

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.

Revised 9/14/20
Most recent changes in red

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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.

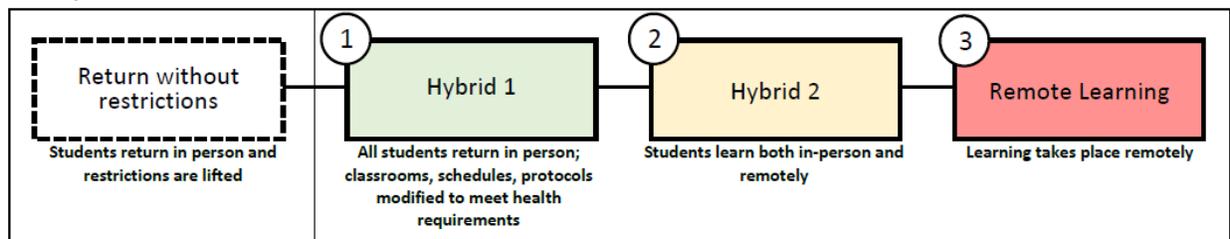
There is clear consensus from both education and medical groups: we must keep in mind not only the risks associated with COVID-19 for in-person school programs, but also the known challenges and consequences of keeping students out of school. While remote learning has improved over the course of the 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 September 9, 2020

County	Knox	Waldo
Total Cases	33	72
Active Cases	3	2

Deaths	1	14
Case Rate	.83/100,000 people	1.81/100,000 people
Community Transmission	None	None

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.

- To respect the privacy of other students in the class meetings, parents are encouraged to treat these sessions like a “normal” in-person class where they would not be present and to observe other boundaries of a regular instructional day/session. Serious privacy issues demand that parents/guardians contact building administration should they want to visit a classroom with advance notice.
- Recording of sessions is not allowed due to student privacy.

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 14 – 18. 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 14.*

School will start up in full swing on September 17 at CRES, September 18 at CRMS, and September 21 at CHRHS, 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.
- b. 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.
- c. 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. Students either need a negative COVID test or a 14-day quarantine in order to return to school.
- d. Check this link for current guidelines:
<https://www.maine.gov/covid19/restartingmaine/keepmainehealthy/fags>
- e. 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. If a student cannot wear a face covering for any reason, the only schooling option they will have is remote. Face shields have not proven to be effective in helping stop the spread of Coronavirus. We cannot put students and staff safety at risk.
- e. If a staff member cannot wear a face covering for any reason, they will not be allowed in the building. Administration will need to review on a case by case basis to determine if remote work can be a reasonable accommodation.

- f. Masks/face coverings 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, **or 8 feet if they are facing each other 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 most classrooms can allow students can stay socially distanced during meal times in their classrooms. The largest class size, if every student attends in person, will be 20 students. In addition, we have purchased tents and will have multiple useable outdoor spaces for instructional use.
 - b. CRMS: We will have classes of 21 or fewer 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 CRMS/CHRHS), 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 outside **and 50 people inside**.

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.

Buses 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.

Times are as follows:

7:45-8:00	Bus Arrival
7:55-8:15	Car and Walker Arrival

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. **Times are as follows:**

2:40 - 2:50 Buses Start to Leave (ongoing until 3:10)
2:50 - 3:00 Car Pick Up
3:00 Walker Dismissal

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 (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.

Physical distancing will be 6 feet at lunch **unless students are facing each other, then it will be 8 feet.**

5. RECESS

CRES

- We will start the year with the expectation that students at CRES will wear face masks on the playground and they practice staying 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 able to generally maintain a physical distance of 6', they will not be required to wear masks on the playground.

CRMS

- We will start the year with the expectation that students at CRES do not need to wear masks at recess and they stay 6' apart. At the start of the school year, only the softball field is open to students as the playground continues to be completed.
- 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

- We plan to offer all our FALL sports teams.
- Teams will condition and practice, and potentially play modified intra-squad competitions.
- We will not participate in league competition.
- Current rules regarding participation on school sports simultaneous with external teams will remain in place. Students cannot do both, so if a child is on an outside "travel" team, or any other outside team, they cannot participate in school sports.
- We strongly encourage any student who is participating in outside travel sports to attend school remotely.
- The medical recommendation to keep our community safe is to not travel to an area that has higher rates of COVID transmission than ours.
- We don't want to jeopardize our ability for students to safely attend school in person.

- We will reassess the situation at an appropriate time for the winter and spring sports seasons.

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

For all students from Camden/Rockport attending MSAD # 28 and Five towns CSD the bus routes will remain the same as last year. This means bus times will be approximately the same as well. Bus routes can be found on the school's website. Please keep in mind pick-up and drop-off times, over the first few weeks, might be off as our students and drivers get familiar with all the new protocols.

Protocols

- Each student will be required to wear a mask and sanitize their hands upon entering the bus.
- We will load from the back to the front, one student per seat to keep them 3 feet apart. This will allow 22 students per bus.
- 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.
- All students must have a completed health self-check prior to loading the bus.
- If students cannot abide by the above protocols, they will not be allowed to ride the bus.
- Camden-Rockport Middle School students living within a half-mile of the school will be required to walk.
- As always, parents are responsible for transportation if your child is a on Superintendent Agreement or is a tuition student.

We have asked parents to help by driving their child. However, the parent survey information indicates that **more** parents are requesting bus transportation. Therefore, it appears that many more students will be riding the bus this year. We will be doing our normal bus routes and if we reach the capacity of the bus (22 students), we will not be able to pick your child up the first time through. Please don't panic as we will be sending out another bus to pick them up as soon as we can.

Frequently Asked Questions

- *Will my child be able to be dropped at another location other than home?* No—the only exception will be if it is a regular daycare (M-F).
- *What happens if your child doesn't keep her mask on while riding the bus?* They will get **one** warning and after that parents will be responsible for driving their child.
- *What happens if too many students are riding at the end of the day? How will my child get home?* We will send another bus to pick up the extra students. Keep in mind there would then be a delay in the time your child arrives home.
- *Will my child be able to ride the bus to after-school activities?* No, due to constraints this year we will not be offering transportation to other activities.

Questions or concerns should be directed to Julie Waters at Julie.waters@fivetowns.net or @ 236-3358 ext. 4309.

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

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.) **We will follow the guidance in Appendix F.**

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.

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

- *Does the person you are answering for feel unwell today?*
- *Does the person you are answering for have a loss of taste or smell?*
- *Does the person you are answering for have shortness of breath, different from asthma?*
- *Does the person you are answering for have a fever of 100.4 degrees F or more, or have used any fever reducing medicine?*
- *Does the person you are answering for have a new cough or sore throat, different from seasonal allergies or asthma?*
- *Has the person you are answering for been around anyone exhibiting these symptoms within the past 14 days?*
- *Has the person you are answering for been living with anyone who is sick or quarantined?*
- *Has the person you are answering for been out of state in the last 14 days to any state on the required quarantine list found on the Maine CDC website?*

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.

Protocol for the Daily Student Health Check

1. A parent/student completes the daily health-check prior to boarding the bus or entering the school.

2. If a student is told to stay home based on their responses, the parent needs to call the school to notify them of the absence. If a student who attends CHRHS or CRMS feels well enough to attend classes remotely, parents will indicate this when they call the school.
3. School nurse/admin will follow-up with students who did not complete the health check and complete the health check with the child (or ask the child to complete it for themselves). The school nurse/admin will follow up with parents to remind them of the importance of completing the health check prior to attending school.
4. Repeated failures to complete the health check could result in a student only having the option of remote attendance. Administration will work with student and families as needed.

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. **The Maine CDC has developed a Standard Operating Procedure for a suspected or positive case in a school setting that is included in Appendix G.**

Protocol 2: Student Out sick

- Non-COVID - parents call the school to let them know of the absence.
- Possible COVID -
 1. Symptoms could be COVID related (see health check above).
 2. Contact your primary care physician and follow their instructions.
 3. If a child is tested, they will need to stay home until the test results are known. Contact the school daily.
- **If the COVID test is negative:**
 1. The child must remain home until symptoms are improving and are fever-free for 24 hours without using any fever-reducing medication. A doctor's note is required to return to school.
- **If the COVID test is positive:**
 1. Contact the school nurse as soon as possible.
 2. The school nurse and building administrator will follow the SOP for the Investigation of COVID-19 in PreK-12 Schools in Maine, also found in Appendix G.
 3. Return to school after at least 10 days have passed since the positive lab test **AND** fever-free for 24 hours without using any fever-reducing medication **AND** symptoms improving. A doctor's note is required to return to school.

Protocol 3: Return to School Details

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 **1** day (**24** hours) has 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.

Protocol 4: Close Contact

- **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. A "close contact" is defined as "any individual who has been closer than 6' for more than 15 minutes." 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.

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.

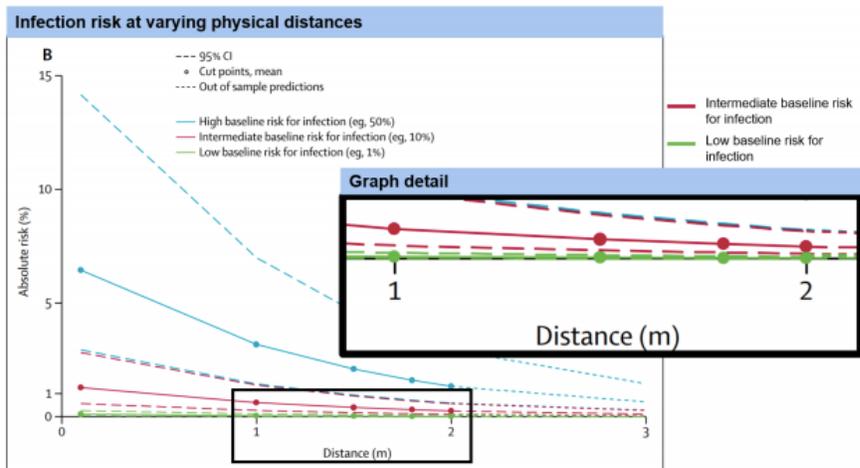
If exposed, children may be less likely to become infected with COVID-19.

- 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*.

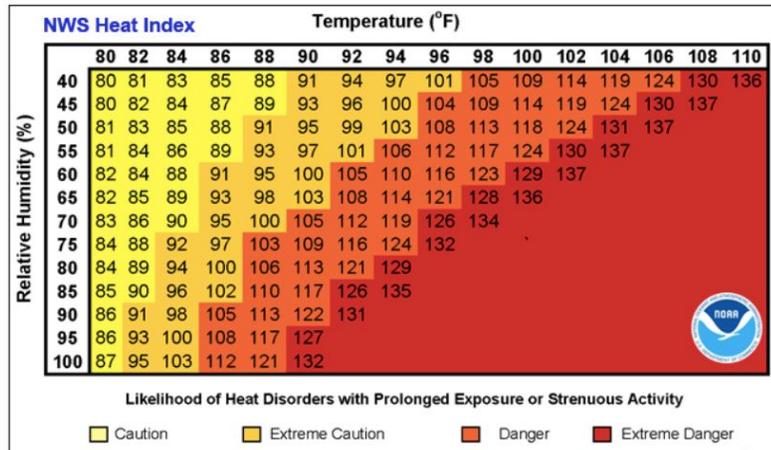
APPENDIX F: Using the Heat Index on Hot Humid Days

A number of our school buildings are not air conditioned and get very hot in the fall and spring. When temperatures are extremely warm, teaching and learning are affected. This concern is greater now than in the past in light of the requirement for staff and students to wear masks. It is critically important that heat does not contribute to lapses in student and staff ability to wear masks safely.

Heat Index

A heat index takes into consideration both the temperature and the relative humidity. The National Weather Service describes it this way: "It's not the heat, it's the humidity." That's a partly valid phrase you may have heard in the summer, but it's actually both. The heat index, also known as the apparent temperature, is what the temperature feels like to the human body when relative

humidity is combined with the air temperature. When the body gets too hot, it begins to sweat to cool off. If the perspiration is not able to evaporate, the body cannot regulate its temperature. Evaporation is a cooling process. When perspiration is evaporated off the body, it effectively reduces the body's temperature. When the atmospheric moisture content (i.e. relative humidity) is high, the rate of evaporation from the body decreases. In other words, the human body feels warmer in humid conditions. There is a direct relationship between air temperature and relative humidity, and the heat index. As the air temperature and relative humidity increase, the heat index increases. The opposite is also true- as the air temperature and relative humidity decrease, the heat index also decreases.



2020-21 School Year "Heat Days"

In light of this, we will implement the following practices in the upcoming school year:

- Staff cannot use personal/stand-alone room fans due to the potential to further spread the virus.
- Staff can keep operable windows open throughout the day, even though it reduces the effectiveness of window air conditioners or our HVAC system.
- Window air conditioning units are fine to use. They also have filters in them, and they should be used in addition to the other mechanical systems in the room.
- The District will use the heat index, which takes into consideration both the temperature and relative humidity, as a metric to guide the decision about designating a remote learning day.
- If the heat index is in the "Caution" zone, educators will be encouraged to teach in an outdoor environment.
- If the heat index is expected to be in the "Extreme Caution" zone or higher, the Superintendent will call a "Heat Day" and notify the school community that learning will happen remotely on that day.
- If there are classrooms above 82 degrees that cannot find an alternate locations, we will call a "Heat Day."

Last Updated 8/21/2020

APPENDIX G: Standard Operating Procedure (SOP)



Standard Operating Procedure (SOP)	
Issued: 8/26/2020	Revised: N/A
SUBJECT: Investigation of COVID-19 in Pre-K-12 Schools in Maine	
Office: Maine Center for Disease Control and	
Division: Prevention Disease Surveillance	

I. BACKGROUND AND RATIONALE

SARS-CoV-2, the virus that causes Coronavirus-19 (COVID-19), has become widespread globally and in the United States. Emerging evidence indicates that children of all ages are susceptible to COVID-19 although their clinical presentation is often less severe than that seen in adults. However, severe disease is possible, including rare fatalities and a multisystem inflammatory syndrome in children that can lead to a severe and life-threatening illness in rare cases.

Less clear is the role that children play in transmission of SARS-CoV-2, both to other children and to their adult family members, who could be at increased risk of severe illness. Reports from international settings suggest the possibility of secondary transmission from young children; however, due to school closures across the United States, little U.S.-based evidence is available to confirm these findings. As PreK-12 schools reopen in the fall of 2020, clusters of COVID-19 cases linked to school settings are a possibility. The number of COVID-19 cases will likely vary by community, depending on intensity of transmission in the community, adoption and access to prevention and control strategies, and timeliness of identification of index cases in schools.

II. PURPOSE

This SOP provides a framework for response to case(s) of COVID-19 among students, teachers, or staff within a school. The guidance in this SOP is not exhaustive, nor does it replace direct engagement with Maine CDC. This SOP assumes that students, teachers, and staff comply with the Six Requirements for Safely Opening Schools in the Fall, which are found in the Maine Department of Education’s Framework for Reopening Schools and Returning to In-Person Instruction.

III. OBJECTIVES

The primary reason for investigating cases or outbreaks of COVID-19 in schools is to control the outbreak and, with lessons learned from that investigation, help prevent future outbreaks. Specific objectives of investigations may include, but are not limited to:

1. Implementing measures to prevent or mitigate transmission of COVID-19 within a school setting.
2. Determining the magnitude of the outbreak and characterizing the chain of transmission (*e.g.*, secondary transmission among children, school staff members, and household members).
3. Describing characteristics of school populations, including demographic, health status, clinical characteristics (for cases), and exposures, stratified by COVID-19 case status.

IV. METHODS

A. Case Definitions

Maine CDC will follow CSTE case definitions for COVID-19. These case definitions are subject to change. COVID-19 interim case definitions can be found at <https://wwwn.cdc.gov/nndss/conditions/coronavirus-disease-2019-covid-19/case-definition/2020/>

B. Investigation Approaches

Interviews with school staff are useful to assess the school environment and strategies adopted by the school to prevent or mitigate COVID-19 spread. Gathering detailed information on school operations, space layout, number of staff members, teachers and students, class sizes (density), and daily schedule (pick up, drop off, rotation through different classrooms and other school spaces) will help with understanding the daily routine and potential mixing among students from different classes.

Maine CDC will initiate an investigation when it learns of a confirmed case (or cases) associated with a school. In the event that the school is informed of a confirmed case (or cases) of COVID-19 prior to Maine CDC, the school or school administrative unit (SAU) will alert the Maine DOE School Nurse Consultant, who is the primary point of contact for schools to Maine CDC. The DOE School Nurse Consultant will contact Maine CDC's school liaison.

Recommended public health actions will depend on the number of cases, the location of the cases, and the degree of contact those cases may have had with other students, teachers, or staff. Table 1 below summarizes the various stages of public health recommendations based on these factors. It is important to note that the circumstances of a specific outbreak may result in a deviation from these recommendations.

C. School Nurse Responsibilities

The school nurse (or other official designated) affiliated with the school where a positive case is identified will be an essential part of the public health investigation. The school nurse will serve as the primary point of contact for public health investigators. The school nurse or designee should also contact applicable designated school administrators, school health advisor/school physician, and primary care provider of the student with a positive case to inform them of any confirmed cases.

As noted in Section V (Notification and Communication) below, the school nurse shall serve as the primary point of contact with families of confirmed cases. When the school nurse communicates with the family of a confirmed case, the school nurse should share [isolation](#) information as well as [quarantine](#) information for family members living in the same household. Doing so will save time prior to Maine CDC contacting the family and may reduce the likelihood of further transmission. The school nurse should communicate that any school-aged siblings that live in the same household should be sent home from school and placed into quarantine. The school nurse can make social service referrals with family's permission to covidsocialsupport@maine.gov.

The school nurse should recommend that the parent/guardian monitor other family members for symptoms of COVID-19. These include: fever (>100.4°F) or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea. The school nurse should also advise families to ensure that the COVID-19-positive student remain in proper isolation, especially from people who are at higher risk for getting sick from COVID-19. Families with one or more members who test positive for COVID-19 should alert their health care provider, especially if symptoms worsen. In addition, the school nurse can provide a brief overview of the case investigation process, [contact tracing, and Sara Alert system for the family](#).

The school nurse can also then begin the process of determining who within the school may constitute a close contact (see Sections F and G below). Although this process can be started by the school nurse, Maine CDC case investigators will assume primary responsibility for contact tracing efforts.

In general, a close contact is defined as someone with exposure to the confirmed case within 6 feet for 15 minutes or more regardless of if individuals were wearing face coverings. To help protect students in the school and out of an abundance of caution, Maine CDC considers everyone within a classroom to be close contacts. In addition to close contacts from the classroom setting, the school nurse can begin to compile information on close contacts from transportation and during extracurricular activities.

D. Laboratory Testing

Maine CDC recommends testing for [all close contacts](#) of persons with SARS-CoV-2 infection

5-7 days after exposure. Because of the potential for asymptomatic and pre-symptomatic transmission, it is important that close contacts of individuals with SARS-CoV-2 infection be quickly identified and tested, even though close contacts must remain in quarantine for 14 days irrespective of the test result. Maine CDC recommends that such testing be performed using PCR as opposed to antigen-based methods at this time. Completeness of reporting for all individuals testing positive or negative can optimize investigation efforts for case classification and provide an initial assessment of attack rates when combined with line lists provided by the school.

Maine CDC will work with School Administrative Units (SAU) to identify potential locations where students, faculty, or staff could obtain COVID-19 testing. State-sponsored sample collection sites can be found on Governor Mills' COVID-19 [site](#); additional options can be found at [Get-Tested-COVID19.org](#).

Maine CDC also recommends that SAUs begin assessing testing options within their communities. For example, an SAU may wish to convene a meeting with local health care providers to determine their ability to conduct swabbing for COVID-19 for a classroom or even an entire school, if needed. As part of this planning process, SAUs should ask area health care providers to evaluate, among other things, the availability of: (1) supplies needed to conduct testing (swabs, viral transport media, etc.), (2) qualified medical personnel who can conduct or observe COVID-19 swabbing among students/teachers/staff, and (3) where such testing could be conducted.

E. Isolation and Quarantine

With respect to isolation and quarantine recommendations, Maine CDC follows the same guidelines for school-related cases as it does for other outbreaks. Students, teachers, or staff who test positive for COVID-19 will be isolated until they meet the U.S. CDC criteria for release for isolation. Maine CDC case investigators release COVID-19 cases from isolation.

All student close contacts of positive cases must remain in quarantine for at least 14 days following their last exposure to the confirmed case. In a school setting, close contacts may range from an entire classroom to the entire school, depending on the number and location of confirmed cases (see Table 1 below).

It is important to note that a close contact who receives a negative test result must remain in quarantine for the balance of the 14-day period. Close contacts will be identified using the exposure and infectious periods outlined in the 2019 Novel Coronavirus protocol.

School staff (teachers, nurses, bus drivers, etc.), however, are considered essential workers.¹ For school staff who are close contacts of confirmed cases in a school, the school staff may return to work while in quarantine so long as (1) there are no substitute school staff members available, (2) the school staff members take appropriate infection control precautions, including the use of PPE, and (3) the staff remain in quarantine outside of work.

¹ See

https://www.cisa.gov/sites/default/files/publications/Version_4.0_CISA_Guidance_on_Essential_Critical_Infrastructure_Workers_FINAL%20AUG%2018v2_0.pdf

Maine CDC will use the following criteria when making recommendations around isolation and quarantine for exposed contacts of confirmed cases.

(1) For one or two confirmed or probable case(s) in a student/staff/teacher who has/have been within a single classroom for the entire day:

- All other students/staff/teachers in that classroom are considered close contacts regardless of the setup of the classroom or face covering use.
- Art, library, recess, and cafeteria exposures for student/staff/teacher will be reviewed on a case-by-case basis.
- The classroom where the confirmed case is located should be cleaned according to federal CDC guidelines found here: <https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>.

(2) For one or two confirmed or probable case(s) in a student/staff/teacher who has/have been in multiple classrooms:

- All students/staff/teachers of any classroom where the student/staff/teacher attended a class are considered close contacts regardless of the setup of the classroom or face covering use.
 - Art, library, recess, and cafeteria exposures for the student/staff/teacher will be reviewed on a case-by-case basis.
- The classrooms where the confirmed case is located should be cleaned according to federal CDC guidelines found here: <https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>

(3) Bus exposures:

- If a COVID-19 case is on the bus for fewer than 15 minutes, no one else on the bus is considered a close contact.
- If a COVID-19 case is present on a bus for greater than 15 minutes, without any assigned seating, and with closed windows, all riders will be considered close contacts.
- Bus rides that fall between these two scenarios shall be assessed on a case-by-case basis by Maine CDC.
- Any bus that carried a confirmed or probable case should be cleaned according to federal CDC guidelines <https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>

(4) After school activities:

- Anyone with more than 15 minutes of cumulative contact will be considered a close contact.
- Indoor extracurricular activities will have to be assessed independently depending

on the nature of the activity, the setup of the activity, and the mitigation strategies in place.

F. Outbreak Response

Once a school reaches outbreak status (3 cases within 14 days):

- All individuals associated with the school should be notified by the school of the outbreak (see Section V below). School officials should make such notifications in writing, using a template provided by Maine CDC (see Appendix A).
- A Maine CDC outbreak investigator will coordinate with the school, and each case will still be assigned a case investigator who will follow the standard investigation protocol.
- If all three cases are within a single classroom, the entire classroom shall be considered a close contact for purposes of quarantine and testing.
- If three cases are spread across multiple classrooms:
 - The school moves to remote learning for the period of cleaning following federal CDC guidance <https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>
 - Maine CDC recommends that students, teachers, and staff be tested for COVID 19.
- **Close contacts:** Students, with a negative COVID 19 test **cannot** return to school. They must complete the 14-day quarantine. Essential workers may return so long as they follow the guidelines outlined in Section F.
- **Non-close contacts** - Students, teachers and staff with a negative COVID 19 test **can** return to school after cleaning is completed
 - Students, teachers, and staff who chose not to be tested must complete the 14-day quarantine.
- Maine CDC will recommend suspending all in person extra-curricular activities for 14 days.
- In situations where students are cohorted in a single classroom and teachers rotate through the classroom, where there is a single case, all the teachers who rotated through the classroom will be considered close contacts.
- Outbreaks are closed 28 days after the last positive test or symptom onset, whichever is later.

The following table summarizes the public health actions that will be taken in response to cases detected within schools.

Table 1: Recommended Public Health Actions for COVID-19 in Schools

Number of Cases	Location	Testing Recommendation	Quarantine Recommendation	Cleaning/Closure Recommendation	Notes
1 or 2	Single classroom	All students/staff within the classroom	All students in the classroom	Clean or leave classroom dormant for 7 days	Additional potential locations for close contacts include busses, after-school activities, etc.
1 or 2	Two or more classrooms	All students/staff within both classrooms	All students in the classrooms	Clean or leave classroom dormant for 7 days	Additional potential locations for close contacts include busses, after-school activities, etc.

3+ (outbreak)	Single classroom	All students/staff within the classroom	All students in the classroom	Clean or leave classroom dormant for 7 days	Additional potential locations for close contacts include busses, after-school activities, etc.
3+ (outbreak)	Multiple classrooms	Entire school	Close contacts: 14 days Non-close contacts: may return following a negative test result.	Clean or leave classroom dormant for 7 days	Additional potential locations for close contacts include busses, after-school activities, etc. If and only if students are cohorted in one classroom, it is possible that only affected classrooms will be closed.

V. NOTIFICATION AND COMMUNICATION

A. **Notification of a Confirmed or Probable Case to Maine CDC**

School officials may be notified of a confirmed or probable case among a student, teacher, or staff member by the individual or parents (if the case is a student). If school staff are notified by a parent/guardian that their child received notice from their health care provider that the COVID-19 test was positive, school staff should contact the school nurse. The school nurse will notify Maine DOE School Nurse Consultant, who will notify Maine CDC's school liaison of the confirmed case. The school nurse will be the communication link among the family, the Maine DOE School Nurse Consultant, and the Maine CDC school liaison. Following notification, the Maine CDC school liaison will connect the case investigator with the school nurse.

B. **Notification of a Confirmed or Probable Case to Schools**

Maine CDC will have a designated liaison who will work closely with the Maine Department of Education (DOE) on COVID-related matters in schools. If Maine CDC learns of a confirmed or probable case associated with a school in the course of its review of new cases, Maine CDC's school liaison will alert the Maine DOE School Nurse Consultant. The DOE School Nurse Consultant will alert the school.

C. **Communication with Family Members**

Maine CDC recommends that the school nurse communicate with the family of a confirmed or probable case (when that case is a student). The school nurse will be best suited to provide information to the family and reassure the family that Maine CDC investigators will be in contact with them. The school nurse should also reach out to the DOE School Nurse Consultant to inform DOE of the case. DOE's School Nurse Consultant will coordinate with Maine CDC's school liaison. The school should notify family members of students that will be in quarantine. A sample letter is available in Appendix A.

D. **Communication with School Community**

Maine CDC recommends that school community members be notified when a confirmed or probable case has been detected that is associated with the school. The school is best able to notify parents, staff, teachers, and other community stakeholders (*e.g.*, Board of Education, Superintendent, etc.) of the confirmed or probable case(s). Template letters for such communication are available in the appendices.

E. Public Reporting

Maine CDC will report publicly when an investigation has been opened into a potential outbreak of COVID-19 associated with a school, as it does in other settings.

VI. CONTACT TRACING PROTOCOLS IN SCHOOLS

Maine CDC will work with school officials to conduct contact tracing and symptom monitoring for close contacts of confirmed COVID-19 cases within schools.

Maine CDC uses a platform called Sara Alert to conduct symptom checks and monitoring on close contacts of confirmed cases. Maine CDC will enroll asymptomatic close contacts of confirmed cases— whether teachers, students, or staff—into Sara Alert for daily monitoring during the quarantine period. Maine CDC will monitor those close contacts during their quarantine period and, if any of those individuals becomes symptomatic, will provide guidance on testing and other clinical evaluation. The DOE school nurse consultant and the Maine CDC school liaison will have access to the Sara Alert system.

Note that school contacts will be enrolled into a dedicated jurisdiction within Sara Alert. In addition, school-aged children and teachers/staff may be in quarantine and enrolled in Sara Alert but not in the dedicated jurisdiction if their exposure was not related to the school.

VII. GLOSSARY

Term	Definition
Close contact	Being within 6 feet of an infected person (with or without a face mask) for at least 15 minutes (in aggregate for certain situations like athletics), or having unprotected direct contact with secretions or excretions of a person with confirmed COVID-19 during the infectious period
Community transmission	Occurs when individuals acquire COVID-19 through contact with someone in their local community, rather than through travel to an affected location.
Confirmed case	A person who has tested positive for SARS-CoV-2 infection (the virus that causes COVID-19)
Contact tracing	Process of identifying individuals who have had close contact (see definition above) with someone infected with COVID-19

Cohort	A consistent group of students and staff who interacts with each other but not with members of other groups on a regular basis. Groups should be as small as possible, with maximum numbers outlined in the different reopening scenarios. When in a cohort, each group must physically distance themselves from each other and from other cohorts.
COVID-19	Abbreviation for the disease caused by the novel coronavirus SARS CoV-2
Incubation period	The time between exposure to an infection and the appearance of first symptoms. The virus that causes COVID-19 has an incubation period of 2-14 days.
Infectious period (asymptomatic cases)	2 days prior to testing (the date of the swabbing was conducted) until CDC criteria to discontinue isolation are met
Infectious period (symptomatic cases)	2 days before symptom onset until CDC criteria to discontinue isolation are met
Isolation	Process of separating individuals who are infected with COVID-19 from others. Isolation lasts a minimum of 10 days from symptom onset if symptomatic. If a person infected with COVID-19 has no symptoms, isolation lasts a minimum of 10 days from the date of test specimen collection (test). For individuals with severely immunocompromising conditions, isolation is at least 20 days.
Protocol	Recommended actions to follow in the event of a probable or confirmed case of COVID-19 occurs
Probable case	Individual who has at least two of the following symptoms: fever (measured > 100.4 degrees Fahrenheit or subjective), chills (rigors), body aches(myalgia), headache, sore throat, nausea or vomiting, diarrhea, fatigue, or congestion or runny nose OR at least one of the following symptoms: cough, shortness of breath, or difficulty breathing, new loss of smell or new loss of taste AND is epidemiologically linked to another case or has a positive antigen test.
Quarantine	Process of separating and restricting the movement of individuals who were in close contact with someone who tested positive or had symptoms of COVID-19. Anyone who has been in close contact with someone who has COVID-19 must stay home for a minimum of 14 days since the last day of contact with the person with COVID-19 and watch for symptoms of COVID-19. Persons in quarantine should self-monitor for symptoms and seek medical advice and test if recommended by Maine CDC or healthcare provider.
Screening	Assessing individuals for symptoms of COVID-19 verbally or via self/parent attestation. Temperature checks may be performed by the school if desired.
Symptomatic individual	A person who is experiencing one or more of the symptoms of COVID-19 as defined in CDC guidelines
Testing	Two types of tests are available for COVID-19: molecular and antibody tests. Molecular tests indicate if you have a current infection while antibody tests indicate a previous infection. Throughout this document, 'testing' refers to the molecular test to diagnose a person with COVID-19.