

Five Town CSD/MSAD 28 2020-21 School Year Plan



A resource for the school community outlining the district's plan for the 2020-21 school year while addressing COVID-19.

This plan is subject to change as conditions change. The School Boards approved this document on August 5, 2020. The School Boards recognize the unprecedented times in which schools operate and the fluidity of our public health scenario, deputizing the Superintendent to make changes to this document without board approval based on emerging legal or health guidance.

8/5/20

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INTRODUCTION

We have been guided by three principles in developing this plan: protecting the health and safety of our school and local communities, maintaining an exceptional educational program, and, whenever possible, facilitating experiences that enrich our core educational mission and foster growth in our students.

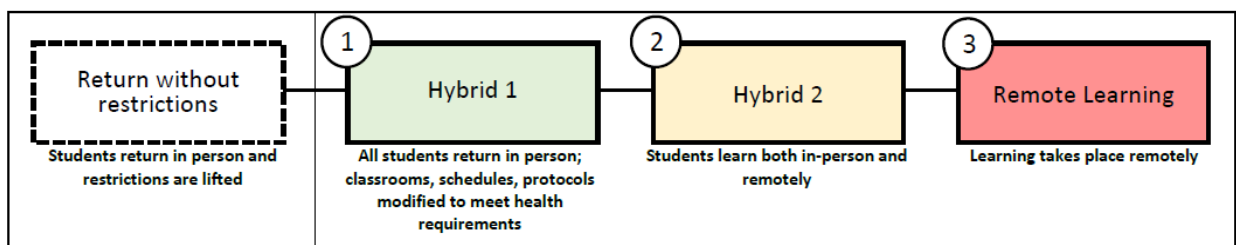
There is clear consensus from both education and medical groups: we must keep in mind not only the risks associated with COVID-19 for in-person school programs, but also the known challenges and consequences of keeping students out of school. While remote learning has improved over the course of the school closures, there is no substitute for in-person instruction when it comes to the quality of students' academic learning. In-person school plays an equally important role in our ability to support students' social-emotional needs, including their mental and physical health, and in mitigating the impacts of trauma. We also recognize how disruptive school closures have been to families trying to maintain regular work schedules and manage household needs, including childcare, while also facilitating remote learning.

It is critically important to develop strategies that can be revised and adapted depending on the level of viral transmission in the school and in the community and done with close communication with local and state public health authorities and recognizing the differences between school districts including urban, suburban, and rural school districts. In assessing how the status of Coronavirus in our area impacts school decisions, we will refer to information such as the rate of influenza-like illnesses and COVID-like cases in the area; the trajectory of documented cases and newly hospitalized patients; availability of testing and treatment; and local hospital capacity.

This plan has developed in close consultation with Mid-Coast medical experts. It has also had input from teachers, school health professionals, administrators, and parents.

THREE SCENARIOS

We have planned for three possible scenarios to address the shape of schooling given the realities of COVID-19. Our intention is to implement scenario number "1" in the fall of 2020 given the current state of Coronavirus in our community. The scenario at any point in time will be dependent on local health conditions.



1. **Hybrid 1 (Green):** The Governor has identified Knox and Waldo counties as Green at this time. This designation will be updated every two weeks. In this model, any student can return in-person to school settings that have been appropriately modified to accommodate the health and safety requirements outlined below. Examples of modifications could include altered classroom configurations, setting up additional learning spaces, and schedule changes. Alternatively, students can choose to attend school remotely if they are not comfortable returning despite the guidelines. To return or not will be a parent choice.

This corresponds to the state’s designation of “Green”. We are choosing to give parents a choice, however, and we are therefore choosing a Hybrid model which will facilitate an easier transition for our students and staff between the Green and Yellow models.

2. **Hybrid 2 (Yellow) - Split Model learning:** This model will be used in the event we are unable to bring all students who chose in-person learning back to school under the health and safety requirements despite our best efforts, or in case of COVID-19 related circumstances. A split-model means that students who have chosen in-person learning would alternate between in-person and remote learning. For instance, students would switch between in-person and remote learning on alternating weeks or days of the week (the alternating schedule would be determined by the district). Students who had chosen the remote option would remain remote in this model as well.

The only difference between Hybrid 1 and 2 is that the district would limit the number of students in-person as an added safety measure if needed in this model. This situation would correspond to the state’s “Yellow” designation.

3. **Remote Learning (Red):** All districts and schools are required to have a plan for operating a remote learning program. This model will be used for all students in the event of future classroom or school closures due to COVID-19. State guidelines will be followed.
4. **Plan for special populations:** Finally, across each of these models, all schools will have a plan for how special populations, including students with disabilities and English learners, will receive necessary services and accommodations. Our intention is to prioritize special populations’ attendance as “in-person”.

LOCAL HEALTH DATA

As of August 3, 2020

County	Knox	Waldo
Total Cases	26	62
Active Cases	2	0
Deaths	1	14
Case Rate	.65/100,000 people	1.56/100,000 people
Community Transmission	None	None

Maine

One of 2 states in nation where new cases are decreasing

Hospitalization rate is down

Lowest rate of virus reproduction in the nation at .98

Current CDC Guidance for Schools: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/prepare-safe-return.html>

CURRENT PLAN - HYBRID 1

After weeks of discussion with many stakeholders, including public health experts, we will start our school year with as many of our students as possible returning to in-person settings - safely. We are implementing strict safety protocols and are asking that we all come together as a community in order to successfully open our schools in the fall. What may be desired by an individual may not be best for the common good, and we are asking that everyone act according to the best interest of the common good. This means that we are asking families to respect travel restrictions, work with your children to support face coverings, social distancing, and healthy hand hygiene.

Our goal for the fall is to have the safe return of as many students as possible to in-person school settings to address learning and our students' holistic needs. To help accomplish that goal, we have set forth the following plan:

- With a few specific exceptions, each class in **Grades 5 - 12** will be conducted in the classroom with students who are physically present and with students who are connected remotely via Zoom. Each classroom will be equipped with the video and audio equipment to facilitate remote and in person learning, although we know the technology will not always work as expected and will have some limitations.
- **Grades 1 - 4** will offer a remote option if feasible based on interest. The remote learning model is one where remote learners will have a dedicated teacher. This option requires interest by enough students to warrant one of the teachers at that grade level becoming the online instructor. Homeroom assignments may be fluid in this model as students may need to be redistributed.
 - At this time, we anticipate that online classes at the elementary level will be based on a trimester commitment in order for the logistics to work. The feasibility of continuing the online instruction will be reassessed prior to the end of each trimester.
- Kindergarten will **not** have a remote option. If a parent does not want to send their Kindergartner to school, they have the option of homeschooling, a local private school, or just keeping them home. Mandatory schooling in Maine begins at age 6.
- Classes will follow a schedule (may be adjusted from past years) and curriculum, instruction, and assessment will be similar to the past, with some modification as needed.
- Students who are attending class remotely will be required to have their video on.
- The reduced amount of instructional time in the modified schedules will mean that instructional time is at a premium and class time will not be used for breaks or homework.

With the safety measures we have in place, we feel students would gain the most educational benefit by attending school **in-person**. We know the remote experience will not be the same for a variety of reasons, including the difficulty of fostering relationships.

The decision to attend in person or remotely will not vary on a daily basis - we expect parents to choose an initial plan for the mode of their child's regular school attendance prior to the start of the year. We will survey parents in mid-August for an initial decision about remote or in-person schooling. Parents at CRMS and CHRHS will be able to change this decision on October 2. Parents, not students, will communicate the decision and any changes in that decision to the school. After October 2, schools will need **5 school days'** notice if a child is switching from all-remote to in-person instruction. Parents at CRES will be able to change their decision at the end of the Trimester.

CHRHS Grade 9 – 12 students may be able to take specific classes remotely, even if they are attending other classes in-person. They may be able to do a mixture of remote and in-person. An example might be a senior who has English during period 1 followed by a study hall. The student could take the English class and study hall remotely while being physically present for all other classes. This may take time at the beginning of the year to sort out. This will need to be directly communicated with administration and teachers once school begins. There will be an Open Campus for all eligible high school students, Gr. 9 - 12.

When students are attending classes online via Zoom, they are expected to follow these guidelines:

- Keep your video on so the teacher can see you. Students can use a virtual background if desired.
- Give your best effort and best online class behavior.
- You are expected to attend your classes according to your regular school schedule unless your parent or guardian notifies the school that you are sick or otherwise unable to attend. Teachers will take attendance at the beginning of each class.

OPENING DAY

Due to the complexity of school opening amid the pandemic, we are going to transition smaller groups of students in during the first scheduled week of school, from September 8 – 11. Everyone will not return at once. Each school will determine the details of this transition, but you can expect that a student will NOT attend school every day the first week. Schools will focus on orienting students to new rules and procedures, answering questions they have about the new look and feel of school, and troubleshooting any logistics that aren't working as planned.

All students who are planning to return to school in-person will attend at least one full day during the week of Sept. 8. Students who are going to attend school remotely will also have an orientation during this time. *Details will be released to parents via email from each school as we get closer to September 8.*

School will start up in full swing on September 14, with our Hybrid 1 model.

SAFETY MEASURES THAT WILL BE IN PLACE AT SCHOOL

Most of us are now quite familiar with the critical health and safety practices that reduce the risk of COVID-19 transmission. These include rigorous hygiene and handwashing, use of masks/face coverings, physical distancing, reducing interactions between groups, staying home when sick, protecting those most vulnerable to the disease, and expanding testing and tracing capabilities, among others.

However, what can often get lost in the long list of practices is that it is not one mitigation strategy, but a combination of all these strategies taken together that will substantially reduce the risk of transmission. In other words, establishing a culture of health and safety in our schools that focus on regularly enforcing these important practices is more important than any one measure.

The following safety protocols will be in place in our schools as follows:

1. Daily Health Screening
 - a. The health check is a mandatory requirement for every student and employee. The health of the entire community depends on each individual being in compliance with our safety standards. The administration will work with families who do not comply with the health screening to develop a plan. Repeated non-compliance will result in a student only having a remote schooling option. Any employee who does not comply with this daily check will be disciplined accordingly.
 - b. All students, under the supervision of a parent or guardian, and staff will use an app to quickly conduct a health checklist each morning (timing noted below) **before school/work** (or before boarding buses if applicable) that will determine whether students/staff can attend school/work that day.
 - CRMS and CHRHS student screening check should be done by 7:30am each morning, unless the student boards a bus sooner than 7:30. In that situation, the check should be done prior to boarding the bus.
 - The CRES student screening check should be done by 8:30am, unless the student boards a bus sooner than 8:30. In that situation, the check should be done prior to boarding the bus. Students attending YMCA Before Care in the building need to do this prior being dropped off.
 - The CRMS and CHRHS staff screening check should be done by 7:00am each morning and by 8:00am for CRES staff. See Appendix A.
 - c. Students and staff who answer “Yes” to any question on the screening should stay home. Any student or staff showing symptoms must stay home and notify the school of their absence.
 - d. There will be a QR code on the main entrance to each building for non-employees who need to enter. Everyone will conduct a self-check before entering any of our buildings and don a mask.
2. Quarantine
 - a. Students and staff who travel outside of Maine will follow the state quarantine requirements at the time of their travel. Even though the current requirement is that children 18 and younger do not need to test if their parent(s) with whom they traveled receive a negative COVID-19 test, that is NOT the guideline we are

following. Testing is readily available with a quick turnaround in our community, and all students who travel to a state that requires a quarantine or negative test will be expected to comply in order to return to school. If no COVID test happens, a 14-day quarantine is required. Check this link for current guidelines:

<https://www.maine.gov/covid19/restartingmaine/keepmainehealthy/faqs>

- b. Any staff missed days of work upon return from travel will need to be taken as vacation or unpaid days.

3. Masks/Face Coverings

- a. All students and staff are required to wear a clean face covering that covers their nose and mouth with at least 2 layers of fabric while inside the building, with the following exceptions:
 - While eating breakfast and lunch.
 - Teachers will schedule regular “face mask breaks”. When they do so, students and staff will remain 6 feet apart from one another.
 - When adults are in their own office or classroom, by themselves.
- b. Face coverings should not have ventilator or other holes and must otherwise comply with school appropriate dress codes.
- c. Students who are able to social distance at least 6 feet outdoors do not need to wear face coverings.
- d. Face shields may be an option **ONLY** for those students with medical, behavioral, or other challenges who are unable to wear face coverings. Exceptions will be made for those for whom it is not possible due to medical conditions, disability impact, or health or safety factors. Medical documentation will be necessary for this.
- e. Face shields may be a rare option for staff who cannot wear a face covering due to a serious medical or other health condition. Medical documentation will be necessary.
- f. Masks/face coverings, and face shields if applicable, should be provided by the student/family, but extra masks will be made available by the school for students who need them. Cloth masks should be washed daily.
- g. Any student who refuses to comply with the face covering requirement will not be allowed to attend school due to the safety hazard that poses to other students and staff.
- h. Additional safety precautions are required for school nurses and/or any staff supporting students in close proximity, when distance is not possible, when students require physical assistance, or when a nurse is tending to a sick person. These precautions may include eye protection (e.g., face shield or goggles), an N95 mask or a surgical mask, and/or gown.

4. Physical Distancing

- a. Staff within schools should stay 6 feet from other adults to the extent possible.
- b. Staff should stay 6 feet away from students to the extent possible. When not feasible, staff should minimize the time they are within 6 feet of a student.
- c. Staff workstations should be 6 feet away from student seats, regardless of space limitations. Students will ideally stay 6 feet apart. When space is limited, such as in a classroom or hallway, a minimum of 3 feet will be maintained (used in combination with a face covering.)
- d. Students will stay 6 feet apart while eating.

- e. We will limit occupancy of bathrooms, elevators, locker rooms, staff rooms and similar shared spaces to allow 6-foot distancing. Adjacent bathroom stalls may be used.
 - f. We will mark places where students congregate or wait in line with spots on the floor or walls, 6 feet apart, indicating where to stand.
5. Hand Hygiene
- a. Students and staff will wash or sanitize hands in the following situations:
 - Upon entering the school
 - Before and after eating
 - After using the restroom
 - Before and after use of playgrounds and shared equipment
 - Upon entering and exiting a school bus
 - b. We will post signage and train students in proper hygiene procedures.
6. Ventilation and Outdoor Spaces
- a. Our schools' ventilation systems are set to use 100% outside air. We will keep this setting as long as our schools are open. See Appendix B for more information about our ventilation systems.
 - b. Because we have updated ventilation systems, we will rely on these for our air circulation. We will not use fans for air circulation.
 - c. We will use outdoor spaces for instruction and meals as much as feasible. The district is providing additional outdoor structures for each school.
 - d. If used, outdoor playgrounds/natural play areas only need routine maintenance. Students will wash or sanitize their hands before and after using these spaces. When hand hygiene is emphasized, cleaning and disinfection are not required between cohorts.
7. Classroom Spaces
- a. CRES: We are reassigning teachers at nearly every grade level at CRES to reduce class sizes so that students can stay socially distanced during meal times in their classrooms. We have enough staff and space to be able to do this. The largest class size, if every student attends in person will be 17 students. In addition, we have purchased tents and will have multiple useable outdoor spaces for instructional use.
 - b. CRMS: We will have five 5th grade self-contained classes of fewer than 20 students each of whom can fit into the new spaces with a comfortable 3' social distance. In addition, we have purchased tents and will have multiple useable outdoor spaces for instructional use, as well as project areas, the theater, makerspace, etc.
 - c. CHRHS: We are adding sections of many classes to limit class sizes to a maximum of 20, *if every student returned in person*. The average class size will be fewer than 15 students. Again, 3' spacing in classrooms would allow up to 20 students in a class.
 - d. GENERAL: We are matching spaces with needs, identifying additional spaces, using teachers in different ways to minimize class sizes, and employing many ideas to spread students to support social distancing. For instance, the high school will have Open Campus for all eligible students, Gr. 9 – 12, this year and will allow a mix of remote and in-person learning. Since we are planning for 100% in person attendance, we will have a buffer if some students do not return.
8. Cleaning and Disinfection

- a. Classroom desktops will be sanitized, by teachers or students, at the end of every class period if students are changing classes.
 - b. High touch surfaces, such as door handles, office phones, shared keyboards, toilet handles, and faucets and other surfaces will be sanitized according to guidelines.
9. Restrict Non-essential visitors in all district buildings
- a. We will not utilize parent or community volunteers or guest speakers in classrooms.
 - b. Parents and other family members are not allowed to enter the school unless it is an emergency.
 - c. No non-essential visitors will be allowed into the building.
 - d. Parent volunteers will be allowed in outside settings, following the 6-foot physical distancing rule.
 - e. Programming with external organizations, such as Tanglewood, can happen on campus if the programming takes place completely outside, following social distancing guidelines.
10. Limit Sharing of Materials
- a. Limit sharing of art supplies and other high-touch equipment as much as possible. If feasible, have a separate set of supplies for each student. Students at CHRHS should plan to bring their own supplies of pens, pencils, calculators, etc. Your school will supply those lists. CRMS and CRES will provide each student with a container filled with necessary supplies that will stay at school.
 - b. Clean and disinfect equipment depending on use.
11. Size of Gatherings in any one space
- a. Groups in any one area, room, or classroom must not exceed the Governor's gathering size limits, which is currently 100 people.

Based on the combination of health and safety requirements and rigorous protocols that we are putting in place for the fall, we believe the risk of transmission in schools is lower than the risk of transmission in many other settings. We encourage students, educators, and other staff who are at higher risk of severe illness from COVID-19 to share this plan with their health care provider for guidance on the risks associated with an in-person return. Families, in consultation with their medical providers, will ultimately make the decision as to whether their child(ren) will attend in-person instruction.

TECHNOLOGY REQUIREMENTS & EXPECTATIONS FOR USE

- The following will be the primary software platforms to deliver synchronous learning at each school:
 - a. CRES - SeeSaw and Zoom
 - b. CRMS - SeeSaw, Google Classroom, and Zoom
 - c. CHRHS - Schoology and Zoom
- The district will provide 1:1 devices for all students and internet hotspots for those who need internet service at home.
- Teachers will use their MacBook Air as the Zoom device in their classrooms. Some rooms will be equipped with a Polycom device as a camera/microphone, while others will be equipped with a wireless microphone.

- Student and staff machines must have current software and operating system updates at all times.
- Students and staff will follow technology best practices. See Appendix C.
- Students attending school in person in grades 5 -12 will need to have their own **headphones or earbuds.**

FAMILY ROLES & RESPONSIBILITIES DURING REMOTE LEARNING

- Help your children manage their remote learning by encouraging them to attend all classes and finish all assignments.
- Create a comfortable, distraction-free place for your children to work and attend online classes.
- Do not join your children’s online classes or be visible on your children’s screens during classes.
- Encourage your children to incorporate physical activity and healthy breaks while they are learning remotely.

ADDITIONAL DETAILS

The district is creating informational videos so that parents and students can visualize some of the safety measures outlined below. The videos will be available before the start of school.

1. ARRIVAL

Before entering the building, all students are required to put on a face covering. Upon entering the building, students are required to sanitize their hands. Schools will determine where students will go upon arrival. Students should NOT arrive before 7:45 at CRMS and CHRHS and not before 8:30 at CRES.

CRES

Morning Drop Off: (between 8:30 - 8:55 a.m.)

- Parent traffic will flow single file to the playground entrance.
- CRES staff members will greet cars that need to unload and parents will remain in the vehicle.
- Students will enter through the playground gates and head directly to their homeroom using the playground doors.

Morning Walk-in: (between 8:30 - 8:55 a.m.)

- Parents may park and walk their child to the playground gates where a CRES staff member will meet them.
- To ensure a safe social distancing for all, only CRES students and staff will be allowed beyond the playground gate.

Busses will be met by CRES staff members and students will enter the building through the main doors. Students will head directly to their homeroom.

After 8:55 a.m., students must enter the building through the Main Entrance doors and head straight to homeroom. School begins at 9:00 a.m.

CRMS (between 7:45am - 8:05am)

Process will be determined based on the finalization of the physical plant this summer.

CHRHS (between 7:45am - 8:05am)

Entry to the school will happen at multiple exterior doors on all sides of the building. The process should be apparent to students when they arrive.

2. DISMISSAL

CRES

- A. **Parent/Guardian pickup** will take place at the two playground gates abutting the parking lot. Additionally, Kindergarten and Multiage classrooms that abut the parking lot will dismiss directly from the classroom to a parent/guardian on the sidewalk.
- Pickup follows a staggered schedule by grade:
 - 3:00 -3:10 - Kindergarten/Multiage
 - 3:10 - 3:20 - First/Second
 - 3:20 - 3:30 - Third/Fourth
 - Students will wait under large tents on the playground, one for last names A-K and the other L-Z (except for K and Multiage classes that abut the parking lot).
 - Students will be matched with their parent/guardian at the gate by a staff member.
 - ***All children in the same family will be dismissed following the scheduled time for the youngest student.***
- B. **Bus riders** will be released from classrooms as busses arrive.
- Students will access the busses using various exits from the building.
- C. **YMCA After Care** students will be released from classrooms at 3:20 and travel to the cafeteria.

CRMS

Students will be dismissed from their final class in a staggered fashion and will leave from varied exits.

CHRHS

Students who drive will be dismissed from their last class. Students attending Flex Time or who do not have a car will be dismissed from their homerooms at the end of the day.

3. **BREAKFAST (6 foot spacing)** There will be an online ordering system that families will utilize to order breakfast.

CRES

Pre-packed breakfasts will be available for students to pick up each morning. There will be two designated areas: a K - MAG location and a Grades 2 - 4 location. Students will eat breakfast in their homerooms.

CRMS

Pre-packed breakfasts will be available for students to pick up and eat in the morning in a designated space each morning.

CHRHS

Pre-packed breakfasts will be available for students to pick up and eat in the morning and during break. A schedule will be developed to limit the number of students who will eat at any specific time.

4. LUNCH (6 foot spacing) There will be an online ordering system that families will utilize to order lunch.

CRES

Students will eat lunch in their homerooms. Pre-packaged meals will be delivered to each homeroom for students who have ordered lunches. Lunches will be ordered ahead of time.

CRMS and CHRHS

For students who purchase lunch at school, the options will be more limited this year and will be pre-packaged by the school to avoid long lines. Students will eat lunch in the cafeteria and other identified spaces. Lunches will be ordered ahead of time.

5. RECESS

CRMS/CRES

- We will start the year with the expectation that students do not need to wear face masks on the playground and they stay 6' apart. At the start of the school year the entire playground will be open to students.
- The following games will NOT be allowed: tag-like games, competitive team sports (ex. traditional football, basketball and soccer games). Instead modified games with such equipment will be allowed to encourage movement, healthy competition and physical engagement. (ex. passing the football, soccer ball, playing HORSE or OUT with a basketball)
- If students are not able to generally maintain a physical distance of 6', they will be required to wear masks on the playground.

6. MOVEMENT IN THE BUILDING

- Hallways will be marked to direct the flow of traffic and support social distancing.
- Spots on floors will be marked outside areas where lines may form (office, teacher desk, bathrooms, etc.)

7. MIDCOAST SCHOOL OF TECHNOLOGY

- Students will continue to attend MCST as they have in the past, although the Introductory Programming will be onsite at CHRHS this year as planned before the pandemic.
- Students in programming taking place at MCST will be transported to MCST by the school or they can drive their own vehicles.
- Programming will continue every other day.

- Due to large spaces for their programming, it is likely that MCST will not need to limit its numbers in the “Yellow” model. In that situation, students may continue to attend MCST in person but alternate between in-person and remote at CHRHS.

8. EXTRA-CURRICULAR ACTIVITIES and EVENTS

- There may be limited after school activities while maintaining the same safety measures as during the school day. This information will be forthcoming.
- There will be no concerts, all-school assemblies, or external events taking place in the building during the Fall or Winter of the 2020-21 School Year. We will reassess the situation for the spring in March, 2021.

9. SPORTS - CRMS and CHRHS

- The plan for sports is still evolving.
- At this time, at a minimum, we plan to have most FALL sports teams that will practice regularly and have intra-squad competitions.
- We are waiting to evaluate MPA guidelines and health conditions later in the summer to determine whether we will participate in any external competition. We will not do so if it jeopardizes our ability for students to safely attend school.
- Some sports may need to be modified to minimize physical contact and enable internal competition.
- We will reassess the situation to make a final determination on exactly what our fall sports season will look like later in the summer, and then reassess at an appropriate time for the winter and spring sports seasons.
- Current rules regarding participation on school sports simultaneous with external travel teams will remain in place.

10. SUBJECT SPECIFIC ADJUSTMENTS

- Band, Chorus, Music, Art, and PE will be different in the following ways:
 - Chorus, singing, and playing brass and woodwind instruments will not be allowed indoors. These can take place outdoors, with masks if possible, with at least 14 feet of distance between individuals. Parts of these programs may be offered virtually. String and percussion instruments may be able continue in person. Please check in with the teacher or principal for more specifics as we get closer to school.
 - PE will be held outdoors whenever possible throughout the year with at least 14 feet of distance between students without face coverings, and with 6 feet of distance with face coverings. Indoors will require face coverings and at least 6 feet of distance. PE activities will be adjusted to support limited equipment and physical contact.
 - Art may be adjusted to limit the sharing of materials.
- Lab Sciences - Shared equipment will be sanitized after each class.

11. TRANSPORTATION

We are going to transport 22 students/bus as a maximum. Students will be required to sanitize their hands upon entering the bus and they will be required to wear face coverings. Drivers will also wear masks and should be seated 6 feet away from the nearest student when seated. We will have the

windows cracked open for as long as possible into the colder season for ventilation. We recognize that some of our bus runs transport more than 22 students. We are asking parents to help us. We don't want to stagger arrival times by up to an hour. To avoid this, we will need more parents transporting their children to and from school.

12. LOCKERS

We need to continue using lockers as storage areas for student's belongings as necessary. We will stagger access to lockers throughout the school day to sustain social distancing of at least 3' in those areas.

13. LOCKER ROOMS:

- PE will not utilize locker rooms for changing up. Students will come prepared for PE class when they have it in their schedule. PE will be adapted to account for the lack of changing.
- Locker rooms will have an occupancy board outside to limit the number of students in the locker room at any one time. Sports teams will use locker rooms according to occupancy limits.

14. MEETINGS BETWEEN STUDENTS AND STAFF

There will be times during the day when individual students, or even small groups, will need to meet with staff members. Reasons may include post-secondary planning, needing a change in schedule, working out a problem, discipline, etc. In these situations, if students cannot be in a space with the adult that allows 6 feet of separation, we plan to install plexiglass barriers in order to safely conduct these private conversations.

15. CLASSROOM SETUP

Strategies we will use in the classroom to help prevent the spread of COVID-19:

- Space student desks a minimum of 3 feet apart and more if we are able.
- Students will sit facing the same direction when feasible.
- Seats will be assigned so students are sitting at the same desk in a particular classroom when feasible.
- Remove soft furniture and rugs.
- Each room will have a hand sanitizer unit that students will use entering and exiting.
- Tables/Desks will be sanitized before a new group of students uses them.

16. CLASSROOM SUPPLIES

We are going to try to avoid sharing basic school supplies. CHRHS students should plan to bring their own school supplies this year. Schools will send specific lists prior to school opening and will help families who may not be able to provide this on their own.

The district will supply CRMS and CRES students with all the supplies they need, and these will be stored at school in marked, individual containers.

17. SAFETY TRAINING

At the beginning of the year, we will take time to train students in health and safety protocols related to the spread of germs. There will also be posters up around the school.

Parents should review and reinforce wearing a face covering, healthy hand hygiene, and social distancing.

18. HEALTH PROTOCOLS – See Appendix D

What happens if there is a Case of COVID in the school community population?

What happens if there is a related illness at school?

When is it safe to return to work/school?

19. ONLINE ASYNCHRONOUS CLASSES - CHRHS only

If a teacher is unable to return to a school building, and it is feasible to conduct instruction remotely, the teacher will offer asynchronous online courses. Students enrolled in these courses will work with their school counselor to determine how and where the course might fit into their schedule - within or outside the school day.

OTHER SCENARIOS

We will nimbly move between the three schooling models based on the following DOE School Health Advisory System:

To support and inform local SAU decisions about whether, and how, to bring students back into the classroom, the Maine Department of Health and Human Services and the Maine CDC have developed a three-tiered health advisory system.

This new tiered system, which will be based on a holistic assessment of quantitative and qualitative information that includes but is not limited to recent data on case rates, positivity rates, and syndromic data, will break down into three-color based categorizations by county: red, yellow, and green.

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

These recommendations are intended to be advisory in nature and pertain only to the unique circumstances of schools. Given the large and varied nature of counties in Maine, SAUs within a county or spread across multiple counties may adopt a reopening policy that differs from this county-based categorization of COVID-19 risk. Maine DHHS and Maine CDC will not review SAU-specific plans.

The health advisory system will be posted on the Department of Education website beginning July 31st and updated on a biweekly basis, which allows for sufficient time to capture trends.

HYBRID 2

If we need to move to a model where only half of our students can attend in-person, we will use an A/B Cohort model that isolates two distinct cohorts of students who attend school in person on alternating weeks (or days). Cohort A would be connected to the classroom remotely for one week (or day) while Cohort B was physically present, and the following week (or day), the opposite would happen. All safety measures described above would remain in place, but we would aim for 6' of physical distancing in classrooms.

In this scenario, we would reconsider all extra-curricular offerings, including athletics, and high-needs students would be prioritized for **full-time** in person learning.

REMOTE LEARNING

If the entire school needs to shift to remote learning for any period of time (including “Snow Days”), all students will shift to remote learning. At CHRHS and CRMS, students will follow an abbreviated synchronous schedule. A remote day schedule for CRES would be sent directly to parents as it varies for each grade level. We learned a lot about what did and didn't work for students in the Spring of 2020 and will incorporate these lessons to improve remote instruction in the future if it is ever needed. We are prepared to transition to remote learning without missing any days of school.

CHRHS <u>ACTUAL</u> ALL-SCHOOL REMOTE DAY SCHEDULE (would follow R/W schedule)	
9:00 – 10:00	Period 1
10:00 – 10:15	Break
10:15 – 11:15	Period 2
11:45 – 12:45	Period 3
12:45 – 12:55	Transition
12:55 – 1:55	Period 4
1:55 – 2:05	Transition
2:05 – 2:35	Office Hours

CRMS <u>SAMPLE</u> ALL-SCHOOL REMOTE DAY SCHEDULE	
9:00 - 9:15	Homeroom

9:15 - 9:25	10 min transition
9:25 - 10:10	Period 1
10:10 - 10:25	Break
10:25 - 11:10	Period 2
11:10 - 11:40	Office Hours
11:40 - 12:25	Lunch
12:25- 1:10	Period 3
1:10 - 1:25	Break
1:25 -2:10	Period 4
2:10 - 2:35	Office Hours

CRES <u>SAMPLE</u> ALL-SCHOOL REMOTE DAY SCHEDULE	
9:00 - 9:20	Morning Meeting on Zoom
9:20 - 9:30	10 min transition
9:30 - 10:30	Reading Lesson followed by Individual or Small Group work
10:30 - 10:45	Break
10:45 - 11:30	Math Block – combination of Fluency practice, new learning, working at home
11:30 – 12:30	Lunch/Outdoor Time
12:30 – 1:15	Project Time
1:15 – 2:00	Specials

2:00 – 3:00	Office Hours
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OTHER CONSIDERATIONS

Cold/flu season. Flu season is another critical factor that could pose significant challenges for schools and students. Not only do flu symptoms closely mirror COVID-19 symptoms, but managing both a bad flu season and ongoing presence of COVID-19 could be highly disruptive for our educational institutions and healthcare system. Health providers strongly recommend as many children and adults as possible receive the flu vaccine this fall. Please also remember that your child should be up to date on all of their immunizations.

Snow Days. As you know, we led the state in piloting Remote School Days instead of using a snow day. Something we realized with mass remote schooling during COVID-19 is that we can do school remotely, and now we are more prepared than ever for that. Therefore, it is our intention to ALWAYS have remote school days instead of snow days unless power outages are expected. CHRHS and CRMS will follow a schedule for these days that is similar to the samples shown above, and CRES will continue to use Genius Bags that will be sent home in the fall.

Heat Days. There may be days this fall or next spring when the temperature rises to a level that is too uncomfortable to wear a mask most of the day. In these situations, it is our intention to have a remote school day that follows the plan above. We will alert parents to this situation via the district communication system (email, text, and phone.)

APPENDIX A: Daily Health Check

This is one of the main safety features of our return to in-person learning in our district, the daily health self-check. It is critical that all members of our school community conduct this health check every morning before entering the building. To help insure this happens, we are requiring every individual student and staff member complete this self-check each morning. This self-check will be available via an app that the district will provide to all families and staff.

Each student (or parent on behalf of student) and staff member should go through this Daily Check List before coming to school/work in order to help prevent the spread of COVID-19.

- o Do I feel unwell today?*
- o Do I have a new cough or sore throat, different from seasonal allergies or asthma?*
- o Do I have a fever or do I feel feverish?*
- o Do I have shortness of breath, different from asthma?*
- o Have I had a loss of taste or smell?*
- o Have I been around anyone exhibiting these symptoms within the past 14 days?*
- o Have I been living with anyone who is sick or quarantined?*
- o Have I been out of state in the last 14 days?*

If the answer is YES to any of these, then you need to stay home and check in with your doctor. If the answer is YES to the last question, you will either need to quarantine or get a negative COVID test.

School nurses, attendance secretaries and administration will work together to monitor for compliance and support families, as needed, to comply with the daily health check.

In addition, there will be a QR code on the entrance to the school, so that any essential visitor must also do the health check prior to entering the building.

APPENDIX B: Ventilation Systems

Proper ventilation in our facilities is a key component of our return to on campus learning. We understand that folks want to know the ventilation strategies applied in our schools that will provide the safest and best practices in these times. Those strategies and best practices are what follow.

Current CDC and ASHRAE (American Society of Heating, Refrigeration and Air Conditioning Engineers) recommendations are to provide 100% outside air (OA) wherever possible. Additionally, if the system includes any recirculation of air, the recommendation is to go to a MERV 13 filter.

CHRHS:

The majority of learning spaces have been programmed for 100% outside air (OA) ventilation with space heating needs being provided by radiant floor heating or baseboard radiation. Those spaces will utilize a minimum of MERV 8 filtration for the outside air. This is typical for removal of pollens and other outdoor air pollutants.

For those areas of the building that utilize the ventilation system to distribute the heat for the area, (which means there may be some recirculation of air), we have gone to MERV 13 filters (current ASHRAE recommendation), or as close as possible being available at time of filter change. These areas include Band, Chorus, Gym and the Strom.

The high school HVAC system consists of 12 (Trane) air handler units (AHUs). These are all capable of providing 100% OA (no recirculation of room air) until the weather drops below freezing on a regular basis.

The typical classroom ventilation will provide about 15 cfm (cubic feet per minute) of OA per person, or about 375 cfm per classroom. This is in line with ASHRAE recommendations. All the AHUs are capable of providing nearly double the recommended quantity of OA, and have been or are in the process of being programmed to deliver the maximum OA possible.

As winter comes upon us, that quantity may have to be reduced as the weather gets colder because of the limit to the capacity of the boilers but *in no case would OA drop below the recommended minimum.*

Because all regular classrooms have radiant floor heating, there will be no recirculation of air. We will use MERV 8 (or better) filters on these AHUs. These filters are to manage bugs, pollens and other outdoor contaminants.

The rest of the building utilizes the AHUs not only to ventilate, but to heat the spaces by moving some of the air over a heating coil. We will over ventilate at 100% OA (again, about twice the minimum) until the weather gets cold and the boilers can't keep up. At that point we will have to recirculate some air. When we go into recirculation we will have gone to MERV 13 filters. Again, *in no case would OA drop below the recommended minimum.*

CRES:

The majority of learning spaces have been programmed for 100% outside air (OA) ventilation with space heating needs being provided by radiant floor heating or baseboard radiation. Those spaces will utilize a minimum of MERV 8 filtration for the outside air. This is typical for removal of pollens and other outdoor air pollutants.

For those areas of the building that utilize the ventilation system to distribute the heat for the area, (which means there may be some recirculation of air), we have gone to MERV 13 filters (current ASHRAE recommendation), or as close as possible being available at time of filter change. These areas include the Cafeteria and Gym.

The elementary school HVAC system consists of 8 (Munters) heat recovery ventilators (HRVs). These all provide 100% OA (no recirculation of room air) for ventilation.

The typical classroom ventilation will provide about 15 cfm (cubic feet per minute) of OA per person, or about 375 cfm per classroom. This is in line with ASHRAE recommendations. All the HRVs are capable of providing nearly double the recommended quantity of OA, and have been or are in the process of being programmed to deliver the maximum OA possible.

Because all regular classrooms have radiant floor heating, there will be no recirculation of air. We will use MERV 8 (or better) filters on the HRVs. These filters are to manage bugs, pollens and other outdoor contaminants.

Two spaces also have independent air handlers that recirculate air for space heating. These are the library and the gym. These air handlers will be fitted with MERV 13 filters as recommended by ASHRAE.

CRMS:

The majority of learning spaces have been programmed for 100% outside air (OA) ventilation with space heating needs being provided by radiant floor heating or baseboard radiation. Those spaces will utilize a minimum of MERV 8 filtration for the outside air. This is typical for removal of pollens and other outdoor air pollutants.

For those areas of the building that utilize the ventilation system to distribute the heat for the area, (which means there may be some recirculation of air), we have gone to MERV 13 filters (current ASHRAE recommendation), or as close as possible being available at time of filter change. These areas include the Cafeteria, Gym and Theater.

The middle school HVAC system consists of 7 (Trane) heat recovery ventilators (HRVs). These all provide 100% OA (no recirculation of room air) for ventilation.

The typical classroom ventilation will provide about 15 cfm (cubic feet per minute) of OA per person, or about 375 cfm per classroom. This is in line with ASHRAE recommendations. All the HRVs are capable of providing nearly double the recommended quantity of OA, and have been or are in the process of being programmed to deliver the maximum OA possible.

Because all regular classrooms have radiant floor heating, there will be no recirculation of air. We will use MERV 8 (or better) filters on the HRVs. These filters are to manage bugs, pollens and other outdoor contaminants.

The gym HRV will recirculate air for space heating in the coldest of weather. This HRV will be fitted with MERV 13 filters as recommended by ASHRAE.

APPENDIX C: Technology Best Practices and Resources

Creating a virtual classroom community The strength of a physical learning space is that it fosters connection, but it can also *limit* effective instruction. Teachers need to make deliberate decisions about how students will feel belonging in a classroom community in a space without walls, see themselves reflected in the virtual space, feel both independence and belonging, and share power dynamics intentionally.

Intentionally plan how to:

- Nurture connections and build relationships with students.
- Leave space and time for students to connect and socialize with peers.
- Invite students to share something from where they are currently located in the virtual classroom space.
- Manage time for individual check-ins and for giving feedback.
- Circulate and observe student learning.
- Translate physical supports, like bulletin boards that celebrate student work, to a virtual space.

Encourage autonomy and engagement by making decisions that:

- Set up different learning pathways. Is it helpful to watch a video to give students background knowledge before they start reading? Or do they want to read first and then watch the video? Maximize the face to face time.
- Provide a variety of materials that allow students to make choices that align with their interests and what they have access to at home.
- Scaffold time management. Timers and schedules provide this structure in a physical classroom and can still be used in a virtual space.
- Get students to reflect on what they need as a learner, not what their peers may be doing or interested in.
- Ask students for feedback — teachers don't have to have all the answers. Students are a great resource for technology tips and suggestions about learning that is truly important.
- Remember that there are only three levers you can use or combine to adjust the student task and each task structure has different opportunities for engagement:
 1. Task structures: Are students learning with peers or independently or receiving direct instruction? lesson or assignment.
 2. Help resources: Are students required to get help and from what sources?
 3. Choices offered: Do they choose the topic? The materials? Are they selecting from a series of teacher-vetted options?

Additional Resources:

<https://www.intel.com/content/dam/www/public/us/en/documents/guides/educators-guide-to-elearning.pdf>

APPENDIX D: Health Protocols

These protocols will be updated based on ongoing guidance from Maine CDC and guidance from infectious disease medical professionals.

Protocol 1: If a staff member or student is at school presenting symptoms

Nursing staff will isolate the individual from all other members of the school community and notify parents/staff member's contact to have the individual sent home. They will be advised to contact their primary care physician. Nurse areas at each school will have two separate locations - one where individuals can be seen for medications, etc. and one where anyone presenting COVID-like symptoms can be seen and isolated. Nursing staff will don appropriate PPE.

If a case is confirmed to be COVID-19 and the person was in the building, administration will coordinate with local health officials and assess the risk to others. Administration will work with local health officials to determine if a short building closure is necessary. Administration will communicate with staff, parents and students to keep the school community updated with information. Areas in the building used by the infected individual will be closed until proper disinfection has been completed according to CDC guidelines.

Protocol 2: Return to School Strategy

After a person has been out of school for a suspected COVID related absences - a time-based return to school strategy is determined based on a person's health status. Decisions about "return to school" for persons with confirmed or suspected COVID-19 should be made in the context of local circumstances (community transmission, resource needs, etc.)

- **Symptomatic persons** with confirmed COVID-19 or suspected COVID-19 can return to school after:
 - o At least 3 days (72 hours) have passed since recovery defined as resolution of fever without the use of fever-reducing medications **AND** improvement in respiratory symptoms (e.g., cough, shortness of breath); **AND,**
 - o At least 10 days have passed since symptoms first appeared.
- **Asymptomatic persons** with confirmed COVID-19 can return to school after:
 - o At least 10 days have passed since the positive laboratory test and the person remains asymptomatic.
 - o Note, asymptomatic persons who test positive and later develop symptoms should follow the guidance for symptomatic persons above
- **Asymptomatic persons** who have had close contact to a person with COVID-19 without appropriate PPE can return to school after self-quarantining for 14 days. This involves staying home and limiting interactions with others. If the person develops symptoms such as cough, fever or shortness of breath, they need to contact their healthcare provider for guidance on what to do. Of note, if this person is tested for COVID-19 during the 14 day quarantine period, a negative test result would not change or decrease the time a person is monitored, but a positive test would move the person into one of the above categories, based on whether they are still asymptomatic or have developed symptoms. A "close contact" is defined as "any individual who has been closer than 6' for more than 15 minutes."

APPENDIX E: Details on Medical Literature Review

This section summarizes some of the emerging themes and implications from the medical literature on childhood susceptibility to and transmission of COVID-19 to date from the Massachusetts state Reopening Document on which our document was heavily based. This is a point-in-time summary as of mid-June 2020.

The evidence suggests that children, particularly younger children, are less likely than adults to be infected with COVID-19. Furthermore, if infected, children may be less likely to transmit COVID-19 to others.

Based on these themes, the health and safety recommendations throughout this guidance, as well as considering the key features of school programming at different grade spans, we believe the evidence supports a safe in-person return to school with implementation varying for elementary, middle school, and high school.

Because COVID-19 is a novel disease, this literature is growing rapidly with new information emerging almost every day. Our guidance will continue to evolve as the science develops.

Schools do not appear to have played a major role in COVID-19 transmission.

- In a review of COVID-19 clusters, only 4% (8 of 210) involved school transmission.
- In a case study from Ireland, after six school cases involving three students ages 10-15 and three adults, there were no confirmed transmissions despite there being over 1,000 school contacts of these individuals (students and staff).
- In a case study from New South Wales Australia, after 18 cases were found in schools (12 in high schools and 6 in primary schools), only 0.3% of student contacts were infected (1 in 695 individuals in 10 high schools and 1 in 168 individuals in primary schools). No teachers or staff were infected.
- One infected student (9 years old) in the French Alps attended three schools while symptomatic; none of 112 contacts became infected.

In general, rates of COVID-19 infection are lower for children than for adults.

- Based on data from six countries, children under 20 are half as susceptible to COVID-19 infection than adults.⁶¹ However, this study also found infection in children to be more likely to be asymptomatic, which underscores the importance of health behaviors for everyone (masks/face coverings, distancing, handwashing, surface cleaning).
- Although children under the age of 18 make up 22% of the U.S. population, they account for less than 2% of all cases of COVID-19.
- In a South Korea study, children under 20 only accounted for 6.2% of all positive cases.
- After an outbreak in Italy, no children under 10 were infected and children 11-20 were infected at half the overall rate. (Note: pre-print study; has not yet been peer-reviewed)
- In a Chicago study, only 1% of COVID-19 cases in Chicago were in children 0-17.
- In Massachusetts, children under the age of 19 were about four times less likely than the population at large to be diagnosed with COVID-19.

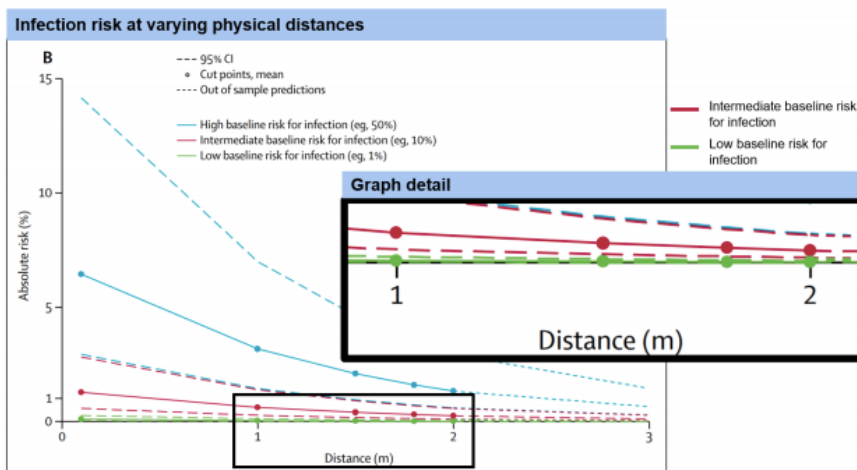
If exposed, children may be less likely to become infected with COVID-19.

- In China, in households with COVID-19 exposure, children under the age of 18 were infected at a rate of 4% compared with 17% for adults.
- In another study from China, exposed children less than 19 years of age became infected at a rate of 5.3%, vs. 13.7% for 20-59 and 17.7% for 60+.68 (Note: pre-print study; has not yet been peer-reviewed)
- In one study from Japan, 7.2% of exposed male children ages 0-19 and 3.8% of exposed female children tested positive for COVID-19, compared to 22.2% of exposed males ages 20-59 and 21.9% of exposed females ages 20-59.69 (Note: pre-print study; has not yet been peer-reviewed)
- In NYC, in households with at least one COVID-19 case, prevalence of infection for children 5-≤18 was 31.9% vs. overall prevalence 52.5%.
- A meta-analysis of studies from several countries found that children were only 44% as likely as adults to become infected after exposure. (Note: pre-print study; has not yet been peer-reviewed)
- A study in Israel found that children 5-17 were 61% less likely to have positive COVID-19 tests compared with adults in the same household.

If infected, children may be less likely to infect others with COVID-19.

- Analysis of clusters of patients with COVID-19 indicates that most transmissions are from adults to children, rather than vice versa. This is different from some other respiratory viruses. (Note: pre-print study; has not yet been peer-reviewed)
- In a study from China, only 5% of household clusters were found to have a child <20 as the index patient. (Note: pre-print study; has not yet been peer-reviewed)
- In Switzerland, a study of household clusters found that only 8% had a child as the index case. In nearly 80% of the cases, the child got COVID-19 from an adult family member.
- In a Chicago study, for 15 households where data was available, 73% of transmissions were from adult to child (the remaining 27% was due to two child-to-child and two child- to adult transmissions).

Risk of infection at varying physical distances



Key finding: in intermediate- and low-risk settings, the risk of infection is similar at one meter (approximately three feet) and two meters (approximately six feet) distances. Experts suggest schools would be considered low to intermediate risk, especially with additional protections (e.g., masks), and that the risk of infection in these settings at both one meter and two meters is low.

Note: the risk of infection at various physical distances was modeled based on a meta-analysis of data from a group of coronaviruses (COVID-19, MERS, SARS). These are estimates of the risk by type of setting, not the risk to different types of individuals.

Source: Chu, D.K., Akl, E.A., Duda S., Solo K., Yaacoub S., Schunemann H.J. et al. (2020) 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. *The Lancet*.