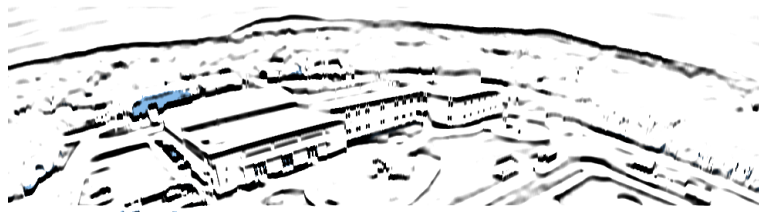


Lincolnton Central School



2020-21 School Year Plan

A resource for the school community outlining the school's learning plan for the 2020-21 school year while addressing COVID-19. This plan is fully aligned with guidelines provided by the Maine Department of Education and with the reopening plan being developed by MSAD 28 and the Fivetown CSD, who we thank for all of their hard work.

Draft - This plan is subject to change as conditions change.

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INTRODUCTION

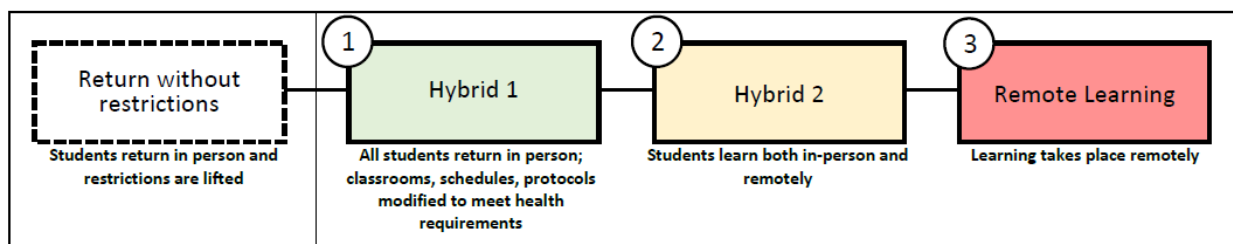
This plan’s development has been guided by three principles: protecting the health and safety of our school and local communities, maintaining an exceptional educational program, and, whenever possible, facilitating experiences that enrich our core educational mission and foster growth in our students.

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.

THREE SCENARIOS

We will plan for three scenarios with the intention 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):** This is a model with mostly In-person learning with new safety requirements. For the fall, the box in green represents our goal to get as many students as possible back into schools for in-person learning—safely. In this model, any student can return in-person to school settings that are 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 July 22, 2020

Knox County

25 Cases

1 Active Case

1 Death

No Community Transmission

Case Rate: .63/100,000 people

Waldo County (Lincolnton)

60 Cases

0 Active Case

14 Deaths

No Community Transmission

Case Rate: 1.51/100,000 people

Maine

One of 3 states in nation that new cases are decreasing
Hospitalization rate is down
Lowest rate of virus reproduction in the nation at .90

CURRENT PLAN - HYBRID 1

Our hope is to start our school year with as many of our students as possible returning to in-person settings - safely. We need to implement strict safety protocols that will require us to come together as a community in order to successfully open our school 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.

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 expectations for teachers and students:

- Each class will have a 'live' (synchronous) remote component using Zoom in grades 5-8, with a few specific exceptions.
- Grades 1 - 4 will offer a remote option if feasible. Remote learning at this level may be a "classroom" of remote learners with their own teacher. These classrooms would follow a typical LCS schedule.
- Kindergarten will **not** have a remote option.
- Classes will follow a schedule and curriculum, instruction, and assessment will be similar to the past, with some modification as needed.
- Students who are attending class remotely will be required to have their video on.
- The reduced amount of instructional time in the modified schedules will mean that instructional time is at a premium and class time will not be used for breaks or homework.

With the safety measures we have in place, we feel students would most benefit by attending school **in person**.

With a few specific exceptions, each class in Grades 5 – 8 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.

The decision to attend in person or remotely will not vary on a daily basis - we expect parents to have a plan for the mode of their child's regular school attendance. We will survey parents in mid-August, with a deadline of August 20 for an initial decision about remote or in-person schooling. Parents will be able to change this decision based on changing needs and conditions. Parents, not students, will communicate the decision and any changes in that decision to the school.

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.

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 hand washing, 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. All students, under the supervision of a parent or guardian, and staff will conduct a health checklist protocol each morning before school (or before boarding buses if applicable) that will determine whether students/staff can attend school/work that day.
 - b. Students and staff who answer “Yes” to any question on the screening should stay home. Any student or staff showing symptoms must submit the health screening check electronically and stay home from school.
 - c. The school will provide an app to all students (families) and staff in order to do the daily quick health check.
 - d. There will be a QR code on the main entrance to each building for non-employees who need to enter. Everyone will enter a self check before entering any of our buildings and don a mask.
 - e. The health check is a mandatory requirement for every student. The health of the entire community depends on each individual being in compliance with our safety standards. Any student (parent) who does not comply with this daily check may be required to do remote schooling.
2. Quarantine
 - a. Students who travel outside of Maine will follow the state quarantine requirements at the time of their travel. In many instances, this will require a 14-day quarantine before returning to school or showing evidence of a negative test result.
 - b. We request that staff avoid recreational travel that will require a 14-day quarantine upon their return. Any missed days of work upon return of recreational 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 face covering that covers their nose and mouth while inside the building, with the following exceptions:
 - i. While eating breakfast and lunch.
 - ii. Teachers will schedule regular “face mask breaks”. When they do so, students and staff will remain 6 feet apart from one another.

- iii. When adults are in their own office or classroom, by themselves.
 - b. Students who are able to social distance at least 6 feet outdoors do not need to wear face coverings.
 - c. Face shields may be an option for those students with medical, behavioral, or other challenges who are unable to wear face coverings. Exceptions will be made for those for whom it is not possible due to medical conditions, disability impact, or health or safety factors.
 - d. Face shields may be an option for staff who cannot wear a face covering due to medical or other health reasons.
 - e. Face shields worn in place of a face covering must extend below the chin and back to the ears.
 - f. Masks/face coverings and face shields if applicable should be provided by the student/family, but extra masks will be made available by the school for students who need them. Cloth masks should be washed daily.
 - g. Any student who refuses to comply with the face covering requirement will not be allowed to attend school due to the safety hazard that poses to other students and staff.
 - h. Additional safety precautions are required for school nurses and/or any staff supporting students in close proximity, when distance is not possible, when students require physical assistance, or when a nurse is tending to a sick person. These precautions will at a minimum include eye protection (e.g., face shield or goggles) and a mask/face covering.
- 4. Physical Distancing
 - a. Staff within schools should stay 6 feet from other adults to the extent possible.
 - b. Staff should stay 6 feet away from students to the extent possible. When not feasible, staff should minimize the time they are within 6 feet of a student.
 - c. Staff workstations should be 6 feet away from student seats, regardless of space limitations. Students will ideally stay 6 feet apart. When space is limited, such as in a classroom or hallway, a minimum of 3 feet will be maintained (used in combination with a face covering.)
 - d. Students will stay 6 feet apart while eating.
 - e. We will limit occupancy of bathrooms, elevators, locker rooms, staff rooms and similar shared spaces to allow 6 foot distancing. Adjacent bathroom stalls may be used.
 - f. We will mark places where students congregate or wait in line with spots on the floor or walls, 6 feet apart, indicating where to stand.
- 5. Hand Hygiene
 - a. Students and staff will wash or sanitize hands in the following situations:
 - i. Upon entering the school
 - ii. Before and after eating
 - iii. After using the restroom
 - iv. Before and after use of playgrounds and shared equipment
 - v. 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 and windows for air circulation.
 - c. We will use outdoor spaces for instruction and meals as much as feasible.
 - 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. Cleaning and Disinfection
- a. Classroom desk tops will be sanitized, by staff or students, at the end of every class period if students are changing classes.
 - b. High touch surfaces, such as door handles, office phones, shared keyboards, toilet handles, and faucets and other surfaces will be sanitized according to guidelines.
8. 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 can happen on campus if the programming takes place completely outside, following social distancing guidelines.
9. 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 should plan to bring their own supplies of pens, pencils, calculators, etc. The school will supply those lists.
 - b. Limit sharing electronic devices, sports equipment, clothing, books, games and learning aids.
 - c. Clean and disinfect shared supplies and equipment between students.
10. 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.

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 likely lower than the risk of transmission in many other settings. Students, educators, and other staff who are at higher risk of severe illness from COVID-19 will want to consult with their health care providers about whether and under what circumstances a return to in-person school setting would be medically inadvisable. Families, in consultation with their medical providers, will ultimately make the decision as to whether their child(ren) will attend in-person instruction, or whether their children will participate in remote learning.

TECHNOLOGY REQUIREMENTS & EXPECTATIONS FOR USE

- The primary software platforms to deliver synchronous learning will be SeeSaw, Google Classroom, and Zoom.
- The school provides 1:1 devices for all students in grades 3 - 8 for in-school learning. K-2 students share a cart of laptops for in-school learning. Grades 6 - 8 at home and/or remote learning use is based on the school's take home policy. Those who need internet service at home need to reach out to the school to be connected with community and possible school resources available to them.
- Teachers will use their MacBook Air as the Zoom device in their classrooms. Some rooms may be equipped with additional technology to support remote learning.
- Student and staff machines will have software and operating systems updated to fit the configuration and compatibility of the school network and other school equipment.
- Students and staff will follow technology best practices. See Appendix C.
- Students attending school in person in grades 5 -8 will need to have their own headphones or earbuds.

FAMILY ROLES & RESPONSIBILITIES

- 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

ARRIVAL

- Upon arrival, students must sanitize their hands and put on their face covering. Schools will determine where students will go upon arrival. Students should NOT arrive before 7:45.
- Morning Drop Off: (between 8:10-8:25 a.m.)
- Parent traffic will flow in the parent drop off lane, single file to the front entrance.
- Staff members will greet cars that need to unload and parents will remain in the vehicle.
- Students will enter through the main entrance and head directly to their classroom
- Busses will be met by staff members and students will enter the building through the main entrance. Students will head directly to their classroom. School begins at 8:30 a.m.

DISMISSAL

- The school day ends at 3:00 p.m. Students will be dismissed as follows:
- Each bus will be loaded separately.

- The first bus will be parked in front of the gym lobby doors and the other busses will park behind it. Students riding the bus will be called out of their classrooms in a staggered fashion, by bus number, and load through the gym lobby doors.
- Students being picked up will be dismissed by grade level in a staggered fashion. Parents who are picking up their children may park in the outer lane, or school parking lot and wait while staff members direct students to them.
- YMCA After Care students will be released from classrooms at last and travel to Walsh Common.

BREAKFAST

- The breakfast program will run as usual with deliveries being made to each wing at a predetermined time. Breakfast will be ordered at least one day ahead of time. Students will be required to socially distance while in line.

LUNCH

- Students will eat lunch in predetermined social distancing locations such as individual classrooms, outside, , Lynx Gymnasium, and/or Walsh Common. A hybrid of delivery and direct serve meals will be offered to students who have ordered lunch. Lunch will be ordered at least one day ahead of time.

RECESS

- Students will not need to wear face masks on the playground, but they need to stay 6' apart. If students are not able to maintain a physical distance of 6', they will be required to wear masks on the playground.
- We will open and monitor as much space as possible for recess including ball fields and the cross country trail.
- 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)
- Some high frequency recess areas will be cleaned daily.

MOVEMENT IN THE BUILDING

- Students and staff travel on their right in the hallways, doing their best to maintain a social distance of 3 feet while wearing face coverings.
- 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.)

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.

SPORTS

- We plan to have our normal slate of FALL sports teams but will not engage in external competitions. This decision was made after careful consideration and for the safety of our community - to limit exposure, crowded bus travel, and the inability to monitor spectators.
- Teams will be able to practice and compete internally, without spectators.
- Some sports will be modified to minimize physical contact and enable internal competition.
- We will reassess the situation for the winter and spring sports season prior to their start.

SUBJECT SPECIFIC ADJUSTMENTS

- Band, Chorus, Music, Art, and PE will be different in the following ways:
 - Band/Chorus will not be conducted in-person until further notice. We are looking for creative ways to conduct these programs virtually. Percussion instruments may continue in person.
 - PE will be held outdoors whenever possible throughout the year. PE activities will be adjusted to support limited equipment and physical contact. Care will be taken to clean equipment that is used between class periods.
 - Art may be adjusted to limit the sharing of materials.
 - Music classes will not involve singing.
- Lab Sciences - Shared equipment will be sanitized after each class.

TRANSPORTATION

- We are going to transport 22 students/bus as a maximum. Students will be required to sanitize their hands upon entering the bus and they will be required to wear face coverings. Drivers will also wear masks and should be seated 6 feet away from the nearest student when seated. We will have the windows cracked open for as long as possible into the colder season for ventilation. We recognize that some of our bus runs transport more than 22 students. We are asking parents to help us. We don't want to stagger arrival times by up to an hour. To avoid this, we will need more parents transporting their children to and from school.

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.

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.

1. 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. 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.

2. 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.

3. CLASSROOM SUPPLIES

We are going to try to avoid using basic shared school supplies. The school will supply students with all the supplies they need and these will be stored at school in marked, individual containers.

4. 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.

5. 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?

OTHER SCENARIOS

We will adjust 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.

In this scenario, 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”), students will continue school remotely following an abbreviated synchronous schedule. 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.

A remote day schedule for K-8 CLASSES will be sent directly to parents as it varies for each grade level.

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. 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. Additional information and materials will be sent home in the late fall.

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

APPENDIX A

DAILY HEALTH SELF-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 submit the results of this self-check to a central location every morning. This self-check will be available via an app that the district will provide to all families and staff.

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

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

If the answer is YES to any of these, then you need to stay home and check in with your doctor.

School secretaries and nurses will work together to monitor for compliance and contact families who do not comply.

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

APPENDIX B

Ventilation Systems

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

Mitch Daigle from Cordjia will provide language to add here!

We will provide additional information about our systems in the final plan.

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:
 - Task structures: Are students learning with peers or independently or receiving direct instruction? lesson or assignment.
 - Help resources: Are students required to get help and from what sources?
 - 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**

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

The school nurse 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. The nurse 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. The nurse 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. A short building closure (2-5 days) will take place to clean/disinfect/and complete contact tracing as 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 off for at least 24 hours prior to cleaning and disinfecting the areas.

(cdc.gov)

Return to School Strategy :

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

- **Symptomatic persons** with confirmed COVID-19 or suspected COVID-19 can return to school after:
 - o At least 24 hours have passed since recovery defined as resolution of fever without the use of fever-reducing medications **AND** improvement in respiratory symptoms (e.g., cough, shortness of breath); **AND**,
 - o At least 10 days have passed since symptoms first appeared

- **Asymptomatic persons** with confirmed COVID-19 can return to school after:
 - o At least 10 days have passed since the positive laboratory test and the person remains asymptomatic.
 - o Note, asymptomatic persons who test positive and later develop symptoms should follow the guidance for symptomatic persons above

- **Asymptomatic persons** who have a known exposure to a person with COVID-19 without appropriate PPE can return to school after self-quarantining for 14 days. This involves staying home and limiting interactions with others. If the person develops symptoms such as cough, fever or shortness of breath, they need to contact their healthcare provider for guidance on what to do. Of note, if this person is tested for COVID-19 during the 14 day quarantine period, a negative test result would not change or decrease the time a person is monitored, but a positive test would move the person into one of the above categories, based on whether they are still asymptomatic or have developed symptoms.

APPENDIX E

Details on Medical Literature Review and emerging implications - From MA.

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. 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.

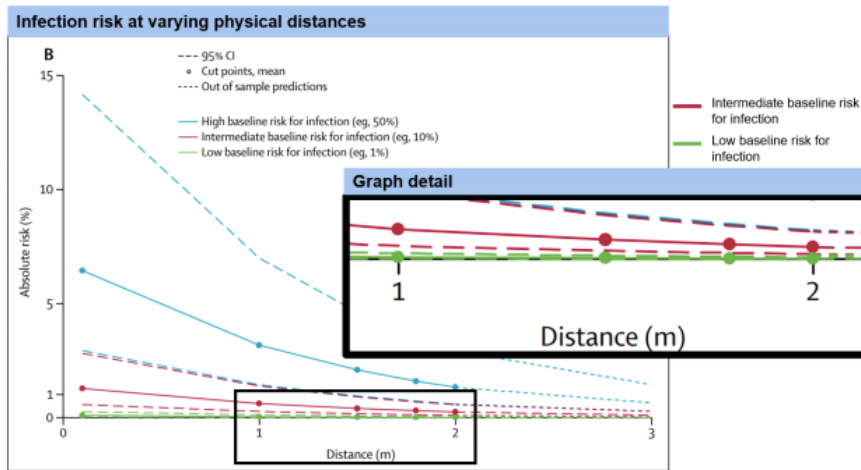
- In China, in households with COVID-19 exposure, children under the age of 18 were infected at a rate of 4% compared with 17% for adults.

- 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*.