

## MSAD #54 Digital Learning Handbook (Red)

MSAD #54 is dedicated to meeting the needs of our students. During this pandemic, we must plan for a digital learning environment for our students in the event that we must close our schools. The purpose of this digital model of remote teaching and learning in a “red” level is to allow for the high quality education in MSAD 54 to continue regardless of public health restrictions limiting public gatherings. Student attendance and engagement in completing class work is important for their learning. Teachers will notify building administrators and counselors when students need additional support.

For remote learning environment to be successful, it is essential that:

- a collaborative effort between students, parents, and staff exists.
- continuity of learning is vital to student development; therefore, teaching and learning is an active process. Grading will reflect daily learning progress toward meeting standards. At the high school level this will result in earning credits.
- feedback for improvement is actively sought and used on a daily basis.

All students taking part in remote learning if our county is labeled “red” by the Maine CDC should expect to:

- have attendance taken daily.
- take part in digital learning experiences every school day through an online classroom and/or Zooming into lessons.
- interact with their teachers on a regular/daily basis.
- complete class work daily.
- receive feedback on their progress in the form of comments, proficiency scores, and grades.
- work on assignments both digitally and independently using their device.
- spend a developmentally appropriate amount of time in learning experiences (on their devices and working offline while at home).
  - Approximately up to 2 hours per day grades K-2
  - Approximately up to 2-4 hours per day grades 3-6.
  - Approximately 3-5 hours per day grades 7-8
  - Approximately 4-7 hours per day grades 9-12.



<p align="center"><b>MSAD 54 Meal Distribution Information</b></p>	<p align="center"><b>Elementary Support Programs</b></p>	<p align="center"><b>Is anyone in school if the county has a “Red” designation?</b></p>
<p>In the event of all district schools being closed, the MSAD #54 Nutrition and Transportation Program will be delivering meals to students' homes. These meals will be delivered to the child’s bus stop, Monday through Friday, with two breakfasts and 2 lunches being delivered on Thursday and Friday. Anyone with children age 18 or below, wishing to receive meals, should do the following:</p> <ol style="list-style-type: none"> <li>1. Place a cooler or box at the bus stop/end driveway with the number of children who need meals written on it.</li> <li>2. Call the Central Office if you have any questions. 474-9508</li> </ol> <p>Deliveries will start at 8:00AM each day. In the event that a single school is closed and the rest of the district is open, the district will communicate with families regarding meal delivery.</p>	<p>During a closure, we will continue to provide support programs and specials classes (Art, Music &amp; PE) whenever possible.</p> <p>Each school has developed a schedule that will include classes each week in Art, Music &amp; PE for our K-6 students at each elementary school.</p> <p>Special education programming will be determined based on each student’s remote learning plan in their IEP. Parents will be contacted by their child’s teacher with the schedule.</p> <p>Title I services as well as Enrichment Resources will be provided based on a schedule that is designed at the building level.</p> <p>Each teacher will send home a closure schedule that will be used any time the school needs to be closed due to COVID 19.</p> <p>If you have questions, please contact your child’s teacher, administrator or case manager.</p>	<p>In the event that Somerset County is designated “Red” and we need to implement this plan, there will likely still be students attending school in-person. These students would attend in person based on their educational plan(IEP?).</p> <p>Staff will also be working on site to complete food delivery, provide interventions and support for student learning as well as to respond to the needs of our district families during a closure.</p> <p>Depending on guidance from the state, some staff who are able to do so, may be asked to work remotely (potentially some teachers, etc.). The district will make determinations based on need and guidance from Maine DOE / CDC.</p>

## Live Group and Independent Lessons

MSAD 54 knows that both remote and hybrid learning environments should include time when all students attend live digital classes with instruction and peer interaction. These need to, by design, be at particular set times. Other types of learning and work times will happen as well. These could include independent work and small group activities. Some of these can be done in a schedule that is designed by the student and family. We refer to these different situations as synchronous and asynchronous learning. Students in remote or hybrid learning will experience both of these, and the teachers will let parents know the scheduled times for synchronous learning.

	<b>Synchronous- Live Online Learning</b>	<b>Asynchronous- Independent Learning Activities</b>
<b>Definitions</b>	In remote learning environments, synchronous learning occurs when <b>everyone from a given group is online at the same time</b> using tools such as Zoom, Google Meet, and/or Schoology Conferences.	In remote learning environments, asynchronous learning occurs when students access pre-recorded lessons or independent learning <b>tasks that they can do at any time during the day.</b>
<b>What does it look like?</b>	<p>Checking in with students regarding their social emotional wellness, building community, and establishing personal connections.</p> <p>Engaging students in discussions to ensure understanding of information.</p> <p>Previewing or explaining assignments or expectations of learning tasks.</p> <p>Answering student questions about one of the recorded lessons.</p> <p>Conducting small group instruction.</p> <p>Modeling or sharing examples of final products.</p>	<p>Viewing recorded instructional videos of lessons in a content area. Listening to read alouds and answering questions.</p> <p>Engaging in online discussions by reading and posting responses (i.e. via Schoology, Padlet, Flipgrid).</p> <p>Reading posted literary selections and responding.</p> <p>Responding to and collecting student work.</p> <p>Recording performances submitted by students.</p> <p>Completing independent learning tasks and assignments.</p>

\*This chart provides purposes for synchronous and asynchronous sessions. These are examples - not an exhaustive list.

## MSAD #54 RED Plan for Grades K-12

### General Information:

- The schedule listed below will be used on any days where the district needs to move to remote learning due to COVID19.
- Teachers will be instructing, working with students and communicating with families from 7:45am-2:45pm
- Students should expect to be attending whole class and small group lessons and be completing work each day. These experiences will run between 8:15am and 2:15pm.
- The staggered “Class Instructional Time” is intentional to avoid scenarios where large families are all trying to Zoom at one time. Families should share their child’s schedule with the individuals who will work with them during the day.

District-Wide RED Schedule				
Grade Span	Class Instructional Time	Office Hours & Student Work Time	Lunch Break	Planning and Correcting
GRADES K-2	8:15 - 10:30am (Up to 2hr 15m)	10:30-11:30 & 11:55-1:45 (Up to 2hr 50m)	Lunch 11:30-11:55	7:45-8:15 and 1:45-2:45
GRADES 3-6	9:00-11:30am (Up to 2hr 30m)	7:45-9:00 and 11:55-1:15 (Up to 2hr 35m)	Lunch 11:30-11:55	1:15-2:45
GRADES 7-8	10:00-12:55pm (2hr 55m) Day 1 Skills: 10:00-10:55 Class 2: 10:55-11:55 Class 3: 11:55-12:55 Day 2 Class 4: 10:00-10:55 Class 5: 10:55-11:55 Class 6: 11:55-12:55	7:45-10:00 (2hr 15m)	Lunch 12:55-1:15	1:15-2:45
GRADES 9-12	11:20-2:15 (2hr 55m) Block 1 - 11:20-12:00 Block 2 - 12:05-12:45 Block 3 - 12:50-1:30 Block 4 - 1:35-2:15	8:45-10:55 (2hr 15m)	Lunch 10:55-11:15	7:45-8:45 and 2:15-2:45

**K-6 students who are in remote learning classrooms will follow their current schedule. K-6 students who are in person learners will follow the following schedules.**

## K-2 RED Schedule

<b>7:45-8:15</b>	<b>8:15-10:30</b>	<b>10:30-11:30</b>	<b>11:30-11:55</b>	<b>11:55-1:45</b>	<b>1:45-2:45</b>
<b>Teacher Planning Time</b>	<b>Class Instructional Time</b>	<b>Office Hours &amp; Student Work Time</b>	<b>LUNCH</b>	<b>Office Hours &amp; Student Work Time</b>	<b>Teacher Planning Time</b>

	<b>How can teachers utilize each time block?</b>	<b>Students &amp; families can expect the following during each time block</b>
<b>Class Instructional Time</b>	<ul style="list-style-type: none"> <li>- Use the time to disseminate information, or to check in on students in a flipped classroom setting</li> <li>- Teachers are required to instruct students via Zoom or other live platforms daily during some portion of the designated block.</li> <li>- Teachers can provide time for students to work on asynchronous activities during the block as well.</li> <li>- Take attendance for your classes based on your predetermined plan</li> </ul>	<ul style="list-style-type: none"> <li>- Receive daily instruction</li> <li>- Zoom with teachers at scheduled time.</li> <li>- Attend classes per predetermined teacher requirements</li> </ul>
<b>Office Hours &amp; Student Work Time</b>	<ul style="list-style-type: none"> <li>- Be available to answer student questions via email, small Zoom session, online chat, other</li> <li>- Set up small group instruction or intervention sessions. Be mindful of overlap with other grade spans and work with students and families to set up small group sessions at the best possible time</li> <li>- Parent and student outreach, which could be calling or emailing to ensure engagement and encourage work completion</li> <li>- Remediation opportunities during this time</li> <li>- Have students work on assignments from the "Class Instructional Time," or work on assignments in preparation for "Class Instructional Time"</li> </ul>	<ul style="list-style-type: none"> <li>- This time is part of the <b>school day</b> and students will use this time to complete assignments and other school work to be prepared for <b>Class Instructional Time</b>.</li> <li>- Check in with teachers for extra help or additional instructions</li> </ul>
<b>Planning and Correcting</b>	<ul style="list-style-type: none"> <li>- Plan, organize, and implement online instruction</li> <li>- Correct student work</li> <li>- Can be used as additional office hours if you decide to work with students at that time</li> <li>- Grade level/department/team meetings</li> <li>- Professional Development on apps/programs you are using</li> </ul>	<ul style="list-style-type: none"> <li>- Do what you need to prepare yourself for your classes</li> </ul>

### 3-6 RED Schedule

<b>7:45-9:00</b>	<b>9:00-11:30</b>	<b>11:30-11:55</b>	<b>11:55-1:45</b>	<b>1:15-2:45</b>
<b>Office Hours &amp; Student Work Time</b>	<b>Class Instructional Time</b>	<b>LUNCH</b>	<b>Office Hours &amp; Student Work Time</b>	<b>Teacher Planning Time</b>

	<b>How can teachers utilize each time block?</b>	<b>What Students can expect during each block</b>
<b>Class Instructional Time</b>	<ul style="list-style-type: none"> <li>- Use the time to disseminate information, or to check in on students in a flipped classroom setting</li> <li>- Teachers are required to instruct students via Zoom or other live approved platforms daily during some portion of the designated block.</li> <li>- Teachers can provide time for students to work on asynchronous activities during the block as well.</li> <li>- Take attendance for your classes based on your predetermined plan</li> </ul>	<ul style="list-style-type: none"> <li>- Receive daily instruction</li> <li>- Zoom with teachers at scheduled time.</li> <li>- Attend classes per predetermined teacher requirements</li> </ul>
<b>Office Hours &amp; Student Work Time</b>	<ul style="list-style-type: none"> <li>- Be available to answer student questions via email, small Zoom session, online chat, other</li> <li>- Set up small group instruction or intervention sessions. Be mindful of overlap with other grade spans and work with students and families to set up small group sessions at the best possible time</li> <li>- Parent and student outreach, which could be calling or emailing to ensure engagement and encourage work completion</li> <li>- Remediation opportunities during this time</li> <li>- Have students work on assignments from the "Class Instructional Time," or work on assignments in preparation for "Class Instructional Time"</li> </ul>	<ul style="list-style-type: none"> <li>- Complete assignments and other school work</li> <li>- Communicate with teachers for extra help or additional instructions</li> <li>- Zoom with teacher if necessary</li> </ul>
<b>Planning and Correcting</b>	<ul style="list-style-type: none"> <li>- Plan, organize, and implement online instruction</li> <li>- Correct student work</li> <li>- Can be used as additional office hours if you decide to work with students at that time</li> <li>- Grade level/department/team meetings</li> <li>- Be conscious of scheduling assignments and work along with providing parent/guardian time to preview daily expectations or daily agenda. (Link assignments after Zoom)</li> <li>- Set timely Due Dates in Google Classroom.</li> <li>- Help parents provide a plan for their child's day.</li> </ul>	<ul style="list-style-type: none"> <li>- Do what you need to prepare yourself for your classes</li> </ul>

## Student, Family, & Staff Responsibility Chart - RED PLAN

**Bloomfield Elementary School, Canaan Elementary School, Margaret Chase Smith School,  
Mill Stream Elementary School, North Elementary School**

<p><b>Student Responsibilities</b></p>	<ul style="list-style-type: none"> <li>● All students will <b>attend class</b> via an online schedule planned by your teacher.</li> <li>● Students are expected to communicate with your families, teachers and administrators.</li> <li>● Participate in <b>daily</b> math, and literacy activities, and <b>weekly</b> science/social studies activities with a remote learning teacher.</li> <li>● Participate in online weekly PE, music, and/or art lessons.</li> <li>● Remote learners will work independently on tasks assigned by the remote teacher.</li> <li>● Complete work with best effort by due date and ask for help, if needed.</li> <li>● Be on time and prepared with materials for online class meetings.</li> <li>● Consider feedback given by teachers, and make appropriate changes when needed.</li> <li>● Be a respectful and responsible learner.</li> <li>● Remember that remote school has the same expectations and rules regarding behavior that in-person school has. Students will follow those rules to ensure academic success and a productive work environment for all students.</li> </ul>
<p><b>Family Responsibilities</b></p>	<ul style="list-style-type: none"> <li>● For parents of online learning students, understand that online learning students will follow a learning plan created by a remote learning teacher. Students are expected to attend and participate daily as set forth by the remote learning teacher.</li> <li>● Monitor, support, and encourage your child's progress, attendance, and effort through their learning platforms (Google Classroom, Seesaw, etc.).</li> <li>● Create a workspace and routine at home free from distraction, and help your child be responsible for technology and other materials.</li> <li>● Connect with teachers and administration should questions or concerns arise.</li> <li>● Speak with your child about school and their progress regularly.</li> <li>● Evaluate your child's success in remote learning, and communicate concerns to the teacher and principal.</li> <li>● Communicate with the child care provider who will work with your child during a closure.</li> </ul>

<b>Bloomfield Elementary School, Canaan Elementary School, Margaret Chase Smith School, Mill Stream Elementary School, North Elementary School</b>	
<b>Staff Responsibilities</b>	<ul style="list-style-type: none"> <li>● Provide daily live online instructional (math &amp; literacy) opportunities.</li> <li>● Take attendance daily and communicate with parents weekly (newsletter/email update).</li> <li>● Communicate and respond to student instructional and social emotional needs- work from a trauma-informed mindset. Collaborate with guidance staff as needed.</li> <li>● Establish online protocols for participation, assignments, and grading.</li> <li>● Reach out to students, parents, counselors and administration should questions or concerns arise.</li> <li>● Provide timely and informative feedback. Set clear grading expectations for classwork, homework, assessments and projects.</li> <li>● Allow students to remediate as needed with established class and school procedures.</li> <li>● Implement student engagement strategies within your content area.</li> <li>● Follow developmentally appropriate screen time guidelines. Teacher instructional methods may be different depending upon the lesson content.</li> <li>● Provide instruction and assessments that address current grade level indicators.</li> <li>● Utilize small groups (via break out rooms or separate online meetings) to strengthen prior knowledge needed to access grade level content.</li> <li>● Maintain proper documentation of student meetings, progress, etc. for RTI</li> <li>● Supplement with pre-recorded, daily literacy and math activities, and weekly science/social studies activities.</li> <li>● Provide weekly PE, music, and art lessons. Specialists will provide their school with a schedule of the times for each class.</li> <li>● Maintain digital learning platform for classroom.</li> <li>● In the event of teacher absence, have a plan for students to follow which can also account for student attendance.</li> </ul>
<b>Grading Practices</b>	<ul style="list-style-type: none"> <li>● Provide frequent feedback of progress to students and families.</li> <li>● Grades will be entered on a regular basis as students progress on standards (Grades K-6) and complete assignments (Grade 6).</li> <li>● Enter grades in PowerSchool.</li> <li>● Formative and summative assessments will continue with learning targets and performance indicators.</li> </ul>
<b>Habits Of Work</b>	<ul style="list-style-type: none"> <li>● Work on 3-5 Habits of Work per trimester.</li> <li>● Scored separately from academics.</li> <li>● Habits of Work should be explicitly taught, with regular feedback and opportunities to improve.</li> </ul>



## SAMS Grade 6, Knox Team Schedule & Red Plan

	<b>Day 1 (Morning Classes)</b>	<b>Day 2 (Afternoon Classes)</b>
<b>7:45 to 9:00</b>	<p><b>Students:</b> Work independently on your assignments, check your email and Google Classroom.</p> <p><b>Individualized/Small Group Lessons for students if needed.</b></p> <p><b>Teachers:</b> Office Hours</p>	<p><b>Students:</b> Work independently on your assignments, check your email and Google Classroom.</p> <p><b>Individualized/Small Group Lessons for students if needed.</b></p> <p><b>Teachers:</b> Office Hours</p>
<b>9:00 to 9:50 (50 Minutes)</b>	<b>Period 1 (Your 8:20 to 9:05 class)</b>	<b>Period 4 (Your 11:15 to 12:00 class)</b>
<b>9:50-10:40 (50 Minutes)</b>	<b>Period 2 (Your 9:05 to 9:50 class)</b>	<b>Period 5 (Your 12:00 to 12:45 class)</b>
<b>10:40-11:30 (50 Minutes)</b>	<b>Period 3 (Your 9:50 to 10:35 class)</b>	<b>Period 6 (Your 12:45 to 1:30 class)</b>
<b>11:30 to 11:55</b>	<b>Break for Lunch</b>	<b>Break for Lunch</b>
<b>11:55-1:30</b>	<p><b>Students:</b> Work independently on your assignments, check your email and Google Classroom.</p> <p><b>Individualized/Small Group Lessons for students if needed.</b></p> <p><b>Teachers:</b> Office Hours</p>	<p><b>Students:</b> Work independently on your assignments, check your email and Google Classroom.</p> <p><b>Individualized/Small Group Lessons for students if needed.</b></p> <p><b>Teachers:</b> Office Hours</p>
<b>1:30 to 2:45</b>	<b>Teacher Prep, planning, grading</b>	<b>Teacher Prep, planning, grading</b>

## SAMS Grade 7-8 RED Schedule (All teams)

**Check Powerschool if you don't know the period number or time of your classes!**

	Day 1	Day 2
<b>7:45 to 10:00</b>	<p><b>Students:</b> Work independently on your assignments, check your email and Google Classroom. Check in with your teachers for support in your Day 2 class assignments during this time.</p> <p><b>Teachers:</b> Office Hours - Support academic classes from Day 2</p>	<p><b>Students:</b> Work independently on your assignments, check your email and Google Classroom. Check in with your teachers for support in your Day 1/Skills class assignments during this time.</p> <p><b>Teachers:</b> Office Hours - Ideally support academic classes from Day 1 and Skills period</p>
<b>10:00 to 10:55</b>	<b>Skills (Your 8:20 to 9:05 class)</b> - Includes Algebra, RTI, Skills Science, Special Education Classes, study halls	<b>Period 5 (Your 10:35 to 11:20 class)</b>
<b>11:00 to 11:55</b>	<b>Period 3 (Your 9:05 to 9:50 class)</b>	<b>Period 10 (Your 12:40 to 1:25 class)</b>
<b>12:00 to 12:55</b>	<b>Period 4 (Your 9:50 to 10:35 class)</b>	<b>Period 11 (Your 1:25 to 2:10 class)</b>
<b>12:55 to 1:15</b>	<b>Break for lunch</b>	<b>Break for lunch</b>
<b>1:15 to 2:45</b>	<p><b>Students:</b> Work independently on your assignments and homework, check Google Classrooms, and email teachers with questions.</p> <p><b>Teacher Prep, planning, grading</b></p>	<p><b>Students:</b> Work independently on your assignments and homework, check Google Classrooms, and email teachers with questions..</p> <p><b>Teacher Prep, planning, grading</b></p>

<b>Key</b>	
<b>Day 1</b>	<b>(white)</b>
<b>Day 2</b>	
<b>No School</b>	

August 2020				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

January 2021				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

September 2020				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

February 2021				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

October 2020				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

March 2021				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

November 2020				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

April 2021				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

December 2020				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

May 2021				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

June 2021				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

## SAHS RED Schedule

7:45-8:45	8:45-10:55	10:55-11:15	11:20-2:15	2:15-2:45
<b>Teacher Planning Time</b>	<b>Office Hours &amp; Student Work Time</b>	<b>LUNCH</b>	<b>Class Instructional Time</b> Block 1 - 11:20-12:00 Block 2 - 12:05-12:45 Block 3 - 12:50-1:30 Block 4 - 1:35-2:15	<b>Teacher Planning Time</b>

	<b>How can teachers utilize each time block?</b>	<b>What students can expect during each block</b>
<b>Class Instructional Time</b>	<ul style="list-style-type: none"> <li>- Use the time to disseminate information, or to check in on students in a flipped classroom setting</li> <li>- Teachers are required to instruct students via Zoom or other live approved platforms daily during some portion of the designated block.</li> <li>- Teachers can provide time for students to work on asynchronous activities during the block as well.</li> <li>- Take attendance for your classes based on your predetermined plan</li> </ul>	<ul style="list-style-type: none"> <li>- Receive daily instruction</li> <li>- Zoom with teachers at the scheduled time.</li> <li>- Attend classes per predetermined teacher requirements</li> </ul>
<b>Office Hours &amp; Student Work Time</b>	<ul style="list-style-type: none"> <li>- Be available to answer student questions via email, small Zoom session, online chat, other</li> <li>- Set up small group instruction or intervention sessions. Be mindful of overlap with other grade spans and work with students and families to set up small group sessions at the best possible time</li> <li>- Parent and student outreach, which could be calling or emailing to ensure engagement and encourage work completion</li> <li>- Remediation opportunities during this time</li> <li>- Have students work on assignments from the "Class Instructional Time," or work on assignments in preparation for "Class Instructional Time"</li> </ul>	<ul style="list-style-type: none"> <li>- This time is part of the <b>school day</b> and students will use this time to complete assignments and other school work to be prepared for <b>Class Instructional Time</b>.</li> <li>- Check in with teachers for extra help or additional instructions</li> </ul>
<b>Planning and Correcting</b>	<ul style="list-style-type: none"> <li>- Plan, organize, and implement online instruction</li> <li>- Correct student work</li> <li>- Can be used as additional office hours if you decide to work with students at that time</li> <li>- Grade level/department/team meetings</li> </ul>	<ul style="list-style-type: none"> <li>- Do what you need to prepare yourself for your classes</li> </ul>

## Student, Family, & Staff Responsibility Chart - RED PLAN

### Marti Stevens Learning Center, Skowhegan Area High School, Skowhegan Area Middle School, Somerset Career & Technical Center

<b>Student Responsibilities (All Students)</b>	<ul style="list-style-type: none"> <li>● Students will attend class remotely via an online format prescribed by your teacher during the class instructional time as outlined in the grid.</li> <li>● Students will need to be more independent than in a hybrid mode, so, reach out to your teachers and ask for help when you need it and be engaged in what you need to do.</li> <li>● Remember that remote school has the same expectations and rules regarding behavior that in-person school has. Students will follow those rules to ensure academic success and a productive work environment for all students.</li> <li>● Check your school email daily and respond to emails within 24 hours.</li> <li>● Check PowerSchool weekly to check progress and grades.</li> <li>● Complete all assignments on time, do not fall behind.</li> <li>● Be prepared for assessments but be ready to advocate and remediate should you need assistance.</li> <li>● If technology or internet issues arise, reach out to the teacher through email as soon as possible.</li> <li>● <b>Students will complete school work and be available during the teacher's office hour block.</b></li> </ul>
<b>Staff Responsibilities</b>	<ul style="list-style-type: none"> <li>● Set clear expectations for classwork, homework, and assignments.</li> <li>● Provide daily live online instructional opportunities daily.</li> <li>● Staff will take attendance of all students for each class period daily.</li> <li>● Monitor student attendance and engagement, reach out to students, parents, and administration should questions or concerns arise.</li> <li>● Implement student engagement strategies within your content area.</li> <li>● Seek and respond to student questions and needs.</li> <li>● Follow established building and/or district Zoom protocols.</li> <li>● Follow accommodations as established in IEP or 504 plans.</li> <li>● Allow students to remediate as needed in line with established class and school procedures.</li> <li>● Allow students to give feedback about your class and model of instruction.</li> <li>● Provide timely and informative feedback.</li> <li>● Provide intervention to students in need.</li> <li>● Provide students an opportunity for whole class visual interaction (Zoom or other platform) a minimum of 3 times a week.</li> </ul>

**Marti Stevens Learning Center, Skowhegan Area High School,  
Skowhegan Area Middle School, Somerset Career & Technical Center  
Continued**

<b>Staff Responsibilities Continued</b>	<ul style="list-style-type: none"> <li>● Invite students to sessions during the office hours &amp; student work time if they are missing work or struggling with concepts and/or skills.</li> <li>● Work from a trauma-informed mindset.</li> <li>● Special education teachers will provide special education services according to the State IEP Remote Learning Service Plan.</li> </ul>
<b>Grading Practices</b>	<ul style="list-style-type: none"> <li>● Follow regular grading practices per teacher established course expectations.</li> <li>● Provide feedback on progress a minimum of once a week.</li> <li>● Enter grades in PowerSchool in a timely manner, this is feedback for students and parents.</li> <li>● Formative and summative assessments will continue to be in line with course learning targets, performance indicators, and graduation standards.</li> </ul>
<b>Habits Of Work</b>	<ul style="list-style-type: none"> <li>● SAHS students will be assessed using the existing SAHS HOW Rubric and scores will be reported quarterly. <a href="#">Click here to view the HOW Rubric.</a></li> <li>● SAMS students will be scored using the existing SAMS HOW (Effort and Conduct) Rubric and progress will be reported trimesterly. See rubric at: <a href="#">SAMS HOW Rubric</a></li> </ul>