How will your district choose the content for high-dosage tutoring support for students?

Equity and Access

- How will your district ensure that teachers are prepared to build strong relationships with students; that they are able to express care, challenge growth, provide support and share power; and that these relationship-building actions are done with an equity lens—meaning that they support positive racial, cultural and ethnic identity development?

- How will your district train staff to recognize and validate the learning that occurred outside of the (virtual) classroom over the past year?

- For students who have not attended school regularly in the 2020-2021 school year, or who are experiencing housing instability, how will they be prioritized for instruction during summer learning?

- How will accommodations and supports be delivered for students with 504 plans or IEPs? How will teachers and support staff ensure that instruction is inclusive of, and accessible to, students with disabilities? Will an amendment of the child's IEP be required to provide additional services? General education is not described in the IEP beyond supplementary aids and accommodations.

- How will your district maintain communication with students who are experiencing homelessness or home instability? How will those students be supported in accessing instructional materials, meal options and other essential needs for summer learning?

- How will your district maintain communication with English learners, their families, and their communities? How will teachers and support staff provide linguistically and culturally appropriate supports for summer learning activities?

- How will your district consider disciplinary practices, with the consideration that many children have faced significant trauma this past year? How can your district work with restorative justice practices and partners?

- How will your district ensure that there is transportation for any/all students that need it?

- How will your district ensure all students have access to healthy meals?

Funding

- How will your district pay for summer learning (e.g., ESSER and GEER; Title I, II and IV funding streams; IDEA; Perkins; state and local funds; private and public grants; etc.)?

- Will summer learning planning efforts build in time and funding to innovate and try out programming that could become the "new normal" in fall 2021?

- Are there private organizations or foundations in the community that could help provide support wraparound services?

- The Coronavirus Aid, Relief, and Economic Security (CARES) Act; the Coronavirus Response and Relief Supplemental Appropriation (CRRSA) Act; and the American Rescue Plan (ARP) Act (See Appendix A)

Privacy and Security

- How will your district ensure that summer 2021 programs align with FERPA, COPPA and other relevant regulations?

TABLE 2: Organizing for Success in Summer 2021: Helpful Resources

Dimension	Resources
Planning & Communication	• US Department of Education COVID 19 Handbook Volume 2 • CCSO: Restart and Recovery Considerations for Teaching and Learning TNTP: Planning for Summer School 2021 • Maine DOE MTSS Resources • Maine DOE Early Childhood Guidance • Colorado DOE: MTSS Guidance • Chalkbeat: 6 Tips for Making Summer School Successful
Delivery Model & Staffing	• Texas Education Agency: Four Staffing Models • Teaching Innovation: New School Staffing Strategies Inspired by the Pandemic
Scheduling	• Education Week: Districts Eye Summer and Beyond to Recoup Learning Losses. Here's What 3 Have on Tap. • The Education Trust: Expanded Learning Time
Curriculum Priorities	• Maine Online Opportunities for Sustained Education (MOOSE) • Maine DOE Summer Engagement Opportunities • Wilderness Adventures and Virtual Engagement for Students (WAVES)- Virtual Communities • TNTP: Learning Acceleration Guide • Maine DOE Early Childhood Guidance
Equity & Access	• Maine DOE Covid-19 Special Education Resources • Family Engagement Toolkit • Opportunity Culture: Quick Guide to Free & Cheap Technology to Engage with Students Online • WIDA ELD Standards Framework • Diverse Learners Cooperative: Conducting Virtual IEP Meetings • Educating All Learners Resource Library • Maine DOE Summer Food Service Program

Funding	• CCSSO COVID-19 Relief Fact Sheet • CCSSO Commonly Asked Questions about Allowable ESSER and GEER Activities • U.S. Department of Education ARP ESSER Fact Sheet (ESSER III) • U.S. Department of Education ESSER II Fact Sheet • U.S. Department of Education ESSER I FAQs • The American Rescue Plan Fund Uses **U.S. Department of Education ESSER website** • Education Counsel's Summary of the American Rescue Plan Act of 2021 • CCSSO Restart & Recovery: ESEA & COVID-19 State Strategies for Supporting Local Educational Agencies in Confronting the Effects of the Pandemic • CCSSO Restart & Recovery: Federal Funds & COVID-19 A System Workbook for States
Privacy & Security	• U.S. Department of Education: FERPA & COVID-19 Frequently Asked Questions • Education Week: How to Keep Students and Staff Safe on Videoconferencing

Mental Health and Social-Emotional Learning (SEL)

Mental Health and SEL for Students

Many students have been exposed to trauma, disruptions in learning, physical isolation, and disengagement from school and peers, which negatively affects their mental health. Underserved students have experienced a disproportionate burden of the pandemic[4] . As a result, many students will require additional supports and interventions to take risks in their learning so they can achieve at higher levels.

Research on the science of learning[5] has established that while adverse experiences can have profound effects on students, learning environments and conditions can be designed in ways that that can help students overcome these effects and thrive. This research also shows that social, emotional, cognitive, and academic development are all interconnected. Improving academic outcomes for students requires nurturing each of these areas of development in ways that are asset-oriented[6] and personalized to meet students where they are as they return to school.[7]

Given the unsettled nature of schooling for students and staff over such an extended period, there is a critical need for schools to engage in purposeful training and instruction in current social emotional learning practices. Schools which place intentional emphasis on training staff in the key elements of emotional intelligence and provide ongoing social, emotional, and physical health support during summer learning will ensure that students and staff are better prepared for school re-entry.

School-Based Social Emotional Learning:

It is important for schools to provide wraparound services that assess and support both staff and students' mental, emotional and physical health needs regularly. Targeted support will be especially important for students transitioning between schools. When developing relationships with and among students and determining necessary wraparound services, districts should consider:

[4] U.S. CDC COVID-19 Racial and Ethnic Health Disparities Link
[5] Science of Learning & Development Alliance Link
[6] Edutopia: 3 Steps to Developing an Asset-Based Approach to Teaching Link
[7] U.S. Department of Education, Office of Planning, Evaluation and Policy Development, ED COVID-19 Handbook, Volume 2: Roadmap to Reopening Safely and Meeting All Students' Needs Washington, DC, 2021.Link.

- Assessing students' social, emotional and mental health needs through the use of universal health screenings, surveys, one-on-one wellness check-ins, and/or parent and teacher interviews;

- Prioritizing and dedicating time to re-socialization and the development of social-emotional skills and growth mindsets; making sure they are reinforced and practiced across instruction;

- Identifying students who have had traumatic experiences or who may be suffering from anxiety and depression, and helping them access local and culturally relevant support; and

- Building a culture in which relationships are prioritized and all students and adults feel safe and supported and experience a sense of belonging and agency. (See "Building Developmental Relationships" chart on the following page.)

TABLE 3: Mental Health and SEL for Students: Building Developmental Relationships

BUILDING DEVELOPMENTAL RELATIONSHIPS[9]	
Elements	**Sample Actions (and Explanations)**
Express Care	• Be dependable (Be someone I can trust) • Listen (Really pay attention) • Encourage (Praise my efforts and achievements) • Believe in me (Make me feel known and valued)
Challenge Growth	• Expect my best (Expect me to live up to my potential) • Hold me accountable (Insist I take responsibility for my actions) • Help me reflect on failures (Help me learn from my mistakes) • Stretch me (Push me to go further)
Provide Support	• Navigate (Guide me through hard situations) • Empower me (Build my confidence to take charge of my life) • Advocate (Defend me when I need it) • Set boundaries (Establish limits to keep me on track)
Share Power	• Respect me (Take me seriously and treat me fairly) • Include me (Involve me in decisions that affect me) • Collaborate (Work with me to solve problems and reach goals) • Let me lead (Create opportunities for me to take action)
Expand Possibilities	• Inspire (Inspire me to see possibilities for my future) • Broaden horizons (Expose me to new experiences, ideas, and places) • Connect (Introduce me to more people who can help me)
Additional Resources	• Search Institute • ASCD Whole Student Network

[9] Adapted from page 4 of Roehlkepartain, E.C., Pekel, K., Syvertsen, A.K., Sethi, J., Sullivan, T.K., & Scales, P.C. (2017). *Relationships first: Creating connections that help young people thrive.* Search Institute. Link.

As provisions for SEL supports become a part of summer learning plans, consider the following guiding questions as suggestions for your summer planning.

Guiding Questions

- How much time during the summer learning schedule will be devoted to student SEL? (See sample summer learning schedules in the "Organizing for Success" section.) How much of this time will be in-person experiences?
- How will students be supported in transitioning to in-person learning and to new school buildings?
- How will districts place emphasis on SEL and mental health needs of staff and students while maintaining attention to grade level educational outcomes?
- What materials/programs will be used? How will your district ensure that materials/programs are organized around a high-quality SEL curriculum?
- How will your district identify staff and students who have had traumatic experiences over the past year and who may require mental health supports? How will your district help them access appropriate and culturally relevant supports in person and/or remotely?
- What face-to-face and virtual support systems will be available for students who are feeling anxious and depressed?
- What opportunities will teachers have for 1:1 check-ins with students?
- What additional personnel (e.g., therapists, nurses, counselors) may be needed to support the mental and emotional health needs of students and staff? How could community mental health providers help?
- How will students participate in reflective and expressive activities, such as mindfulness, yoga, art, music and other physical and emotional health practices?
- What resources will schools utilize to support a sensory motor, brain-based approach to optimal student learning?
- What interest-based activities will be available to students to keep them motivated to participate in summer learning?

- What opportunities/platforms will be available for students to interact with their peers and teachers, one-on-one and in groups, to build and maintain collaboration and connections?

- How can high-dosage tutoring serve as SEL, and academic, support?

- What safety protocols will be maintained for in-person instruction? What adjustments or improvements will be necessary?

TABLE 4: Mental Health and SEL Resources for Students

SEL and Mental Health Resources for Students
SEL4ME: Maine's PreK-12 Social Emotional Learning program
Whole Student Education: Research and actionable steps for supporting student well-being and success.
CASEL Reunite, Renew, and Thrive: Social and Emotional Roadmap for Reopening School
BrainPOP: SEL lessons, activities, and resources for all students (ESOL resources included)
Edutopia: Keeping Students with Learning Disabilities Motivated at Home
EdSurge: 10 Ways Parents Can Bring Social-Emotional Learning Home
BellXcel Summer Program: includes support for program planning, whole student curriculum, professional development, family engagement, and strategies for measuring effectiveness
Learning for Justice (formerly Teaching Tolerance): resources for supporting educators, including "do something" adaptable projects
Frog Street (PreK-3)
HighScope (Pre-K-3)
WorldWHYs (Pre-K-3)
Calm Classroom (PreK-3)
Emotional ABCs (PreK-3)
PATHS Program (K-5)
Second Step: COVID-19 Support (K-5)
Harmony SEL (K-5)
Facing History and Ourselves (6-12)
Commonsense.org SEL Toolkit

Mental Health and SEL Supports for Educators

States and school districts have learned over this past year that, just like their students, the adult members of the school community need social and emotional support to work effectively. As districts build staff supports into their summer 2021 learning plans, it will be helpful to consider the following questions.

Guiding Questions

- What opportunities can your district provide educators to reflect on the successes and challenges they faced in their teaching experiences this past school year? How will that information shape the social and emotional supports schools will provide for teachers and staff during the summer session and beyond?

- How will educators and support staff be trained prior to the start of summer in how to identify students' SEL and mental health needs?

- What specific processes and activities are in place to build a community of support and reduce students' stress levels and help them reconnect with their peers and adults in the school?

- What supports will educators have to engage with students in a way that supports positive racial, cultural and ethnic identity development?

- What types of flexibility will staff have? For example:
    - Time for planning, collaboration, and rest during the workday
    - Opportunities to express and reflect on their experiences and feelings
    - Freedom to choose whether to work in-person or remotely

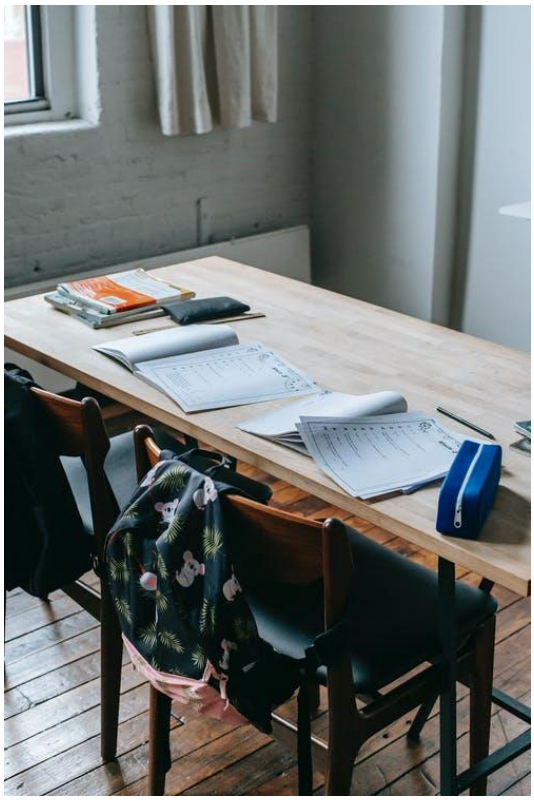
- How might teachers and other staff participate in activities such as mindfulness, yoga or other physical and emotional health practices to reduce their stress and anxiety?

- What online platforms and in-person opportunities will be available to enable educators to regularly interact with their peers and/or supervisors, in order to build and maintain collaboration and connections?

TABLE 5: Mental Health and SEL Resources for Educators

Resources
Maine DOE SEL4ME Website
Maine DOE Mental Health Trainings and Support: Practical mental health applications
Maine DOE SEL Training and Support: SEL trainings and technical support
Maine DOE Trauma Informed SEL Toolkit
Aperture Education: educator reflection and social-emotional training guide
CCSSO Restart & Recovery: Considerations for Teaching and Learning - Wellbeing and Connection
Learning Sciences International: SEL learning supports for virtual and on-site educators
The Washington Post: How The Pandemic Is Reshaping Education - When Students Struggle
Educational Leadership: Why SEL Alone Isn't Enough
Illuminate Education: Social-Emotional Learning vs. Mental Health - What's the Difference?
The University of British Columbia: The Connection Between SEL and Mental Health

Curriculum and Assessment



It is critical for districts to spend time and attention on instruction— and specifically on prioritized, grade-level instructional content. Educators can use information from formative assessments as primary data sources with regard to what students know and can do. Formative assessment practices can be used throughout the summer to help educators identify specific competencies. Recommendations for these practices can come from high-quality instructional materials.

Schools may want to consider several intervention and support strategies for this summer, such as offering extended summer learning time for as many students as possible— making sure that the programming includes direct instruction in core curricular areas and provides opportunities for daily practice that is personalized for each student. (Note that some technology-based programs are listed below.) In addition, schools may want to offer free, high-dosage tutoring and acceleration academies to as many students as possible, particularly among student populations most at risk for unfinished learning over the past year. (See section below: *Acceleration Supports: High-Dosage Tutoring and Acceleration Academies*.)

Guiding Questions

- Which students will be prioritized for summer programming? For example:
  - High school students at risk of non-completion
  - Students with achievement scores in the lowest 25%
  - Students with the lowest attendance rates in the last year
  - Specific grade levels

- How will students in grades K-2 who have not mastered foundational skills be assessed and taught missing skills to close knowledge gaps prior to fall 2021?

- Which curricular materials and resources will be used? (See vetted resources below.) Are they aligned to state content standards?
- How will summer learning curriculum choices jump-start student learning for fall 2021 through a focus on prioritized standards?
- How will your district help educators to plan and use effective formative assessment practices as a primary means of data collection to inform instructional decisions?
- What additional supports will be employed for students who need additional help, such as high-dosage tutoring or technology-based programs, personalized for each student?

TABLE 6: Curriculum and Assessment: Helpful Resources

Area	Resources
High-Quality Curricula	• MOOSE (interdisciplinary PK-12 learning modules) • CCSSO: High-Quality OER Curriculum & Resources • Instructional Materials Alignment Tool • Student Achievement Partners Achieve the Core: ELA/Literacy Foundational Skills • Amplify: core, supplemental, and assessment programs • READS for Summer Learning: at-home reading program • OverDrive: free ebooks and audiobooks
Assessing Student Progress	• Student Achievement Partners Achieve the Core: ELA/Literacy Foundational Skills Assessment Protocol • U.S. Department of Education: Competency-Based Learning or Personalized Learning • Dylan Wiliam Center: Practical Ideas for Classroom Formative Assessment
Supplemental Technology-Based Programs to Provide Daily Math Practice Personalized for Each Student	• DreamBox Learning: online, assessment-driven, tailored mathematics learning for K-8 students • IXL Math and IXL ELA (K-12) • Imagine Math • MobyMax (K-8) • The Dana Center at UT Austin
College Preparation	• Yleana Leadership Foundation: The College Experience
Additional Resources	• The Washington Post: What 'Learning Loss' Really Means • D.C. Summer "Earn and Learn" Program

Acceleration Supports: High-Dosage Tutoring and Acceleration Academies

Districts should respond with new tools and approaches to make sure the most high-need students are not left behind.[10] High-dosage tutoring is emerging as a powerful, research-based approach to reducing individualized learning gaps for a wide range of students.[11] Studies show that, when well designed and aligned to the core curriculum, either three to four tutoring sessions per week can be effective. Trained tutors working one-on-one or with very small groups of two to three students can dramatically improve student performance.[12]

Intensive "vacation academy" programs, where small groups of struggling students focus on a single subject over week-long vacation breaks also have proven to be successful[13] under the right conditions, including having highly effective teachers leading instruction.

For older students, summer learning can include extended learning opportunities like work-based learning or community service. Districts can look for opportunities to partner with high-quality mentorship or workforce training programs to re-engage disconnected students. Tutoring and acceleration academies alone are not a panacea for the education inequities exposed and exacerbated by the pandemic. However, if done well, they can help your school start addressing learning gaps this summer. In developing such interventions, educators should take into account the following questions.

Guiding Questions

- How many students will require high-dosage tutoring?
- How will your district make sure your programs for high-dosage tutoring and acceleration academies are inclusive and provide equitable access to all students?
- How will your district recruit and train tutors and/or teachers? Consider how to seek out tutors who share identities with the students they will be working with – race, gender,

[10] Patrick, K., Socol, A., Grossman, J.B., & Shih, M.B. (2021). *Strategies to solve unfinished learning: Targeted intensive tutoring*. The Education Trust and MDRC. Link.
[11] Ritter, G.W., Barnett, J.H., Denny, G.S., & Albin, G.R. (2009). *The effectiveness of volunteer tutoring programs for elementary and middle school students: A meta-analysis*. Review of Educational Research, 79(1), 3-38. Link.
[12] Robinson, C.D., Kraft, M.A., & Loeb, S. (2021). *Accelerating student learning with high-dosage tutoring* (EdResearch for Recovery Design Principles Series). Annenberg Institute for School Reform at Brown University. Link.
[13] Robinson, C.D., Kraft, M.A., & Loeb, S. (2021). *Accelerating student learning with high-dosage tutoring* (EdResearch for Recovery Design Principles Series). Annenberg Institute for School Reform at Brown University. Link.

ethnicity, language, lived experience, etc.

- Are there existing summer programs, such as camps, that could partner with your school to add time for tutoring or instruction to their planned activities?

- What will be the focus of the tutoring? Will it be a follow-up to daily instruction of the core curriculum? Will tutoring support include independent learning materials or programs? Will it include SEL?

- How will tutors interact with teachers and other support staff?

- How will acceleration academy staff be selected and communicate with their students' school teachers?

- How will your district evaluate the effectiveness of all acceleration supports?

TABLE 7: Acceleration Supports: Helpful Resources

Resources
Annenberg Institute for School Reform at Brown University: Accelerating Student Learning with High-Dosage Tutoring
Saga Education[14]
AmeriCorps Tutoring Resources
Match Education
Tutoring: Ensuring Equity and Inclusion for ALL Students
The Golden Ticket: Lawrence (MA) Acceleration Academies A description of the model of one district's Acceleration Academies
Robert Slavin: Proven Tutoring Programs
The 74: 6 Principles for Tutoring
The 74: Now Recruiting - Online Army of Volunteer Tutors to Fight 'COVID Slide'

[14] Ander, R., Guryan, J., & Ludwig, J. (2016). *Improving academic outcomes for disadvantaged students: Scaling up individualized tutorials*. The Hamilton Project. Link.

Professional Learning

Professional learning is an essential ingredient of any school's improvement path. Educators[15] As districts plan to provide educator professional learning in a virtual environment, consider the following guiding questions.

Guiding Questions

- Given the typical time and capacity constraints for summer educators, how will your district/school prioritize professional learning to focus on the most essential skills or strategies teachers will need in the fall?
- How will your district/school train teachers how to identify students needing SEL or mental health support and how to connect them to appropriate support resources?
- How will the summer teachers' workday reflect your district's/school's commitment to collaborative learning and coaching?
- How will the needs of students who are experiencing homelessness or housing instability be addressed collaboratively by school staff? How will staff be trained on identification of students who may be experiencing homelessness or housing instability?
- How will the needs of students who are English learners or who need special education services be addressed collaboratively by all educators?
- How will summer teachers and other educators be compensated for time spent working beyond the regular school day?
- How will your district/school train educators in best practices for elevating student interest and engagement in instructional tasks without compromising the rigor of essential learning outcomes?

[15] Darling-Hammond, L., Hyler, M.E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute. Link.

TABLE 8: Professional Learning: Helpful Resources

Resources
Learning Policy Institute: Effective Teacher Professional Development
Novak Education: The Ultimate Guide to Universal Design for Learning (UDL)
Linda Darling-Hammond in Edutopia: Teacher Learning That Supports Student Learning
Understood: Best Practices for Online Assessments
Instruction Partners: Rethinking Intervention (video series)
Maine DOE Professional Development Calendar
Maine DOE McKinney-Vento Training Materials
Maine DOE MTSS Professional Learning Resources

Family and Community Engagement

Collaborating with families, community organizations such as the community recreation departments or local summer camps may be an effective partnership strategy and necessary to ensure strong, balanced summer programs.

Guiding Questions

- What forms of communication, proven to be successful with families, will districts/schools employ to inform and guide parents before, during and after summer learning? What might need to be added/modified? What key district and school staff will be charged with managing communications?
- How frequently will teachers be expected to connect with every child's family during summer learning?
- How will your district engage families and community organizations in the planning process for summer learning to address concerns around safety and support?
- What plan or framework will your district/schools use to engage families in supporting their children's progress in summer learning?
- How will in-district parent organizations mobilize to support families with communication, problem solving, and access to district and community services during summer learning?
- How will your district communicate to families about their child's progress on specific knowledge areas or skills, as opposed to a traditional grade report
- How can districts ensure parents and families feel a sense of inclusion and belonging in the school community?

TABLE 9: Family and Community Engagement: Helpful Resources

Resources
Maine DOE Family \Engagement Resources
The Dual Capacity-Building Framework for Family-School Partnerships (Karen Mapp)
Barbara Bush Foundation for Family Literacy: Reading Mentoring Programs
National Center for Learning Disabilities: A Family's Guide to Equity and Excellence for Your Child During COVID-19
¡Colorín Colorado! Communicating with ELL Families During COVID-19 - 10 Strategies for Schools
+OST=Perfect Together: A Conference Report

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APPENDIX A: FUNDING SOURCES

Overview of CARES, CRRSA and ARP Relief Programs

CARES Programs[16] *Available for obligation until September 30, 2022*	**Elementary and Secondary School Emergency Relief Fund (ESSER1)** • State educational agencies (SEAs) may reserve and spend up to 10 percent to address emergency needs to respond to COVID,[17] which could include summer programs. SEAs must award these funds within one year of receiving them.[18] • Local educational agencies (LEAs) receive the remaining 90 percent to carry out a variety of activities to prevent, prepare for, and respond to COVID, including summer learning.[19]
	Governor's Emergency Relief Fund (GEER) • Governors may award funds to LEAs that have been most significantly impacted by COVID to continue to provide educational services to students and to support the LEA's ongoing functionality.[20] If permitted by the Governor, this could include summer programs. • Governors may also award funds to other LEAs or education related entities essential for carrying out emergency educational services.[21] If permitted by the Governor, this could include summer programs.
CRRSA Programs[22] *Available for obligation until September 30, 2023*	**ESSER2** • Same as ESSER1 above. SEAs may reserve and spend up to 10 percent to address emergency needs to respond to COVID,[23] which could include summer programs. States must award these funds within one year of receiving them.[24]

[16] Please note the law itself says funds are available through September 30, 2021, but education programs, including ESSER and GEER, are subject to another rule called the Tydings Amendment in the General Education Provisions Act (GEPA) that extends the period of availability by one additional year.

[17] CARES, Sec. 18003(e).

[18] For the 90% of funds that must go to LEAs, funds are "awarded" when the SEA subgrants the fund to an LEA. For the 10% of state reserve funds, funds are "awarded" when the SEA awards a contract or subgrant or retains the funds to spend directly. See U.S. Department of Education. (2021). *American Rescue Plan Act of 2021, Elementary and Secondary School Emergency Relief Fund (ARP ESSER),* pp. 4-5. Link.

[19] CARES, Sec. 18003(d)(11).

[20] CARES, Sec. 18002(c)(1).

[21] CARES, Sec. 18002(c)(3).

[22] Please note the law itself says funds are available through September 30, 2022, but education programs, including ESSER and GEER, are subject to another rule called the Tydings Amendment in the General Education Provisions Act (GEPA) that extends the period of availability by one additional year.

[23] CRRSA, Sec. 313(e).

[24] For the 90% of funds that must go to LEAs, funds are "awarded" when the SEA subgrants the fund to an LEA. For the 10% of state reserve funds, funds are "awarded" when the SEA awards a contract or subgrant or retains the funds to spend directly. See U.S. Department of Education. (2021). *American Rescue Plan Act of 2021, Elementary and Secondary School Emergency Relief Fund (ARP ESSER),* pp. 4-5. Link.

	• Same as ESSER1 (previous page). LEAs receive the remaining 90 percent to carry out a variety of activities to prevent, prepare for, and respond to COVID, including summer learning.[25]
	GEER2 • Same as GEER1 (previous page). Governors may award funds to LEAs that have been most significantly impacted by COVID to continue to provide educational services to students and to support the LEA's ongoing functionality.[26] If permitted by the Governor, this could include summer programs. • Governors may also award funds to other LEAs or education related entities essential for carrying out emergency educational services.[27] If permitted by the Governor, this could include summer programs.
ARP Programs[28] *Available for obligation until September 30, 2024*	**ESSER3** • As listed below, SEAs must reserve and spend at least 7 percent for certain mandatory activities, and may reserve and spend another 3 percent for additional optional activities (total of 10 percent). SEAs must award these funds within one year of receiving them.[29] o SEAs must reserve and spend at least 5 percent to address learning loss through evidence-based interventions which can include summer learning or summer enrichment.[30] o SEAs must reserve and spend at least 1 percent to implement evidence-based summer enrichment programs.[31] o SEAs must reserve and spend at least 1 percent to implement evidence-based comprehensive afterschool programs.[32] o SEAs may reserve an additional 0.5 percent for administration and 2.5 percent for emergency needs (total of 3 percent).[33] • LEAs receive the remaining 90 percent from which: o LEAs must reserve and spend at least 20 percent to address learning loss through evidence-based interventions which can include summer learning or summer enrichment.[34]

[25] CRRSA, Sec. 313(d)(11).
[26] CRRSA, Sec. 312(c)(1).
[27] CRRSA, Sec. 312(c)(3).
[28] Please note the law itself says funds are available through September 30, 2023, but education programs, including ESSER and GEER, are subject to another rule called the Tydings Amendment in the General Education Provisions Act (GEPA) that extends the period of availability by one additional year.
[29] For the 90% of funds that must go to LEAs, funds are "awarded" when the SEA subgrants the fund to an LEA. For the 10% of state reserve funds, funds are "awarded" when the SEA awards a contract or subgrant or retains the funds to spend directly. See U.S. Department of Education. (2021). *American Rescue Plan Act of 2021, Elementary and Secondary School Emergency Relief Fund (ARP ESSER),* pp. 4-5. Link.
[30] APR, Sec. 2001(f)(1).
[31] ARP, Sec. 2001(f)(2).
[32] APR, Sec. 2001(f)(3).
[33] ARP, Sec. 2001(f)(4).
[34] ARP, Sec. 2001(e)(1).

	○ LEAs may spend the rest to carry out a variety of activities to prevent, prepare for, and respond to COVID, including summer learning and summer enrichment.[35]

[35] ARP, Sec. 2001(e)(2)(M).

PK-12 and Adult Education Public Health Guidance

Introduction

This document provides requirements and guidance for school reopening that prioritizes returning as many students as possible to in-person learning—safely, following a comprehensive set of health and safety requirements. This guidance includes best practices developed by the American Academy of Pediatrics, U.S. Centers for Disease Control and Prevention (CDC), and other states. [1,2,3] Because COVID-19 is a novel disease, scientific literature is growing rapidly with new information emerging almost every day. Guidance will continue to evolve as the science develops. Official minimal requirements for schools are included as part of the Maine Department of Education's Framework for Returning to Classroom Instruction. No single action or set of actions will completely eliminate the risk of COVID-19 transmission, but taken together, the following health and safety measures can greatly reduce that risk. Schools should establish a culture of health and safety that focuses on regularly enforcing these important practices.

COVID-19 is primarily spread when people are in relatively close proximity, through respiratory droplets generated through coughing, sneezing, or talking with an infected person. Among the most effective preventive measures—when used consistently and in combination—are masks/face coverings, physical distancing, hand hygiene, cohorting groups, and cleaning and disinfecting frequently touched surfaces. Preventing person-to-person transmission, via respiratory droplets, is more important than frequent cleaning and disinfection.

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[1] As described by the AAP: "Schools are fundamental to child and adolescent development and well-being and provide our children and adolescents with academic instruction, social and emotional skills, safety, reliable nutrition, physical/speech and mental health therapy, and opportunities for physical activity, among other benefits. Beyond supporting the educational development of children and adolescents, schools play a critical role in addressing racial and social inequity. As such, it is critical to reflect on the differential impact SARS-CoV-2 and the associated school closures have had on different races, ethnic and vulnerable populations." American Academy of Pediatrics, *COVID-19 Planning Considerations: Guidance for School Re-entry*, https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/

[2] Massachusetts Department of Elementary and Secondary Education, *Initial Fall School Reopening Guidelines,* June 25, 2020, *http://www.doe.mass.edu/*

[3] San Francisco Department of Public Health, *Reopening TK-12 Schools for In-Person, On-Site Instruction*, July 8, 2020, https://www.sfdph.org/dph/alerts/covid-guidance/Preliminary-Guidance-TK12-Schools.pdf

Best current evidence suggests that children, particularly younger children, are less likely than adults to be infected with COVID-19.[4,5] Furthermore, infected children may be less likely to transmit COVID-19 to others. [6,7] The ability to transmit the virus appears to increase as children age. This fact may partially explain why, to date, schools do not appear to have played a major role in COVID-19 transmission.[8,9] Informing Maine's guidance is the experience in other countries and states, where schools are already open or where schools and daycares never closed. For instance, in countries such as Denmark, the Netherlands, Finland, Belgium, and Austria, the pandemic has continued to subside, even as schools reopened this spring. [10,11] This evidence supports a safe in-person return to school if health and safety protocols are followed.

Physical distancing is an important practice that helps mitigate transmission of the virus. There is no precise threshold for safety; indeed, studies suggest that physical distancing of three feet or more leads to reduced transmission, with additional distance providing additional protection. According to the American Academy of Pediatrics, evidence suggests that spacing as close at three feet may approach the benefits of six feet of space, particularly if students are wearing face coverings and are asymptomatic.[12] [13] Simultaneously, attention to adult-adult transmission in school should not be overlooked. Evidence from childcare and summer camp settings to date suggests that adult staff, and not children, are most

[4] Coronavirus Disease 2019 in Children — United States, February 12–April 2, 2020. *MMWR Morb Mortal Wkly Rep* 2020;69:422–426. DOI: http://dx.doi.org/10.15585/mmwr.mm6914e4

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[10] Vegas, Emiliana, *Reopening the World: Reopening Schools – Insights from Denmark and Finland*, Brookings Institution, July 6, 2020, https://www.brookings.edu/blog/education-plus-development/2020/07/06/reopening-the-world-reopening-schools-insights-from-denmark-and-finland/

[11] Couzin-Frankel, Jennifer, Gretchen Vogel, and Meagan Weiland, "School openings across globe suggest ways to keep coronavirus at bay, despite outbreaks," *Science*, July 7, 2020, https://www.sciencemag.org/news/2020/07/school-openings-across-globe-suggest-ways-keep-coronavirus-bay-despite-outbreaks

[12] World Health Organization. (2020). "Considerations for school-related public health measures in the context of COVID-19: annex to considerations in adjusting public health and social measures in the context of COVID-19," 10 May 2020. World Health Organization. https://apps.who.int/iris/handle/10665/332052

[13] *Chu, Derek K; Akl, Elie A; Duda, Stephanie ; Solo, Karla; Yaacoub, Sally; Schünemann, Holger J, "*Physical distancing, face masks, and eye protection to prevent person-to-person transmission of SARS-CoV-2 and COVID-19: a systematic review and meta-analysis," Lancit, July 1,2020, https://www.thelancet.com/pdfs/journals/lancet/PIIS0140-6736(20)31142-9.pdf

often the source of COVID-19 exposure in a facility. This fact informs our recommendation of maintaining six feet of distance between adults and between students and adults as much as possible.

Schools should aim for six feet of distance between students where feasible. **At the same time, a minimum physical distance of three feet between students has been established *when combined with the other measures outlined in this list of safety requirements (e.g., masks/face coverings, use of outdoor spaces).*** Because of the reduced susceptibility in children and lower apparent rates of transmission, establishing a minimum physical distance of three feet is informed by evidence and balances the lower risk of COVID-19 transmission and the overarching benefits of in-person school. Schools should seek to maximize physical distance among individuals within their physical and operational constraints. Adult students and staff should adhere to six feet of distancing as much as possible, given their higher susceptibility to COVID-19. *The minimum physical distancing requirement of three feet does not apply to settings outside of schools.*

Families and communities play a critical role in supporting the new culture of health and safety that each school must establish. Most importantly, families can help mitigate the transmission of COVID-19 in their school communities by checking their children daily for any COVID-19 symptoms and keeping them home from school if they are sick or have had close contact with a person diagnosed with or suspected of having COVID-19. Families can also contribute by supporting the use of masks in school and on the bus, arranging alternate transportation whenever possible; communicating with teachers, school leaders and local authorities; and continuing to follow State health and safety guidelines outside of school.

The wellbeing of teachers and staff is paramount to opening safely. Scientific evidence about transmission suggests to date that embedded public health protection measures in school operations, including physical distancing and cohorting together with provision of protective equipment for staff and teachers, helps prevent spread in the school setting. Teachers and staff can employ and model these normative behaviors for students. Reopening plans will reflect novel solutions to balancing the need to reopen schools with the health and safety of people in the school community (Updated 8/12/20 for clarity).

The August 12, 2020 version of this document is reorganized. First, it lists the public health requirements for in-person learning that are identical to those in Part I.2. of the Maine Department of Education Framework for Returning to Classroom Instruction. Second, it lists public health considerations, recommendations, and strategies for the six requirements for safely opening schools in the fall. Third, it includes additional public health guidance that may be of use to schools in their planning. The purpose of this document is to offer more detailed information that schools may use to ensure safety during the pandemic for in-classroom education. Changes from the version originally posted on July 17, 2020 are called “Updated” with the date of the change. Changes that correct grammar or are made for clarity rather than for substantive reasons are labelled as “for clarity.” If the parenthetical is within the sentence, only the sentence has changed; if it is after the period at the end of the paragraph, the whole paragraph was changed. (Updated 8/12/20)

Public Health *Requirements* for In-Person Learning (Identical to "6 Requirements for Safely Opening Schools in the Fall" in the Framework)

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. Schools should provide information to families in their primary language to support them in conducting this check. Any person showing symptoms must 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 space" (separate from the nurse's office) must be designated for students/staff who exhibit COVID-19 symptoms during the school day. 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.

Masks/Face Coverings - Adults, including educators and staff, 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. (Updated 7/31/20) Masks are recommended for children ages two to four, when developmentally appropriate. (Updated 7/31/20). Masks/face coverings must be worn by all students on the bus. Face shields may be an alternative for those students with documented medical or behavioral challenges who are unable to wear masks/face coverings (Updated 8/12/20). 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 symptomatic students in close proximity, when distance is not possible, or when students 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.

Public Health Considerations, Recommendations and Strategies

The following sections provide more detailed recommendations about the six health and safety requirements along with additional information to assist with planning and implementation of risk mitigation strategies. (Updated 8/12/20)

Masks/Face Coverings

As the primary route of transmission for COVID-19 is respiratory, masks/face coverings are among the most critical components of risk reduction. Face coverings help prevent respiratory droplets from traveling into the air and onto other people or surfaces when the person wearing the face covering coughs, sneezes, talks, or raises their voice.

Face coverings should cover your nose and mouth, and fit snuggly against the sides of your face. Cloth face coverings should have multiple layers of cloth. For additional information about face coverings, review U.S. CDC guidance on how to make cloth face coverings, wear and remove masks/face coverings, and wash cloth face coverings.

1. Adults, including educators and staff, are required to wear a mask/face covering.
2. 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. (7/31/20)
3. Face shields may be an alternative for those students with documented medical or behavioral challenges who are unable to wear masks/face coverings. The same applies to staff with documented medical or other health reasons for being unable to wear face coverings. (Updated 8/12/20)
    a. Face shields worn in place of a face covering must extend below the chin and back to the ears.
4. Transparent face coverings may be valuable to teachers and students in classes for deaf and hard of hearing students.

5. Alternatives to mask/face covering requirements must be made for those for whom it is not possible due to medical conditions, disability impact, or other health or safety factors.
6. Masks/face coverings may be removed during mealtime and outdoor activities where students and staff can maintain at least six feet of physical distancing from others and have ready access to put them back on as needed when activity stops (guidance on mask breaks was removed). (Updated 8/12/20)
    a. Teach and direct students to cough or sneeze into their elbow when not wearing a face covering or alternatively, cough or sneeze into a tissue, discard the tissue into a trash container, and then perform hand hygiene.
7. Masks/face coverings should be provided by the student/family, but extra disposable masks should be made available by the school for students who need them. Districts and schools with families experiencing financial hardship and unable to afford masks/face coverings should provide masks for students.
8. Reusable masks/face coverings provided by families should be washed by families daily.
9. Masks/face coverings should be replaced when soiled or wet. If the mask/face covering becomes soiled, remove and safely discard disposable masks, or store reusable face coverings in a sealed container or plastic bag for laundering. Perform hand hygiene after changing a soiled mask/face covering.
10. Masks/face coverings—or face shields for those who need them as described above—are required to be worn by everyone on the bus during school bus transportation.
11. Schools should provide information on proper use, removal, and washing of face coverings to staff, students, and parents/guardians (Updated 8/12/20 for clarity).
12. The use of masks with exhalation valves is highly discouraged as the valve can allow a concentrated stream of exhaled air containing droplets, putting others nearby at transmission risk. (Updated 8/12/20)

Physical Distancing

Physical distancing is another important practice that helps mitigate transmission of the virus. Schools should aim for six feet of distance between individuals where feasible. At the same time, a minimum physical distance of three feet between students is adequate when combined with the other measures outlined in this document, including the use of masks/face coverings, stable cohorts, screening, and hand hygiene. Because of the reduced susceptibility in children and lower apparent rates of transmission, establishing a minimum physical distance of three feet is informed by evidence and balances the lower risk of COVID-19 transmission and the overarching benefits of in-person school.

1. Consistent with the requirements, schools should seek to maximize physical distance among individuals within their physical and operational constraints. Schools should aim for a physical distance of six feet when feasible, and three feet is the minimum distance allowed (Updated 8/12/20 for clarity).
2. Evaluate classroom capacity on a case-by-case basis, based on the maximum capacity consistent with health and safety guidelines. Schools should seek to maximize physical distance between

students within their physical and operational constraints, consistent with the requirement. (Updated 8/12/20 for clarity)

   a. To the extent possible, aim for desks to be spaced six feet apart (but no fewer than three feet apart) and facing the same direction.
   b. In classrooms that seat students at tables rather than desks, consider installing tabletop partitions that extend above the seated height of the students.

3. Consider repurposing alternative spaces in the school (e.g., cafeteria, library, and auditorium) to increase the amount of available space to accommodate the maximum distance possible.
   a. In larger spaces, establishing consistent cohorts/classes with at least 14 feet of separation between the cohorts/classes provides another option to maximize these spaces safely.
4. Hold classes and activities outside whenever possible.
5. Adults and adult staff within schools should attempt to maintain a distance of six feet from other persons as much as possible, particularly around other adult staff. Strategies to increase adult-adult physical distancing in time and space include the following:
   a. Conduct meetings, trainings, curriculum planning, and parent-teacher conferences virtually, to the greatest extent possible, even if all staff are on the school campus.
   b. Discourage congregation in shared spaces, such as staff lounge areas, in the copy room, when checking mailboxes, etc.
   c. Stagger drop-offs and pick-ups. Do drop-offs and pick-ups outside when weather allows.
   d. Parents should, in general, be discouraged from entering the school building.
   e. Physical barriers, such as plexiglass, should be used in reception areas and employee workspaces where the environment does not accommodate physical distancing. Limit activities that require staff to enter within six feet of another person, regardless of whether physical barriers are installed.
6. Additional safety precautions are required for school nurses and/or any staff supporting students with disabilities in close proximity, when distance is not possible. These precautions must at a minimum include eye protection (e.g., face shield or goggles) and a mask/face covering.
7. Attention to physical distancing should include when students are moving throughout the school, such as in hallways between class periods.

At-Home Symptom Screening

Families and caregivers can help mitigate the transmission of COVID-19 in their school communities by keeping their children home from school if they are sick or have had close contact with a person diagnosed or suspected of having COVID-19. Checking for symptoms each morning by families and caregivers is critical, and will serve as the primary screening mechanism for COVID-19 symptoms. Schools should provide information to families in their primary language to support them in conducting this check.

1. Parents/guardians should screen their children for illness before sending them to school and should not send their children to school if they are ill. The following questions are recommended for screening:

    a. Do you feel sick with any symptoms consistent with COVID-19? (such as new cough, shortness of breath, or other)
    b. Have you been around anyone who is unwell?
    c. Have you been in close contact with a person who has COVID-19?
    d. Within the past 24 hours have you had a fever (100.4 and above) or used any fever reducing medicine?
2. Universal temperature checks of students upon entry to school premises is not recommended due to the high likelihood of potential false positive and false negative results.
3. Any student or staff member with a fever of 100.4 degrees or greater, symptoms of possible COVID-19 virus infection, or use of any fever reducing medicine in the past 24 hours should not be present in school.
    a. The U.S. CDC maintains a list of COVID-19 symptoms that will be updated as more is learned about COVID-19.
    b. Although children manifest many of the same symptoms of COVID-19 infection as adults, some differences are noteworthy. According to the CDC, children may be less likely to have fever, may be less likely to present with fever as an initial symptom, and may have only gastrointestinal tract symptoms.
4. Screening procedures are not required at the point of entry to the school. However, school staff, as well as bus drivers, should observe students throughout the day and refer students who may be symptomatic to the school healthcare point of contact.
5. Prepare a "medical isolation space" for students/staff who exhibit COVID-19 symptoms during the school day that is a distinct, enclosed area (Updated 8/12/20).
6. Additional guidance on return to school after illness is forthcoming from DOE/MCDC.
7. Students and staff who travel outside of Maine during the school year must follow the Governor's Executive Orders related to travel. (Updated 8/12/20)

Hand Hygiene

Frequent hand hygiene reduces the risk of transmission of COVID-19 by removing pathogens from the surface of the hands.

1. All students and staff must receive initial training on good hand hygiene practices and methods and receive frequent and ongoing reminders through verbal prompts, signage, and other means.
2. Require all students and staff to exercise hand hygiene (handwashing or hand sanitizer) upon arrival to school, before and after eating, after using the restroom, before and after using shared or playground equipment, before putting on and taking off masks, and before dismissal. After eating, the mask is put back on, and then hand hygiene should be done.
3. All students and staff should wash their hands using soap and water for at least 20 seconds whenever hands are visibly soiled and after using the bathroom. Dry hands with disposable paper towels.
4. Handwashing is the best option. When handwashing is not practicable, use a hand sanitizer with at least 60% alcohol.

5. Apply hand sanitizer to all surfaces of the hands and in enough quantity that it takes 20 seconds of rubbing hands together for the sanitizer to dry.
6. Hand sanitizer should be placed at key locations (e.g., near building entrances, classrooms, and cafeteria).
7. Hand hygiene should be performed before and after touching shared equipment, consistent with the requirements (Updated 8/12/20 for clarity).
8. Remind students to avoid touching their face or face coverings.
9. Students using the school bus for transportation to school or for school activities must use hand sanitizer upon entering the bus and exiting the bus.
10. Teach and direct students to cough or sneeze into their elbow when not wearing a face covering or alternatively, cough or sneeze into a tissue, discard the tissue into trash container, and then perform hand hygiene.

Personal Protective Equipment

1. Schools should have an inventory of standard healthcare supplies (e.g., masks and gloves). Use of supplies may be optional based on type of tasks performed (e.g., teachers do not need to wear gloves while teaching but may need to during necessary contact with students, such as when providing physical support to students with disabilities).
2. School health staff should be provided with appropriate medical PPE to use in health suites. This PPE should include N95 masks, surgical masks, gloves, disposable gowns, and face shields and other eye protection. Additional guidance about appropriate use of this PPE by school health staff is available from the National Association of School Nurses (NASN).
3. School health staff should be aware of the CDC guidance on infection control measures.
4. Due to the aerosol-generating nature of nebulizer treatments, nebulizers should be reserved for emergency situations. If a student uses a nebulizer, families should contact their health care provider to discuss switching to metered dose inhalers for school situations.
5. School health staff should wear gloves, an N95 facemask, and eye protection if a student receives a nebulizer treatment or uses a peak flow meter at school. If N95s are not available, the best alternative is a face shield and a procedure mask. (Updated 7/31/20)
6. Nebulizer treatments should be performed in a space that limits exposure to others and with minimal staff present. Rooms should be well ventilated, or treatments should be performed outside. After use of the nebulizer, the room should undergo routine cleaning and disinfection.
7. Work with the MDOE School Safety Center on procurement of Personal Protective Equipment (PPE).
8. School staff working with students who are unable to wear a cloth face covering and who must be in close proximity to the students should wear a procedural mask in combination with a face shield or goggles or glasses. Face shields or other forms of eye protection (e.g. goggles or glasses) should also be used when working with students unable to manage secretions.

Additional Public Health Considerations, Recommendations and Strategies

Stable Cohorts

The US CDC and the National Academies of Science recommend cohorting (sometimes called podding) as a strategy that schools may use to limit contact between students and staff as part of their efforts to limit transmission of SARS-CoV-2 (the virus that causes COVID-19).[14] This strategy works by keeping groups of students – and sometimes staff – together over the course of a pre-determined period of time, preferably for the duration of the academic term/curriculum. Ideally, the students and staff within a cohort will only have physical proximity with others in the same cohort, including during lunch and recess. This practice may help prevent the spread of COVID-19 by limiting cross-over of students and teachers to the extent possible. The utility of cohorting is in being able to quarantine exposed individuals while maintaining school operations in other cohorts. (Updated 8/12/20)

To the extent feasible, elementary schools should aim to keep students in the same group throughout the day for the duration of the academic term/curriculum, and middle and high schools should minimize mixing student groups. Cohorting strategies may differ between school districts, schools, and classrooms depending on class size, physical space limitations, and community transmission. (Updated 8/11/20)

1. Schools should divide students into small groups that remain with each other throughout each day to the extent feasible. Schools should look for ways to isolate cohorts of students and prevent inter-group contact to the extent feasible.
2. Faculty and staff should remain with a specific cohort to the extent feasible (Updated 8/12/20 for clarity).
3. When in classrooms, all students should have assigned seating.
4. There are no required maximum cohort or group sizes, as long as schools adhere to the physical distancing requirements in this guidance. Schools should utilize the smallest cohort size practicable.
5. Cohorting students in middle and high schools presents unique challenges. Strategies to assist with cohorting in middle and high schools include:
    a. Block schedules (much like some colleges, intensive 1-month blocks or semester courses).
    b. Consider limiting the use of lockers or assign them by cohort to reduce need for hallway use across multiple areas of the building. This strategy would need to be done in

[14] U.S. Centers for Disease Control and Prevention, "Preparing K-12 School Administrators for a Safe Return to School in Fall 2020," Accessed August 6, 2020, https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/prepare-safe-return.html; National Academies of Sciences, Engineering, and Medicine, 2020, *Reopening K-12 Schools During the COVID-19 Pandemic: Prioritizing Health, Equity, and Communities,* Washington, DC: The National Academies Press, https://doi.org/10.17226/25858.

conjunction with planning to ensure students are not carrying home an unreasonable number of books and may vary, depending on other cohorting and instructional decisions schools are making. (Updated 8/12/20)

c. Have teachers rotate instead of students when feasible.
d. Support interdisciplinary courses with co-teaching teams (Updated 8/12/20).

Cleaning and Disinfecting

Cleaning and disinfection of frequently touched surfaces is recommended as the virus can be spread if someone touches a surface contaminated with the virus and then touches their eyes, nose, or mouth. However, as COVID-19 is primarily spread through respiratory droplets, preventing person-to-person transmission is more important than frequent cleaning and disinfection.

The following strategies and protocols are recommended (Updated 8/12/20 for clarity and with deletion of items in the maintenance / facility guidelines):

1. Clean and disinfect frequently touched surfaces (e.g., door handles, sink handles, drinking fountains, keyboards, light switches) within the school and on school buses at least daily or between uses as practicable.
2. Develop a schedule for increased, routine cleaning and disinfection.
3. Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children. Use products that meet EPA disinfection criteria.
4. Have users wash their hands before and after using shared objects. Focus increased cleaning and disinfecting on high-touch items (Updated 8/12/20 for clarity).
5. Use only routine maintenance for outdoor playgrounds and other natural play areas, as hand hygiene will be emphasized before and after use of these spaces. Outdoor play equipment with high-touch surfaces such as railings and handles should be cleaned and disinfected regularly if used continuously (Updated 8/12/20 for clarity).
6. Install signage and equipment to enable effective health and safety procedures.
7. Ensure organizations that share or use the school facilities follow the health and safety guidelines established in this guidance (Updated 8/12/20 for clarity).

Shared Objects

1. Discourage sharing of items that are difficult to clean or disinfect.
2. Avoid sharing electronic devices, toys, books, and other games or learning aids.
3. Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas.
4. Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit use of supplies and equipment by one group of students at a time and clean and disinfect between use.
5. Clean and disinfect frequently touched surfaces (e.g. keyboards) at least daily or between uses as much as possible (Updated 8/12/20 for clarity).

6. Ensure hand washing before and after use of shared materials (Updated 8/12/20 for clarity).

Facility Considerations

1. Communicate and consult with business managers, as well as facilities, grounds, and maintenance teams when preparing the facility for the resumption of in-person learning.
2. Identify and procure necessary equipment, materials, and supplies for supporting the public health requirements (e.g., hand washing stations, hand sanitizer, appropriate cleaning and disinfecting supplies).
3. 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. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to individuals using the facility. Additional information on readying ventilation systems is available from the U.S. CDC.
4. To minimize the risk of Legionnaire's disease and other diseases associated with water, take steps to ensure that all water systems and features (e.g., sink faucets, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown.
5. Using drinking fountains for refill only is recommended. Staff and students should bring water bottles, and cups should be provided for drinking fountain use for those who do not have a water bottle. Drinking fountains should be cleaned and disinfected and have signage/instruction for individuals to wash hands after use.
6. Thoroughly clean and disinfect buildings and classrooms prior to the resumption of in-person classes (see the Cleaning and Disinfecting section of this guidance for additional information).
7. Clean and disinfect high-touch areas frequently (doorknobs, desktops, faucets, etc.). See the cleaning and disinfecting section of this guidance for additional information.
8. Eliminate lines to the greatest extent practicable. Where lines are unavoidable (e.g. near doors, sinks, bathrooms, or other places where students may line up), ensure three to six feet of distance between individuals. This can be accomplished by demarcating three- to six-foot distances on floors or walls. Three feet is the minimum amount of distance recommended in the school setting; six feet of physical distance is preferred.
9. Modify building traffic flow to minimize contact between individuals. Consider one-way entrances, exits, and hallways, if possible. Mark hallways to keep traffic flow to the right side where one-way passage is not possible. Use floor decals and/or signage to establish travel patterns.
10. Minimize traffic in enclosed spaces, such as elevators and stairwells. Consider limiting the number of individuals in an elevator at one time and designating one directional stairwells, if possible.
11. Consider installing non-porous physical barriers such as partitions or plexiglass barriers to protect staff in high traffic areas. Barriers should be placed in front office areas, service counters, and other similar locations where it is not possible to maintain a minimum of six feet of physical distance. Limit activities that require staff and/or visitors to enter within six feet of another person, regardless of whether physical barriers are installed.

12. Place signage at entrances and throughout buildings (particularly high traffic areas), alerting staff and students to physical distancing requirements, face covering policies, and hand hygiene protocols.
13. Plan vehicle traffic flow, drop-off, and pick-up logistics and place signage as needed.
14. If needed, set up additional hand washing or sanitizing stations outside school entrances and at convenient locations outside classrooms and common areas.
15. School libraries are not expected to pose a significant transmission risk. Nevertheless, students should wash or sanitize their hands upon entering and leaving libraries. School libraries should post reminders to maintain physical distance and arrange seating areas to allow for appropriate distance. Shared surfaces such as counters and computers should be regularly cleaned and disinfected.

Recommendations for Busing/Transportation

1. Encourage alternative modes of transportation for students who have other options.
    a. Consider how you will manage increased traffic flow from families who decide to drop off/pick up their children.
    b. Promote alternatives such as walking and biking.
    c. Advise school staff and families to carpool with the same stable group of people. Open vehicle windows and maximize outdoor air circulation. Face coverings are required for everyone in the vehicle (Updated 8/12/20).
2. If transport vehicles (e.g., buses) are used by the school, drivers should practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, cloth face coverings).
3. For students riding the bus, symptom screening should be performed by families prior to being dropped off at the bus.
4. Physical distancing at bus stops and during pick-up and drop-off is recommended.
5. Masks/face coverings are required to be worn by everyone on the bus during school bus transportation.
6. Hand sanitizer should be available and used when entering and exiting the bus.
7. Assign seating. Students from the same household should sit together.
8. Use tape marks and signage to show students where to sit.
9. To minimize contact between passengers, load the bus from back to front and unload the bus from front to back.
10. Drivers should be a minimum of six feet from students to the extent possible; drivers must wear a face covering; consider physical barriers for driver (e.g., plexiglass behind driver's seat) (Updated 8/12/20).
11. Minimize number of people on the bus at one time within reason.
12. Adults who do not need to be on the bus should not be on the bus.
13. Have windows open if weather allows.
14. Routinely clean and disinfect buses or other transport vehicles. See the Cleaning and Disinfecting section of this guidance for additional information.
15. To the extent possible, maximize the distance between children in the vehicle. Since vehicles have difference sizes and capacities, there is no single recommendation for spacing. That said, filling a

vehicle to its maximum capacity even with masks/face coverings poses a public health risk and is inadvisable. (Updated 8/12/20)

Student Nutrition Services

School meals play an important role in addressing food security for students. COVID-19 has not been shown to be a food-borne disease. However, eating together is a high-risk time for COVID-19 transmission because people must remove their face coverings to eat and drink. People often touch their mouths with their hands when eating. In addition, meals are usually considered time for talking together, which further increases risk, especially if children must speak loudly to be heard. Standard food preparation guidelines should be followed, with special consideration for masking and physical distancing between food service staff in the kitchen and when in contact with students/staff.

1. Masks/face coverings cannot be worn during meals. In order to achieve six feet of physical distance between individuals, consider ways to conduct breakfast and lunch that support physical distancing of at least 6 feet between/among students (e.g., stagger time, build in other breaks, etc.). (Updated 8/12/20 for clarity)
    a. Prepare to hold breakfast and/or lunch in classrooms or outdoors, instead of the cafeteria or common areas.
    b. If serving food in the cafeteria, develop staggered schedules that minimize mixing of cohorts and enforce physical distancing protocols.
2. Adjust food preparation and service procedures to minimize shared items (i.e. serving utensils), maintain physical distance, and support compliance with health and safety protocols.
3. In the event students continue with, or transition to, remote learning, provide school meals as needed for days they are not in the school building.

Staff Break Rooms/Teacher Work Rooms

Adults often do not view themselves and colleagues as sources of infection, and forget to take precautions with co-workers, especially during social interactions such as breaks or lunch time, in the copy room, when checking mailboxes, etc. (Updated 8/12/20 for clarity)

1. Post the maximum occupancy for the staff rooms, based on 6-foot distancing. Mark places on the floor 6 feet apart for staff to sit or stand.
2. Post signage reminding staff to stay 6 feet apart, keep their masks/face coverings on unless eating, wash their hands before and after eating, and disinfect their area after using it (Updated 8/12/20 for clarity).
3. Discourage staff from eating together, especially indoors. Consider creating a private outdoor area for staff to eat and take breaks.
4. Open windows and doors to maximize ventilation, when feasible, especially if staff are eating or if the room is near maximum occupancy.

Gatherings, Visitors, and Field Trips

1. Pursue virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least six feet between people if events are held. Limit group size to the extent possible. Groups must not exceed the Governor's gathering size limits.
2. Limit any nonessential visitors, volunteers, and activities involving external groups or organizations as much as possible—especially with individuals who are not from the local geographic area (e.g., community, town, city, and county).
3. Field trips are not recommended at this time. Pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, as much as possible. (Updated 8/12/20)
4. In-person performances present risk mitigation challenges and are discouraged at this time. If schools or school systems elect to allow in-person performances, they must follow all applicable guidelines in the Performing Arts Venues checklist. (Updated 8/11/20)

Courses Requiring Additional Safety Considerations (Updated 7/31/20)

Students and staff must follow all required health and safety measures while on school grounds or engaged in school courses in other locations. Certain classes such as music, theater, dance, physical education, and the visual arts have unique characteristics that require special consideration. Research into how to safely engage in these types of activities is ongoing, and the following guidance will be updated as the research evolves.

At this time, for courses and activities that require increased respiration, including chorus, singing, brass or woodwind instrument use, physical education, dance, and theater, holding courses and activities fully or partially online is highly recommended. If they are held in person, it is strongly recommended – and at times required – that these activities occur outdoors.

Safety requirements for these activities are as follows:

Chorus and Singing Instruction / Musical theater

Singing and voice projection carry a relatively higher risk of virus transmission because it can aerosolize respiratory droplets to a distance of at least 13 feet (Updated 8/12/20 for clarity).

1. If outdoors, with masks encouraged, these activities can occur with at least 14 feet of distance between individuals. Note: At this time, these activities should not take place indoors.
2. All students should face in one direction instead of facing one another. Avoid singing in a circle or semicircular formation. (Updated 8/12/20)
3. Students and teachers should avoid sharing materials as feasible. Any sharing of equipment, including music stands, props, set pieces, rails, and voice amplification equipment, should follow the guidelines in the "Shared Objects" section of this guidance. Do not share makeup or anything

that comes into close contact with mouth or eyes (e.g., microphones). Avoid sharing costumes and wigs. (Updated 8/12/20)

Non-Musical Theater

1. If outdoors, with masks encouraged, these activities can occur with 6 feet of distance between individuals.
2. If indoors, with masks required, these activities can occur with 6 feet of distance between individuals.
3. Note: These activities cannot occur indoors without a mask.

Band and the Use of Musical Instruments

Some musical instruments carry a relatively higher risk of virus transmission. Instruction for brass and woodwind instruments must follow the relevant guidance related to indoor/outdoor activities, masks/face coverings, and physical distancing this in this document. In addition:

1. Instruction for musical instruments that require air blowing (e.g., flute, oboe, clarinet, trumpet, saxophone, trombone) can only occur outdoors when individuals are at least 14 feet apart. These instruments should never be shared.
2. Instruction for musical instruments that do not involve air blowing (e.g., strings, percussion, and piano) may continue indoors or outdoors as long as health and safety requirements are met. If needed, these instruments can be shared between students in accordance with the guidelines in the "Shared Objects" section of this document.
3. Students should be encouraged to clean their instruments regularly, especially the mouthpiece and high-touch surfaces, such as finger pads.

Dance

While dance does not typically involve vocalization, it is an intense physical activity, similar to physical education, and can result in an increased risk of transmission due to increased respiration. Dance courses and activities must follow the relevant guidance related to indoor/outdoor activities, masks/face coverings, and physical distancing on page 15 of this document. In addition:

1. Prioritize forms of dance that allow for adequate distancing or adapt dances reliant on close proximity to allow for physical distancing.
2. All sharing of equipment should follow the guidelines in the "Shared Objects" section of this document.
3. Consider keeping music at a volume that minimizes the need for the instructor to project their voice.

Visual arts

Visual arts courses and activities may involve the sharing of specialized equipment among students, such as paint brushes, paints, and cameras.

1. Minimize the use of shared equipment, as possible. If equipment must be shared, follow the guidelines in the "Shared Objects" section of this document.

a. Add disposable protective covers to shared cameras and any other equipment that requires close eye or mouth contact.

Physical Education

With physical activity, individuals tend to breathe more heavily and speak louder or yell, which increases the potential for dispersal of respiratory droplets. Physical education classes and activities should follow the relevant guidance related to indoor/outdoor activities, masks/face coverings, and physical distancing described in this document. In addition:

1. Physical education classes must not include activities with close physical contact (Updated 8/12/20 for clarity).
2. Physical education should prioritize activities that do not require shared equipment. If any shared equipment is used, clean and disinfect equipment between uses and at least daily.
3. Prioritize outdoor activities, whenever possible.
4. Students must wash or sanitize hands before and after physical education. Particular attention should be paid to washing and sanitizing hands before and after masks are removed and put on, if applicable.
5. No sharing of water bottles, towels, mouth guards, helmets or other equipment that comes into contact with the nose or mouth is allowed.
6. If feasible, close communal areas, including athletic locker rooms. If not feasible, stagger locker assignments and access such that students who need to use lockers at the same time (e.g., those in the same physical education class) will be able to maintain physical distancing. Athletic locker rooms should be cleaned and disinfected at least daily.
7. Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.
8. All sharing of equipment should follow the guidelines in the “Shared Objects” section of this document (Updated 8/12/20).
9. Physical activities should follow the following precautions: (Updated 8/12/20)
    a. If outdoors, without masks, these activities can occur with 14 feet of distance between individuals.
    b. If outdoors, with masks, these activities can occur with 6 feet of distance between individuals.
    c. If indoors, with masks required, these activities can occur with 6 feet of distance between individuals.

COVID-19 ToolKit

The FrontLine WarmLine is available for school staff: The volunteers on the other end of the line can help callers address concerns with anxiety, irritability, poor sleep, grief or worry and, if needed, connect them with additional supports.

Contact them from 8 AM to 8 PM, 7 days a week by calling (207) 221-8196 or text the word "frontline" to 898-211 for support.

Identifying COVD-19 Symptoms: (#)

COVID-19 Vaccine Awareness Resources: (#)

Recent DOE Updates

5.17.21 Updates to School Health Guidance and SOP. Pooled Testing webinars (https://mailchi.mp/maine/cu5lemq6y0-1323252)

5.5.21 Planning for Vaccination of Youth 12-15 (https://mailchi.mp/maine/cu5lemq6y0-1323176)

4.29.21 Large Venue (incl.

Positive Cases

Standard Operating Procedure (SOP) for Positive COVID-19 Cases in Schools (https://www.maine.gov/doe/covid-19/sop)

Sara Alert Info (https://www.maine.gov/doe/covid-19/toolkit/saraalert)

DOE Close Contact Tracing Template (/doe/sites/maine.g

Safety Guidance

Confronting COVID-19-Related Harassment in Schools (https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww2.ed.gov%2Fabout%2Foffices%2Flist%2Focr%2Fdocs%2Focr-factsheet-aapi-202105.pdf&data=04%7C01%7CStaci.H.Warren%40maine.gov%7C77f3ecf218f0403eef7708d

Quick Links:

- State of Maine FAQ for out of state travel
- Framework for Reopening Schools and Returning to In-Person Instruction
- Coronavirus (COVID-19) Resources for Schools
- PK-12 and Adult Education Public Health Guidance (Maine CDC Guidance for Schools) PDF
- 6 Requirements for Safely Opening Schools
- COVID-19 Cases in Maine PreK to 12 Schools
- Color Coded County Risk Levels
- Standard Operating Procedure for Positive Cases in Schools

Graduation) Sunsets after May 24.

4.27.21 Free Testing and Support for Pool Testing in Schools (https://mailchi.mp/maine/cu5lemq6y0-1323076?e=4f16ec1299)

4/23/21 Updates on PPE/fraudulent PPE disposal/hotline hours/testing options (https://mailchi.mp/maine/cu5lemq6y0-1323056)

4/8/21 (updated 4.14.21) Travel Quick Reference Guide (/doe/sites/maine.gov.doe/files/inline-files/Travel%20Cheat%20Sheet%204.14.21.pdf)

3/05/21 New Maximum Capacity Limits/School Impacts and Requirements (https://mailchi.mp/maine/cu5lemq6y0-1322764)

2/10/21 Travel Requirements and Template Letter (https://mailchi.mp/maine/cu5lemq6y0-1322656)

01/27/21 EO 8-A School Budget Processes (https://mailchi.mp/maine/cu5lemq6y0-1322568)

01/22/21 Updated PPE and Vaccination Info (https://mailchi.mp/maine/cu5lemq6y0-1322552)

ov.doe/files/inline-files/DOE%20Close%20Contact%20Tracing%20Template%201-5-21.xlsx) (Maine DOE 1-5-21)

School Nurse Duties for Positive Case Additional Information (/doe/sites/maine.gov.doe/files/inline-files/Resources%20for%20Positive%20Case%20of%20Covid%204.12.21.pdf) (Maine DOE | PDF)

MeAAP Algorithm (https://www.maineaap.org/assets/docs/Eval-for-Sick-Child-in-Schools-with-PCR-Antigen-Testing-Updated-12.11.2020.pdf) (Updated MeAAP Algorithm | 12/11/20)

Child Feels Unwell Flow Chart ((https://www.maine.gov/doe/covid-19/toolkit/translations) PDF Legal Sized (/doe/sites/maine.gov.doe/files/inline-files/Child%20Feels%20or%20Appears%20Unwell%20Flowchart_8.pdf)) (JPG Legal Sized (/doe/sites/maine.gov.doe/files/inline-files/Child%20Feels%20or%20Appears%20Unwell%20Flowchart.jpg))

9153c6932%7C413fa8ab207d4b629bcdea1a8f2f864e%7C0%7C0%7C637564171463960453%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=EKPS6SWMwl%2F7yNVtL17Yvf32d8jRk7M2bAZc1RymfHI%3D&reserved=0) (5/12/21)

Maine CDC FAQ for out of state travel (http://www.maine.gov/covid19/restartingmaine/keepmainehealthy/faqs) & Maine DOE Travel Cheat Sheet (/doe/sites/maine.gov.doe/files/inline-files/Travel%20Cheat%20Sheet%204.14.21.pdf)

Disinfecting wipes (/doe/sites/maine.gov.doe/files/inline-files/Disinfectingwipes_0.pdf) | Updated 11/4/20

Utilization of alternative si (/doe/sites/maine.gov.doe/files/inline-files/Alternatesites.pdf) tes (/doe/sites/maine.gov.doe/files/inline-files/Alternatesites.pdf) | Updated 11/4/20

Use of Tents (/doe/sites/maine.gov.doe/files/inline-files/Tents%2012.29.20.pdf) | Updated 12/29/20

Older Updates... (https://www.maine.gov/doe/covid-19/updatelinks)

Subscribe to the Maine DOE (https://us2.list-manage.com/u=a582edd6473e477ef6307

Use of Hand Sanitizer in Educational Buildings (/doe/sites/maine.gov.doe/files/inline-files/Handsanitizer_0.pdf) | Updated 11/4/20

Use of Barriers and Hand Sanitizer on Buses (https://mainedoenews.net/wp-content/uploads/2020/08/Barriers-and-sanitizer-2020.pdf)

Emergency Egress Drills (/doe/sites/maine.gov.doe/files/inline-files/EmergencyegressII.pdf) | Updated 11/4/20

Personal Protective Equipment (PPE) Use Chart (https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/MDOE%20PPE%20GUIDANCE.8.06.2020%20%283%29.pdf)

Guidance on PPE, Toileting, Restraint & Seclusion (https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Guidance%20on%20PPE%20Toileting%20Restraint%20%20Seclusion%208.12.20_1.pdf)

School Health Resources

School Nurse Fit

Pooled Testing

5.21.21 - Recording of

BinaxNOW Testing

BinaxNOW product

Testing Cadre (/doe/sites/maine.gov.doe/files/inline-files/N95%20Nurse%20Fit%20Testing%20Cadre.pdf)

Respiratory Protection Program Information (https://www.maine.gov/dhhs/mecdc/public-health-nursing/training.shtml)

Sample Tracking Form for School Absences during COVID (https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Copy%20of%20Coronavirus%20Tracking%20Tool.xlsx) (Maine DOE)

Mask Exempt Letter Template (https://www.maineaap.org/assets/about/Mask-exemption-letter-template.pdf) (American Academy of Pediatrics

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Tips for School Nurses (/doe/sites/maine.gov.doe/files/inline-files/11-9-2020%20Tips%20for%20School%20Nurses%20Obtaining%20COVID.pdf)

Pooled Testing Webinar for Families (https://ginkgobioworks.zoom.us/rec/share/6m-iZMtxX9PqGRvjWz-i7JVwVxrJSX9DJH-U_5DL5utJ85F55cbzUghOVvYvIYEF.W0FlaBd22By0eadI)

5.07.21 Guidance for Pool Testing K-12 Schools (http://www.maine.gov/doe/sites/maine.gov.doe/files/2021-05/pool%20testing%20guidance.pdf)

5.18.21 Pool Testing for K-12 Schools FAQs (http://www.maine.gov/doe/sites/maine.gov.doe/files/2021-05/Pooled%20PCR%20Testing%20FAQ_v.2_5.18.21.pdf) Updated

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4.27.21 Free Testing and Support for Pool Testing in Schools (https://mailchi.mp/maine/cu5lemq6y0-1323076?e=4f16ec1299)

Expanded Testing Options for Schools (https://mailchi.mp/maine/cu5lemq6y0-1323004) (4/2021)

Recording of Pooled Testing Informational Webinar (https://ginkgobioworks.zoom.us/rec/share/TL01g4OVDq

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expiration extension (/doe/sites/maine.gov.doe/files/inline-files/BinaxNOW%E2%84%A2%20COVID-19%20Ag%20Card%20Product%20Expiry%20Update%20EN%20%20-%20%20US.pdf) (5.27.21)

Serial Testing Guidance (DOCX) (/doe/sites/maine.gov.doe/files/inline-files/Serial%20Testing%20Guidance%202.22.21%20%28004%29.docx) (Feb. 22, 2021)

Information for Providers Receiving Abbott BinaxNOW Antigen Tests (https://www.maine.gov/dhhs/mecdc/infectious-disease/epi/airborne/coronavirus/providers.shtml#binax)

CLIA Waiver Instructions (/doe/sites/maine.gov.doe/files/inline-files/Directions%20for%20Completing%20CLIA%20Certificate%20of%20Waiver%20for%20Schools.pdf) (Updated 4/8/21)

Application for BinaxNOW Ag Test Cards (https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.office.com%2FPages%2FResponsePage.aspx

z6fU961vjZC-QOAPqY9y0MRyzErFYIq6FKFRkx5jdczwc7qHCcPiCb.RYXZ3kqUdzMWFScQ) 4.29.21 | Slides from this Webinar (/doe/sites/maine.gov.doe/files/inline-files/Maine%20Pooled%20Testing%20-%20Overview%20Info%20Session%204-29-2021.pdf)

5/11/21 Pooled Testing Implementation Webinar (https://ginkgobioworks.zoom.us/rec/share/ilG2mNFQbAti-0Fe0Z3yM-OwpQupUa9moExC3JPTt-G3RQVsaADRoG8fxYVzsesh.XwWunNdMJbd2ttmN) | Slides from this Webinar (/doe/sites/maine.gov.doe/files/inline-files/Maine%20Classroom%20Testing%20Webinar%20-%20May%2011th%202021.pdf)

Pooling Overview (https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fmaine.us2.list-manage.com%2Ftrack%2Fclick%3Fu%3Da582edd6473e477ef6307c769%26id%3D51f02de32b%26e%3D4f16ec1299&data=04%7C01%7CRachel.Paling%40maine.gov%7C7b3fe1b200974cbb08ad08d9099af301%7C413fa8ab207d4b629bcdea1a8f2f864e%7C0%7C0%7C63755138%3Fid%3Dq6g_QX0gYkubzeoajy-GTseHDczroMNHqsaKj3vr645UNjFHU0NRR01UR0k5OTdBWEdaVk5DVjZFWS4u&data=04%7C01%7CRachel.Paling%40maine.gov%7Cbaf2dee33ba5472f6dc708d8825d872f%7C413fa8ab207d4b629bcdea1a8f2f864e%7C0%7C0%7C637402685491063669%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=y3Qu8%2BF7I8vO0FWX3TZWY6MqmELI684FyKBlN4y1MBw%3D&reserved=0)

Sample Parent Letter (/doe/sites/maine.gov.doe/files/inline-files/11-4-20Letter%20to%20Parents%20RE%20testing%20consent%20formv2.docx)

Sample Permission Form (/doe/sites/maine.gov.doe/files/inline-files/BinaxNOW%20Consent%20Covid-19_04.08.21_3.docx) (Updated 4.8.21)

Sample Consent Form: Staff (/doe/sites/maine.gov.doe/files/inline-files/4.8.21%20Pre-K12%20staff%20permission%20form.docx)

3373570407%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=qsG5dW8SkSET6XVPN1xEZMm4PGgd58foTlUBIKTuQk4%3D&reserved=0)

Needs Assessment for SAUs and Schools considering Pool Testing (/doe/sites/maine.gov.doe/files/inline-files/Needs%20Assessment.FINAL%204.29.21.pdf) (4.29.21)

Statement of Assurances (/doe/sites/maine.gov.doe/files/inline-files/Pooled%20Testing%20Assurances%20FINAL.4.30.21.pdf)

Concentric by Ginkgo website (https://www.concentricbyginkgo.com/) - (Maine's Vendor)

How do I manage consents for Test Takers? (https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fmaine.us2.list-manage.com%2Ftrack%2Fclick%3Fu%3Da582edd6473e477ef6307c769%26id%3D92b6315d90%26e%3D4f16ec1299&data=04%7C01%7CRachel.Paling%40maine.gov%7C7b3fe1b200974cbb08ad08d9099af301%7C413fa8a

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What to Expect During Testing (/doe/sites/maine.gov.doe/files/inline-files/11-4-20Parent%20What%20to%20Expect%20with%20COVID%20Test%20.docx)

b207d4b629bcdea1a8f2f864e%7C0%7C0%7C637551383373570407%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=OPPU9jN2WuotGUAE98n%2BkuxurbuWrI2tRCPeGYj7UR4%3D&reserved=0)

What is the process if I need to use paper consents? (https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fmaine.us2.list-manage.com%2Ftrack%2Fclick%3Fu%3Da582edd6473e477ef6307c769%26id%3D21e22cfad5%26e%3D4f16ec1299&data=04%7C01%7CRachel.Paling%40maine.gov%7C7b3fe1b200974cbb08ad08d9099af301%7C413fa8ab207d4b629bcdea1a8f2f864e%7C0%7C0%7C637551383373580365%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=B8xWp2YZil4BCK6iysahv0r0Zwqk2ReJgRCaAh5kt9U%3D&reserved=0)

COVID-19 Community Resources (#)

More Maine DOE COVID-19 Resources (#)

To provide feedback or suggestions about the toolkit, email Rachel at Rachel.paling@maine.gov (mailto:Rachel.paling@maine.gov) .

Site Information

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Augusta, ME 04333-0023
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Fax: (207) 624-6700
TTY: 711 (Maine Relay 711)

Contact Maine Department of Education

DOE Staff Contacts

Helpful Links

COVID-19 Information

SharePoint Intranet

A-Z Site Index

Careers

Certification Office

Legislation & Rulemaking

Maine Schools

Professional Development Calendar

Reporting Calendar

Suicide Prevention

Related Sites

State Board of Education

Maine Education Statutes

Maine DOE Rule Chapters

University of Maine System

Maine Community Colleges

Maine Maritime Academy

Maine Charter Schools

Celebrating 200 Years of Statehood

ALERT: Stay up to date on Maine's COVID-19 Response

Maine Department of Education
Coronavirus Update

Find the latest information about Maine's Department of Education response to the 2019 novel coronavirus, or COVID-19, and resources for Maine people.

Framework for Return to School | Resources for Schools | Resources for Parents | 2021 Summer Learning Guidance

Professional Learning Webinar Library



Administrative Assistants

Recorded office hours for school administrative assistants.

See Playlist (https://www.youtube.com/playlist?list=PL-cO8lcaOYu1aNBxnhButS88Bym7lF-MI)



Assessment

Recorded office hours and webinars for assessment coordinators and educators.

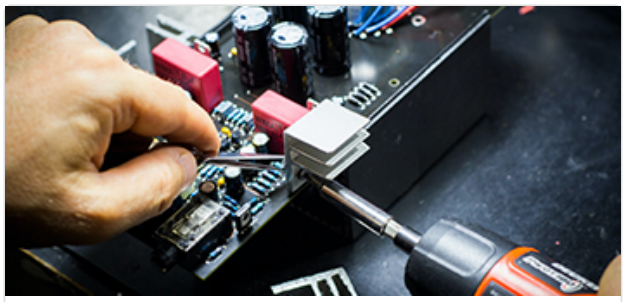
See Playlist (https://www.youtube.com/playlist?list=PL-cO8lcaOYu1VmsheoFHcj1fRZLhW7bof)



Business Managers

Recorded office hours and webinars for school/district business managers.

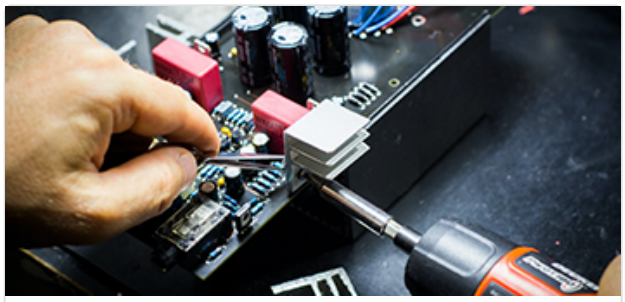
See Playlist (https://www.youtube.com/playlist?list=PL-cO8lcaOYu2Fbbhex3chWrF1Q_zus0rR



Career and Education Development

Webinars to support Career and Education instruction.

See Playlist (https://www.youtube.com/playlist?list=PL-cO8lcaOYu0X3a1B4cI8PCUeUa9SrzXo)



CTE - Career & Technical Education

Webinars to support CTE administrators and instructors.

See Playlist (https://www.youtube.com/playlist?list=PL-cO8lcaOYu0IIBGUMN7HEDPVEXv-pd2B)

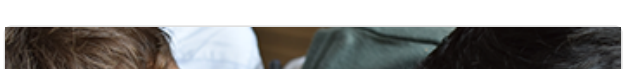


Digital/Technology Learning

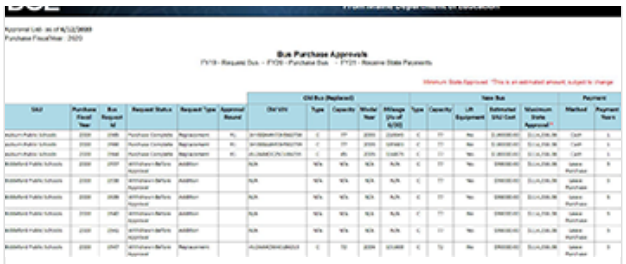
Webinars to support educators with using technology during instruction and student support.

See Playlist (https://www.youtube.com/playlist?list=PL-cO8lcaOYu3x_oGyUa_km1vncW8lDAbc)









DOE Data

Webinars and video tutorials to support school staff tasked with managing school and district data.

See Playlist (https://www.youtube.com/playlist?list=PL-cO8lcaOYu3HrAtyiDOo6U_gNx_T4njk)



Dyslexia

Webinars that address dyslexia myths, with definitions, characteristics and resources for those working with struggling readers.

See Playlist (https://www.youtube.com/playlist?list=PL-cO8lcaOYu2pJ-dT3HAHWzcFjTQiXZgD)



Early Learning

Webinars to support early education educators.

See Playlist (https://www.youtube.com/playlist?list=PL-cO8lcaOYu3FiWJ4H87G8035Wh50ugMN



Ed Techs

Webinars to support education technicians.

See Playlist (https://www.youtube.com/playlist?list=PL-cO8lcaOYu3SrAB6k-d-J-WR989UqjK0)



ELA - English Language Arts

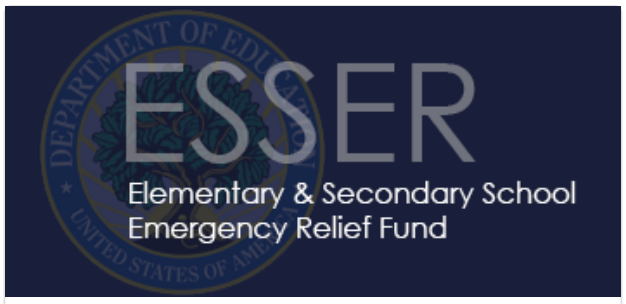
Middle and high school ELA/literacy resources and strategies

See Playlist (https://www.youtube.com/playlist?list=PL-cO8lcaOYu3u0yrfhEjtqc9nReaBwMNJ)

ESEA Federal Programs

Webinars to support schools with federal educational programs of the Elementary and Secondary Education Act (ESEA)

See Playlist (https://www.youtube.com/playlist?list=PL-cO8lcaOYu31eIoN3pO0cZryVH_cJ6l3)



ESSER - Elementary and Secondary School Emergency Relief Funds

Webinars to support schools with ESSER funding.

Coming Soon!



ESOL - English for Speakers of Other Languages

Recorded webinars, virtual conversations and professional learning to support ESOL educators.

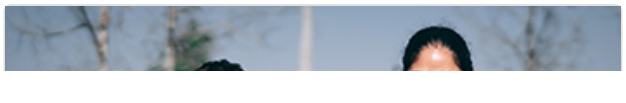
See Playlist (https://www.youtube.com/playlist?list=PL-cO8lcaOYu1gNzqf9esZVDHxzPOPseBU)



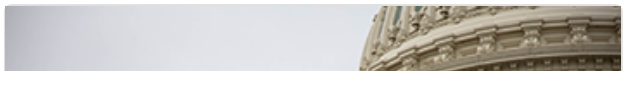
Essential Programs and Services - EPS Funding

Videos that explain Maine's EPS school funding formula.

See Playlist (https://www.youtube.com/playlist?list=PL-cO8lcaOYu2z6frk11NpFIt-Gjlr8709)









Family Engagement

Family engagement webinars and professional development.

See Playlist (https://www.youtube.com/playlist?list=PL-cO8lcaOYu3wn6suV1rR3Nczx-sSqcHV)



Health Education

Recorded webinars and professional development for school health staff.

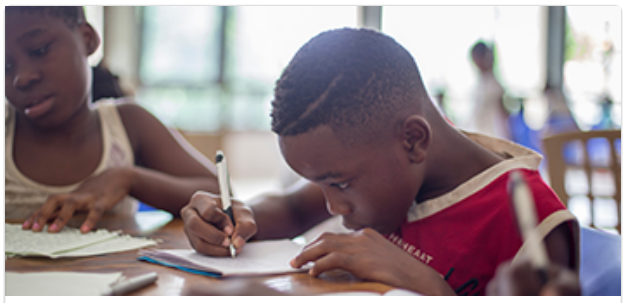
See Playlist (https://www.youtube.com/playlist?list=PL-cO8lcaOYu2yu_NzJBmfhwG3us5m8_SS)



Legislative Guidance, Public Hearings & Briefings

Recorded webinars and public sessions hosted by the Maine DOE.

See Playlist (https://www.youtube.com/playlist?list=PL-cO8lcaOYu3cGLCiToiP0bdJe8FuQYFb)

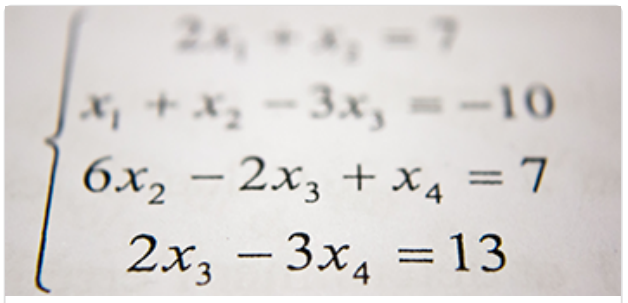


Literacy

Webinars and professional development to help educators support students' literacy needs.

| Putting Reading First Playlist (https://www.youtube.com/playlist?list=PL-cO8lcaOYu1AljtgrZ72SqYCoCJL1Cv3) |

See All (https://www.youtube.com/playlist?list=PL-cO8lcaOYu28oi3tzj6ngG_pep00HaHn)



Mathematics

Webinars to support mathematics educators.

See Playlist (https://www.youtube.com/playlist?list=PL-cO8lcaOYu3Tw1H9sfoJRnXhuxKqvN1f)



MEIS - Certification

How-to video tutorials Maine DOE's Maine Education Information System (certification system).

See Playlist (https://www.youtube.com/playlist?list=PL-cO8lcaOYu2x3EaDfnrq3qiLQyUaKP3q)



Mental Health

Webinars, videos and professional learning about mental health and trauma.

See Playlist (https://www.youtube.com/playlist?list=PL-cO8lcaOYu06rjmE3PCfPPDasoA02kmm)



Multi Tiered Systems of Support (MTSS)

MTSS webinars and professional development.

See Playlist (https://www.youtube.com/playlist?list=PL-cO8lcaOYu2hc1TvPOnPBIPuRSxefbwZ)



Nutrition

Professional development and how-to videos for school nutrition staff.

Food Safety (https://www.youtube.com/playlist?list=PL-cO8lcaOYu2YiS_6M8DcTxVVgAVUq2-T) | Fruit Prep (https://www.youtube.com/playlist?list=PL-cO8lcaOYu2KM4W4j7RSrndVOwymSSOb) | Maine Farm (https://www.youtube.com/playlist?

list=PL-cO8lcaOYu3STLWxIPSzQT9mtWjVsPZz) | Recipes (https://www.youtube.com/playlist?list=PL-cO8lcaOYu3tnavBmlx3PkBXXNKW68UY) | Time Management (https://www.youtube.com/playlist?list=PL-cO8lcaOYu3Q4IBZv2cW6-nYOGiA03-B) | Vegetable Prep (https://www.youtube.com/playlist?list=PL-cO8lcaOYu2KsoE8FI2fAt6FRcGthFW1)

See all (https://www.youtube.com/playlist?list=PL-cO8lcaOYu2f64NNhq0ew_Hgm6q5QZ7S)



Physical Education

Webinars and recorded sessions to support physical education educators.

See Playlist (https://www.youtube.com/playlist?list=PL-cO8lcaOYu2IWeprNeS-pbvdwN1vGFcI)



Positive Behavioral Interventions and Supports (PBIS)

Recorded webinars about PBIS.

See Playlist (https://www.youtube.com/playlist?list=PL-cO8lcaOYu2VeD9UgD-m10D0Vr-Am0ev)



PreK

Recorded webinars and professional development to support PreK educators.

See Playlist (https://www.youtube.com/playlist?list=PL-cO8lcaOYu2vGBSdKX1ohRdYWp1psTU6



Remote Learning

Recorded webinars to support remote learning.

See Playlist (https://www.youtube.com/playlist?list=PL-cO8lcaOYu0dZfLpHAnMwozO2VXDDd7q



Safety

Recorded webinars and professional development about school safety.

See Playlist (https://www.youtube.com/playlist?list=PL-cO8lcaOYu1WKuToEiDailADGJ_fOTph)

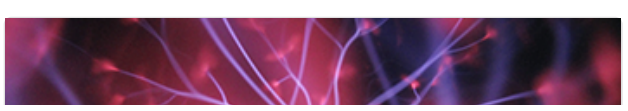


School Counseling

Recorded webinars and professional learning about social emotional learning.

See Playlist (https://www.youtube.com/playlist?list=PL-cO8lcaOYu2ri6QSGXDPhqxrrpCaAr0l)





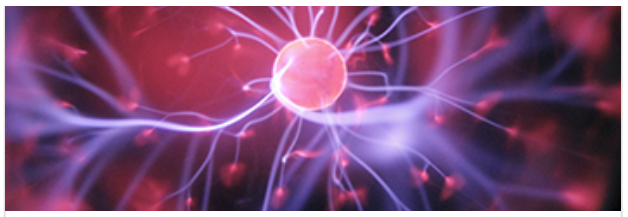




School Health Services

Recorded webinars and professional learning about school health services.

See Playlist (https://www.youtube.com/playlist?list=PL-cO8lcaOYu2BgT7QAn3bpLrSyqgESdHt)



Science

Recorded webinars and professional development to support science instruction.

See Playlist (https://www.youtube.com/playlist?list=PL-cO8lcaOYu2mCmSI64x0FXuBx89iVVw1)



SEL - Social Emotional Learning

Recorded webinars and professional learning about social emotional learning.

See Playlist (https://www.youtube.com/playlist?list=PL-cO8lcaOYu0qGiYCU4szplPbEBVO9E6Q)



Social Studies

In order to support high quality social studies instruction the following list of virtual professional development opportunities were created or hosted by Social Studies Specialist Joe Schmidt.

See Playlist (https://www.youtube.com/playlist?list=PL-cO8lcaOYu1BRXu-1AZolN_wJMa5pB5e)



Special Education

Recorded professional development and conversations about Special Education.

See Playlist (https://www.youtube.com/playlist?list=PL-cO8lcaOYu2Gd0QEp9zsSaGpi64JksRGI)



Visual & Performing Arts

Recorded professional development and conversations about Visual & Performing Arts education.

See Playlist (https://www.youtube.com/playlist?list=PL-cO8lcaOYu0RK-kLp4kGtZdeyq5xRzNi)



World Languages

Library of recorded world language webinars and conversations.

See Playlist (https://www.youtube.com/playlist?list=PL-cO8lcaOYu1Uu3Hbe5KVpT-y2x8K4X7Y)

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Back to School: Every Maine school district's reopening plan, organized by county

Governor Janet Mills admin. issued the color-coding system for Maine schools to reopen after the coronavirus pandemic. Every Maine school reopening plan by county.

Gabrielle Mannino (NEWS CENTER Maine), Jackie Mundry (NEWS CENTER Maine)

▶ Play V

It's been a question and topic of concern for thousands of Maine families for months: *What will school look like this fall with COVID-19, coronavirus precautions? Is it safe to send my kids back to school?* While Governor Janet Mills' administration has provided recommendations and insight to help answer those questions, many still have concerns.

The Mills administration has designated all of Maine's 16 counties as "green ," suggesting they have a relatively low risk of COVID-19 spread and that schools may consider in-person instruction as long as they're able to implement the required health and safety measure.

The Health Advisory System categorizations are defined as follows:

- **RED:** Categorization as “red” suggests that the county has a high risk of COVID-19 spread and that in-person instruction is not advisable.
- **YELLOW:** Categorization as “yellow” suggests that that the county has an elevated risk of COVID-19 spread and that schools may consider additional precautions and/or hybrid instructional models as a way to reduce the number of people in schools and classrooms at any one time.
- **GREEN:** Categorization as “green” suggests that the county has a relatively low risk of COVID-19 spread and that schools may consider in-person instruction, as long as they are able to implement the required health and safety measures. Schools in a “green” county may need to use hybrid instruction models if there is insufficient capacity or other factors (facilities, staffing, geography/transportation, etc.) that may prevent full implementation of the health and safety requirements.



RELATED: **All Maine counties remain green in Mills administration's updated return-to-school designations**

Despite being given the green light to reopen to in-person instruction, nearly all of Maine’s more than 150 school districts have opted for a hybrid model, which is designated as “yellow”

in the State’s definition.

Here’s how each school district is planning to reopen, by county. Given the lengthy list of districts—we will update this story daily to work towards including all 16 counties.

We will continuously update this information as we go, but if we missed a district, and you have a link to the information, please let us know by texting 207-828-6622. Use the hashtag #backtoschool so we can easily find the text. The information we are publishing is publicly available info on the school district website.

ANDROSCOGGIN COUNTY

Auburn

A hybrid model with options for a 4-day or 2-day schedule, or a full remote learning option. Parents must indicate their choice of schedule—4-day, 2-day, or fully remote. If no indication was given before Friday at 5 p.m., students will be placed on the 4-day schedule unless told otherwise.

Lewiston

Parents can choose to remote or hybrid learning for their kids.

Lisbon

This is one of the only districts in Maine that is giving the option to have full in-person learning this fall . Twenty percent of parents in a recent survey said they plan to continue with remote learning or homeschooling options.

MSAD-52

Three options of a hybrid model—a final decision will be made based on parent surveys. Based on the most recent survey, the district has chosen a model that has two groups of students in-person for the same two days each week: Cohort A on Monday and Tuesday, Cohort B on Thursday and Friday with Wednesday being a remote check-in day with teachers to allow for cleaning. Some parents are opting for a full remote option.

RSU-04

Hybrid model with students broken up into four cohorts. Detailed information will be sent to parents on Aug. 26.

RSU-16

Hybrid model with K-12 students having 2 days in-person and 3 days remote. Students will be divided into two cohorts to alternate in-person days: Cohort A is in-person Mondays and Tuesdays; Cohort B is in-person Thursdays and Fridays.

AROOSTOOK COUNTY

SAD-1

MSAD 1 district will open in GREEN mode with restrictions.

Madawaska

Opening in GREEN mode. K-6 start September 10 and 7-12 start August 27

MSAD-20

MSAD 20 will open in YELLOW with a hybrid plan . The district will have two cohorts that are Monday/Tuesday and Thursday/Friday with Wednesday as a cleaning day.

MSAD-24/RSU 88

The district will return to school on August 19th in YELLOW, hybrid mode. That will go through to the harvest break when the district will reassess.

MSAD-27

The district will open in GREEN with cohort days scheduled. School will begin August 19

RSU-29

RSU-29 will open the year in GREEN but with many precautions. Remote learning is available as well.

MSAD-32

The district will open school on September 8 in GREEN mode, but with some restrictions.

MSAD-33

The district will open the year in GREEN but with many precautions. Remote learning is available as well.

MSAD-42

Central Aroostook already returned to school under GREEN mode

MSAD-45

Planning to open August 19 under GREEN protocol.

MSU122

The district plans to open GREEN on August 28.

MSAD-70

MSAD-70 will start in GREEN mode September 3 for K-8 and September 4 for 9-12.

SACS

Southern Aroostook will open in GREEN but will offer parents many other options is desired.

CUMBERLAND COUNTY

Brunswick

The Brunswick school board voted to reopen the school year on September 14th, providing a full-virtual option for all grades as well as an in-person hybrid model for all students. The board is also looking for parents to fill out a survey so they can determine how many students will choose the in-person hybrid. That survey can be found here .

Cape Elizabeth

The school district has sent delayed final decision pending responses to letters to Cape parents that will help determine what the first semester will look like. Parental responses are due August 17th. You can find the form here .

Falmouth

The Falmouth draft plan has moved to YELLOW zone. All schools will adopt a cohort schedule that allows adherence to all Maine DOE and CDC guidelines. Parents who wish remote learning will be able to do so but will have to maintain that form for the entire first semester. Here is a link to the full draft plan .

Gorham

The Gorham school board voted Tuesday, Aug. 18 that high school students will be going to school with only four classes each semester and will be using four rooms at the municipal center. As of the vote Monday the 10th, all other grades will open under Yellow rating. That will allow for a hybrid setup. See all of Gorham's plans here .

MSAD-15

As of August 14th, MSAD 15 has opted to open under YELLOW conditions. YELLOW means school hours will be adjusted, cohorts will be put in place for all students. Click here for a detailed plan .

MSAD-51

MSAD-51 directors voted to open their year in YELLOW, which means hybrid learning for the district. K-12 will start on September 8.

MSAD-61

The current proposal is to open under GREEN conditions. The school board will vote Monday August 17 to approve the plan.

Portland

The Portland School Board will vote Monday, August 17 on school open color zone.

RSU-5

RSU-5 officials voted to start school on September 8. The plan calls for the district to open in the YELLOW hybrid model. The district is also offering a plan that allows K-7 students to come to school five days a week if parents need that service .

Scarborough

Scarborough plan has yet to be determined, but district officials will hold informational forums the week of August 17. First, at 4 pm Wednesday, August 19, K-5 forum will take place . The Middle school forum will take place following the K-5 forum.

South Portland

South Portland will open the year September 8 in YELLOW. All hybrid cohorts have been assigned and distributed.

Westbrook

Westbrook schools will open under YELLOW hybrid learning conditions. Details should be released week of August 17.

RSU-14

Windham/Raymond school officials voted to open in YELLOW with a couple of options. Parents can choose a hybrid, which would mean two days of in-person learning and the rest remote learning. Parents can also choose a 100% home-learning option.

Yarmouth

FRANKLIN COUNTY

SAD-58

This district will open in a GREEN and YELLOW hybrid model

RSU-73/Spruce Mountain School District

K-12 students start school Sept. 8, Pre-K students start Sept. 10. Starting the school year with a hybrid model and offering a fully remote option. In the hybrid model option, students are broken up into two cohorts.

RSU-78

A plan hasn't been approved yet, but school officials are meeting Wednesday, Aug. 19 to discuss.

Mount Blue Regional

The district will open in YELLOW hybrid for both K-5 and 6-12

HANCOCK COUNTY

AOS91

AOS91 will start the year RED, 100% remote learning from September 8 through September 25. The district will re-evaluate on September 21st at the latest. Superintendent Dr. Mark Gousse told WDEA that the outer island schools may be ready to have full in-person learning well before the September 25 deadline.

RSU-93

Opening with GREEN conditions but two cohort models.

RSU-76

The union will open in either GREEN or YELLOW with safety precautions in place.

RSU-24

RSU24 will open the school year September 8 in YELLOW conditions. Here is the latest release from the superintendent.

RSU-25

The district plans to return to school on September 8 in YELLOW conditions. Check site for updates.

KENNEBEC COUNTY

Augusta

The Augusta School Board will vote Wednesday, August 19 to approve a proposal to open schools in YELLOW, hybrid learning mode.

Winslow

Winslow will open the year in GREEN mode with cohort days scheduled. There is a board meeting Wednesday, August 19, so plans should be finalized.

RSU-2

RSU 2 will open the year in YELLOW, hybrid mode. The district will use Monday/Tuesday and Thursday/Friday modes with Wednesday as a school cleaning day.

Waterville

Waterville will return to school in a YELLOW, hybrid learning scenario . Cohorts have been set up at this time. The school committee will hold a public forum on August 24 to release full details. The meeting can be viewed here.

RSU-18

RSU-18 will open in GREEN mode, but will offer parents a hybrid model if they choose.

MSAD-49

MSAD 49 will start the school year September 8 in YELLOW, hybrid learning mode. Students will be assigned specific cohort days to limit the number of people in buildings at one time. This phase will last until September 24. According to the superintendent, the district will assess the situation at a September 17 meeting.

RSU-38

RSU 38 schools will open for in-person GREEN learning on September 8. However, there will be some hybrid learning. Pre-K will attend 2 days a week from 8:00 am to 1:00 pm. Each group of students will attend either Monday, Tuesday, OR Thursday, Friday. Students in Grade 9 through 12 will be attending in-person 2 days a week and will be working remotely 2 days a week. Wednesday will be an independent day for all K-12 students.

MSAD-11

MSAD 11 schools will open in YELLOW hybrid mode on September 8. Cohorts will be assigned. The district will offer all remote to families that wish to remain remote. Here is the link to the

superintendent message on August 11

MSAD-58

MSAD 58 voted last week to open the school year September 8 in YELLOW hybrid mode with Wednesdays as an instructional day. K-4 will be allowed to go in-school 4 days a week. Here is the link for the last school board meeting.

Fayette Central

FC schools will open under GREEN mode with adjustments.

AOS98

AOS98 schools will open in YELLOW hybrid mode, but also offer families full virtual learning options.

Vassalboro

Vassalboro schools will reopen September 2 in YELLOW mode. Cohorts will be assigned by Monday, August 17.

Winthrop

To be determined. YELLOW reopen has been proposed.

KNOX COUNTY

amden Rockport

The Five Towns District will open up in GREEN mode with hybrid offerings. A combo of in-class learning with remote learning will be available and used for most grades. Here is the latest approved plan .

RSU-40

RSU 40 will start the school year in GREEN with some hybrid options.

RSU-13

The district will open in GREEN for K-5 with added precautions and YELLOW hybrid for 6-12. 6-13 will have cohorts schedules

LINCOLN COUNTY

AOS 93/Central Lincoln County School System

The five schools part of the AOS 93 district each has its own reopening plan.

- Bristol Consolidated School: Will be operating under the GREEN plan with full, in-person instruction.
- Jefferson Village School: School Committee has voted to reopen for full, five-days-a-week in-person instruction with safety measures in place. Remote learning options for families that are not able to/not comfortable with in-person instruction are being explored.
- Nobleboro Central School: Full, in-person instruction.
- Great Salt Bay Community School: First day of school is on Sept. 8; return to school model has not been decided.

- South Bristol School: GREEN--moving forward with two options: Complete return to school in person while abiding by all guidelines highlighted in the reopening plan; Off-site virtual learning curriculum with a remote instructor. There will be a grace period for a couple of weeks for families to decide on which option they want to commit to for the first trimester (End of November - Beginning of December).

AOS 98 /Boothbay Region

In-person/hybrid learning with remote options available. Hybrid approach will be used to begin the school year, with a goal of 100% in-person instruction as soon as it's feasible.

RSU-12

Beginning school on Sept. 1 under their GREEN plan, which is in-person instruction. A fully remote option will be available for those interested.

OXFORD COUNTY

SAD-44

In-person instruction with a remote option available

MSAD-17

The district will vote to approve a final plan on August 17. SAD 17 Superintendent Rick Colpitts told the Sun Journal , Oxford Hills High School will have an in-person cohort plan of two or three-day rotations. All other MSAD 17 schools will have in-person teaching if parents choose. Here is a link to the MSAD 17 coronavirus page.

MSAD-55

Parents can choose if their kids will attend in-person or be fully remote. Students Pre-K-8 have three options that prioritize in-person opportunities. Grades 9-12 have two hybrid options and a fully remote option.

MSAD-72

Parents could choose in-person or remote learning for their kids. Choices will remain in place until the end of December, but parents who initially chose in-person can opt to move remote if they choose.

RSU-10

For elementary level students, parents can choose between in-person instruction or fully remote; for middle and high school students, parents can choose between a hybrid model or fully remote.

Rumford-Region 9

Will open for in-person instruction on Sept. 9 with two groups of students. Details will be sent

will open for in-person instruction on Sept. 9 with two groups of students. Details will be sent to parents in the coming weeks.

PENOBSCOT COUNTY

Mostly hybrid models with some modifications.

Bangor

A choice of either 5 days a week in person, a hybrid model where students go to school for 2 days and attend remote classes for 3 days, or an entirely remote option. Each school is releasing its own plans on www.bangorschools.net

Brewer

A hybrid model where students work in the classroom 2 days a week and remotely for 3 days. Wednesday is also a flex day where no one is in the school buildings. Parents can also choose to have their students attend all remote learning.

East Millinocket Schools

According to Medway Middle School , it was determined at a school board meeting on August 24 that students will not begin the 2020-2021 school year until September 14. At that time students will begin in a fully remote mode.

MSAD-22

If Penobscot County is in the GREEN Zone, as defined by the Maine DOE and CDC, MSAD-22 will use a hybrid plan. 50% to 60% of students will be in the buildings sometimes. The district will use two cohorts of Monday/Tuesday and Thursday/Friday with a flex day on Wednesdays. Families do have the ability to choose 100% remote learning if desired. For the descriptions of plans for each color, you can see the details on the MSAD-22 School Board Presentation .

MSAD-30

Will be opening with all students and staff for in-person instruction.

MSAD-31

In-school classes on Mondays, Tuesdays, Thursdays, and Fridays, with remote learning and deep cleaning on Wednesdays. This plan is not posted online anywhere, but School Board Chair Priscilla Hanscom Clark told NEWS CENTER Maine this is their plan.

MSAD-46

Students K-5 can attend in-person school five days a week. Students 6-12 will have a hybrid model, attending in-person classes two days a week and remote classes three days a week.

MSAD-63

All schools will participate in a hybrid model.

MSAD-64

'Hybrid/blended model' where Pre-K – 5 will attend school five days a week and 6-12 will attend in-person class two days a week and remote learning three days a week.

RSU-19

K-6 will attend four days a week of in-person learning. 7-12 will attend two days of in-person learning a week.

RSU-67

Students have a choice of five days in-person learning or five days of remote learning.

RSU-87

The district is expecting a hybrid model but is still waiting for parents to complete surveys.

PISCATAQUIS COUNTY

Greenville School District

Will be voting on its re-opening plan on August 19.

MSAD 4

N/A

MSAD 41

All students attend classes 4 days in person and 1 person remotely.

MSAD 68

Students in grades PreK-5 in the building every day except for Wednesday afternoon, which will be an early release. Students in grades 6-8 will have a hybrid schedule.

SAGADAHOC COUNTY

The two school districts both are using modified hybrid options.

Lower Kennebec RSU-01

For the first week only, 50% of students in grades Pre-K-12 will go to school Tuesday and Thursday, and the other 50% on Wednesday and Friday. No remote learning option on the first week. After the first week, grades 6-12 will begin a hybrid model where 50% of students will attend either on Monday/Thursday or Tuesday/Friday. PreK-5 will follow this same model, without remote learning, until September 25. Beginning on September 28, the plan is for PreK-5 to shift to in-person instruction five days per week. The Board of Directors will finalize this plan at a special meeting on August 18.

MSAD-75

Students have two options:

1. Students will attend in-person teaching and learning to the fullest extent possible, and parents will know that there is a high degree of likelihood that the schools will transition between plans A, B, and C.
2. Parents will commit their children to plan D for the first trimester/semester. Plan D is online only.

SOMERSET COUNTY

RSU 74

RSU 74's first day of school is pushed back to Sept. 8 after a student tested positive for COVID-19, Superintendent Mike Tracy said Sept. 1.

MSAD-13

MSAD 13 will open the year September 2 in GREEN plan but with cohorts for students.

MSAD-49

MSAD 49 will start the school year September 8 in YELLOW, hybrid learning mode. Students will be assigned specific cohort days to limit the number of people in buildings at one time. This phase will last until September 24. According to the superintendent, the district will assess the situation at a September 17 meeting.

MSAD-53

The district will open September 3 in GREEN mode with cohorts schedules for students. The district is asking parents to answer some survey questions ASAP.

MSAD-54

MSAD-54 will open in a soft start GREEN/YELLOW mode with cohorts scheduled for students

MSAD-59

MSAD-59 will return under GREEN with cohorts scheduled for students

MSAD-74

The district will open in YELLOW hybrid with cohort schedules for students. Families should receive cohort information by August 19.

MSAD-12

MSAD 12 has decided to open the year in GREEN mode with stringent safety precautions in place

WALDO COUNTY

RSU-71

RSU 71 will have a tiered open. K-8 will open under GREEN conditions and 9-12 will be under YELLOW, with cohort schedules. The first day of school will Wednesday, September 2.

Lincolnville Central

The department is starting is YELLOW hybrid mode. Parents have until August 20 to decide if students will attend in person or remote learning.

RSU-3

The district will open in a GREEN/YELLOW hybrid mode.

RSU-20

The district will decide final plans on August 20 special school board meeting. Here is a video link to that meeting .

WASHINGTON COUNTY

Moosabec Central School District

The school district has listed options but has not yet voted on the reopening plan. The district did vote to postpone the start of school until September 28 .

MSAD 37

Students in this district can take their pick of regular in person, hybrid learning, or all remote learning.

YORK COUNTY

Acton (N/A)

Biddeford

Modified Hybrid option 2—Pre-K-8 students in school Monday, Tuesday, Thursday, Friday; 9-12 will return hybrid, with Cohort A on Monday and Tuesday and Cohort B on Thursday and Friday. All students will have a Flex Day on Wednesday

Kittery

Chronological 4-phased plan, with each school having various approaches.

MSAD-06

A hybrid model with a remote learning option for grades K-5, 6-12.

MSAD-35

A hybrid plan to start with hopes to transition to full in-person instruction.

MSAD-57

The start date was pushed back to Sept. 14 following a positive COVID-19.

Plans to reopen with full-time access to physical schools while offering a remote option for families who choose it. The school year will be divided into segments of school days, after which each family can revisit their personal choice of in-person or remote school options based on the changing conditions and the risk mitigation strategy employed by the district.

MSAD-60

A hybrid model with fully remote options available.

RSU-21

Will begin the year with Plan B of a Hybrid model—no more than 50% return to school with additional measures in place. Students may opt for distance learning for the quarter/trimester.

RSU-23

Begin with a hybrid plan that will continue through December 2020. Remote learning options for families who choose not to send their children to school.

Saco

Saco schools will adopt a GREEN but hybrid approach when schools open September 8 . Final decisions should be made week of August 17th.

Sanford

No official plan yet—the school board will meet Aug. 17 to discuss options laid out in the draft of the district's reopening plan.

Wells-Ogunquit

Weighing two hybrid options, not yet finalized.

York

A hybrid model with a homeschooling option for all.

This story will be updated daily. Stay tuned here for additional counties to be added.

Related Articles

Lisbon to resume in-person learning this fall

All Maine counties remain green in Mills administration's updated return-to-school designations

Teacher Shortage Area Report

School Year: 2020_2021 State: Maine County:

School District: Geographic Region: Grades by Age: -

Subject Matter: - Discipline: -

Grades: -

School Year	State	Country	School District	Geographic Region	Subject Matter	Discipline	Grades	Grades by Age
2020_2021	Maine	-	-	-	Academically Advanced	Gifted Education	Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	-
2020_2021	Maine	-	-	-	Early Childhood	-	Pre-K	Age below 5
2020_2021	Maine	-	-	-	English as a Second Language	English as a Second Language	Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	-
2020_2021	Maine	-	-	-	World Languages	Spanish	Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	-
2020_2021	Maine	-	-	-	Career and Technical Education	Food Production Manager	9, 10, 11, 12	-
2020_2021	Maine	-	-	-	Career and Technical Education	Auto Mechanics	9, 10, 11, 12	-
2020_2021	Maine	-	-	-	Career and Technical Education	Carpentry	9, 10, 11, 12	-
2020_2021	Maine	-	-	-	Special Education	Generic Special Education	Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	-
2020_2021	Maine	-	-	-	Core Subjects	Elementary Education	K, 1, 2, 3	-
2020_2021	Maine	-	-	-	Career and Technical Education	Machine Tool/Machine Shop	9, 10, 11, 12	-
2020_2021	Maine	-	-	-	Career and Technical Education	Child Care and Guidance	9, 10, 11, 12	-
2020_2021	Maine	-	-	-	Career and Technical Education	Computer Technology	9, 10, 11, 12	-
2020_2021	Maine	-	-	-	Science	Physical Science	7, 8, 9, 10, 11, 12	-
2020_2021	Maine	-	-	-	Art and Music Education	Theatre	Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	-
2020_2021	Maine	-	-	-	World Languages	French	Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	-
2020_2021	Maine	-	-	-	World Languages	Italian	Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	-

School Year	State	Country	School District	Geographic Region	Subject Matter	Discipline	Grades	Grades by Age
2020_2021	Maine	-	-	-	Science	General Science	5, 6, 7, 8	-
2020_2021	Maine	-	-	-	Career and Technical Education	Welding, Brazing, and Soldering	9, 10, 11, 12	-
2020_2021	Maine	-	-	-	Career and Technical Education	Agricultural Business and Production Technology	9, 10, 11, 12	-
2020_2021	Maine	-	-	-	Career and Technical Education	Business Administration/Management	9, 10, 11, 12	-
2020_2021	Maine	-	-	-	Career and Technical Education	Plumbing	9, 10, 11, 12	-
2020_2021	Maine	-	-	-	Career and Technical Education	Public Safety/Protective Services	9, 10, 11, 12	-
2020_2021	Maine	-	-	-	Career and Technical Education	Forestry Products and Processing	9, 10, 11, 12	-
2020_2021	Maine	-	-	-	Mathematics	-	7, 8, 9, 10, 11, 12	-
2020_2021	Maine	-	-	-	Health and Physical Fitness	Health Science	Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	-
2020_2021	Maine	-	-	-	Career and Technical Education	Emergency Medical Services/Technology	9, 10, 11, 12	-
2020_2021	Maine	-	-	-	Career and Technical Education	Transportation Careers	9, 10, 11, 12	-
2020_2021	Maine	-	-	-	Career and Technical Education	Auto Body Repair/Collision Repair Technician	9, 10, 11, 12	-
2020_2021	Maine	-	-	-	Career and Technical Education	Diesel Mechanic	9, 10, 11, 12	-
2020_2021	Maine	-	-	-	Career and Technical Education	Marine Maintenance	9, 10, 11, 12	-
2020_2021	Maine	-	-	-	Career and Technical Education	Electrical Occupations	9, 10, 11, 12	-
2020_2021	Maine	-	-	-	Career and Technical Education	Building Maintenance	9, 10, 11, 12	-

School Year	State	Country	School District	Geographic Region	Subject Matter	Discipline	Grades	Grades by Age
2020_2021	Maine	-	-	-	Career and Technical Education	Health and Medical Occupations	9, 10, 11, 12	-
2020_2021	Maine	-	-	-	Science	Life Sciences	7, 8, 9, 10, 11, 12	-
2020_2021	Maine	-	-	-	World Languages	Latin	Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	-
2020_2021	Maine	-	-	-	Art and Music Education	Art	Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	-