

Wiscasset School Department 2020-2021 School Reopening Plan

DRAFT

This comprehensive document is intended to provide a clear and concise guide for our school community in order to present the requirements and adopted recommendations for reopening our schools.

Updated 8/10/20

This document is intended to show what we have accomplished and developed as a district to best serve our students, families, and staff. Please note that this plan is subject to additional changes by the Superintendent if those changes are determined to be in the best interest of our priorities as described in the Introduction as well as any updated guidance from the Center for Disease Control and Prevention (CDC), the Maine Department of Education (Maine DOE) and Federal and State Health Officials.

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INTRODUCTION

This document is intended to be the next phase of our continued transparent efforts to keep the community informed of the Wiscasset School Department's decision-making about our re-entry plan for the fall of 2020. We continue to monitor and examine the landscape and challenges presented to the education system in light of the Covid-19 pandemic and make decisions only after careful consideration of requirements and recommendations from myriad sources while also adhering to the following priorities:

Wiscasset School Department's PRE-ESTABLISHED PRIORITIES

- Provide social and emotional support to all students, specifically building connections with students and fostering students' connections with each other
- Provide sound academic instruction through standards based education

ADDITIONAL PRIORITIES GIVEN THE COVID-19 SITUATION

- Ensure health and safety of students, staff, and community
- Ensure that we have a system in place to respond to an anticipated increase in student mental health needs
- Ensure equity for students

It continues to be our goal to provide in-person programming for as many students as we can for as much time as possible while maintaining the 6 [required Health and Safety Measures for All Schools](#), and this document focuses most specifically on the ways in which we plan to to meet that goal, however, we also outline and reference in this document our recommendations for other potential scenarios.

Finally, we acknowledge that it is a possibility that the reopening plan developed in this document may need to change prior to opening, a few weeks upon opening, or even a few months into opening, which is why we have established recommendations for all three reopening scenarios (in person, hybrid, and remote), which you will find linked to this document in full along with the highlighted key points in each section for implications specific to in-person learning. We want to ensure that we can make revisions and shift our plans in order to have as few disruptions to the continuity of learning as possible. Any recommended changes to our selected re-opening scenario will be arrived at based on recommendations from the MDOE (please see page 3 for their detailed description of their color-coding) and local health officials.

COLOR-CODING DEFINED BY THE MAINE DEPARTMENT OF EDUCATION

To inform local school administrative unit (SAU) decisions about whether and how to bring students back into the classroom, Maine Department of Health and Human Services (DHHS) and Center for Disease Control and Prevention (Maine CDC) have developed a system to categorize counties. This categorization is based on a holistic assessment of quantitative and qualitative information. It includes, but is not limited to, recent data on case rates, positivity rates, and syndromic data (e.g., symptoms of influenza or COVID-19). Lincoln County is currently designated as **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 a SAU may opt for hybrid instruction if its buildings or readiness make adhering to the 6 [required Health and Safety Measures for All Schools](#) a challenge.

The three-tiered health advisory system will be updated every two weeks starting July 31, 2020. These recommendations are advisory. Given the large and varied nature of counties in Maine, SAUs within a county 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.

This categorization system is solely for the purpose of informing decisions regarding pre-K to adult public education. It is calibrated to the related actions for schools. For example, the categorization of a county as yellow for hybrid learning in schools may not necessitate the

closure of other establishments, such as restaurants and hair salons, and it is targeted to provide guidance for unique circumstances of schools.

REOPENING SCENARIO DEFINITIONS

We will plan for three scenarios with the intention to implement scenario 2 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.

In Person (Green): In-person learning allows us to get as many of our students as possible back to in-person learning by doing so in a safe way with the implementation of new safety requirements that are outlined further in this document. It will mean that schedules, routines, and even the layout of classrooms, bus seating, and lunch procedures will look different from the past. While our goal is to get all students back to in-person learning, we also are making it a goal to provide families with students who need to continue to learn from home the option to do so.

Hybrid (Yellow): When deciding which model to use, we have decided to pursue a model in which students alternate between in-person and remote learning on a predictable schedule. We will need to see how we can manage the social-distancing and see the flow of students in the school is working. We would accommodate roughly half of each building's in-person at a time, alternating students between in-person and remote learning on a predictable schedule. Families who have chosen the remote option even during in-person learning would remain remote in this model as well. Parents choosing the remote learning would need to do so for a specified period of time (by semesters).

Remote learning (Red): If necessary, we will implement a plan for full remote learning, which will differ from emergency learning in the spring of 2020. This model may be used temporarily to transition from full in-person to hybrid, providing schools more time to ensure the logistics of a hybrid model, or it might be used if our district is required to fully shut down the operation of the buildings due to a sharp increase in COVID-19 cases in the community.

Special populations: The Wiscasset School Department will ensure that, regardless of the scenario, individualized plans for students with disabilities served by Individual Education Plans (IEPs), students with disabilities served by 504 Plans, and students designated as English Learners will be developed to ensure those students receive necessary special services and/or accommodations.

Please contact Kenneth Spinney, Special Education Director at kspinney@wiscassetsschools.org or 882-7767 for more detailed information.

Wiscasset School Department’s GOAL REOPENING SCENARIO: Hybrid PK-12

A successful opening will be a safe opening. The WSD has been immersed in the important committee work of developing recommendations. Committee members have been involved in the following activities:

- Consulting with other state and area leaders and field experts
- Referencing documents from not only the Maine DOE and CDC but also other state reopening documents
- Analyzing end of the year as well as the early survey results from both staff and families
- Paying attention to research on school openings from other districts across the state, trends within the United States and globally.

While we are proud of the work that has taken place, we recognize that there is no perfect answer that will meet the needs of every family, particularly if we have to make shifts in our scenario over time.

We also recognize that although we feel that providing in-person education for our students helps us best meet our priorities outlined in our introduction, we acknowledge that schedules, routines, and even the layout of classrooms, bus seating, and lunch procedures will look different from the past and that it will take effort on *everyone’s part* in order to ensure that we adhere to our safety protocols.

Pre-K-Grade 12: We plan to offer a hybrid approach to instruction in grades PK-12. with a heavy increase in our health and safety protocols as well as an intentional approach to Social and Emotional Learning. More specifics of the detailed recommendations and requirements are detailed in the sections that follow. For PK, we plan on offering 4 half days (M/T/TH/F). We will have two groups of PK students who will attend either an am or pm session and then switch during the second semester.

Sample WES Schedule	Sample WMHS Schedule
Monday: GROUP A Tuesday: GROUP A	Monday: GROUP A Tuesday: GROUP A

<p>Wednesday: REMOTE SESSIONS FOR STUDENTS</p> <p>Thursday: GROUP B</p> <p>Friday: GROUP B</p>	<p>Wednesday: REMOTE SESSIONS FOR STUDENTS</p> <p>Thursday: GROUP B</p> <p>Friday: GROUP B</p>
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On the days when students are at home, they are engaged in Google Classroom (which may include flipped classroom strategies, assignments, and/or instructions for the use of other applications among other strategies).

We are asking that students, educators, and other staff who are considered to be at higher risk talk with their healthcare provider about their advice in returning. We also acknowledge that it may not be possible for some of our WSD members to return in person, so while it is our goal to have our learning population back to in-person learning as often as possible, we have an additional goal to offer a **remote option** for all grade levels. More details on this option will be forthcoming as we continue to establish staffing patterns and assess the level of need from the community. The Maine Department of Education will be releasing a curriculum known as MOOSE (Maine Online Opportunities for Sustained Education), which will be available on September 7th, 2020.

HYBRID

While in the hybrid model, we may be able to transition to additional in-person learning. We have this option in our Remote Learning Plan and transitioning would be based on the state’s recommendations. All safety measures required for full in-person opening would apply to a hybrid model as well, with increases in protocols added as necessary when required.

REMOTE

Should the spread of the virus spike causing our designation by the MDOE to be “red” or even “yellow” a transition to remote learning will likely take place for grades PreK-5. It will be a short term solution if we are given a “yellow” designation to afford us time to make adjustments to logistics of hybrid groupings and any facility needs while not disrupting learning, and it will be a longer term solution should we be given a “red” designation. Full remote learning will differ from emergency learning in that students will have a predictable daily schedule from the start, complete assignments that count toward mastery of subject areas, and continue with a plan that helps us determine attendance and participation.

Specific schedules will be shared with families when a shift into remote learning takes place.

STAFF, STUDENT, AND COMMUNITY SAFETY

WSD recognizes that we play a critical role in helping to ensure the health and safety of not only our staff and students but also our community. Because we take that role as seriously as we take our duty to educate and support our students, we know it is critical that we follow this combination of safety measures. In addition, it is also imperative that we all work together, students, families, and staff, to ensure that we can adhere to these measures.

The following are our most critical highlights. We will be providing a full list of all health and safety protocols and procedures that address all three scenarios.

The following safety protocols and procedures will be required in all of our schools:

1. Daily Health Screening (See [Appendix A](#))
 - a. Students (parents/caregivers) and staff members must conduct a self-check for symptoms prior to boarding buses or entering school buildings each day.
 - b. Any person showing symptoms must report their symptoms and must not be present at school.
2. Face Coverings
 - a. Face coverings for staff and students are required at all times (including buses) with the exception of eating with 6 foot distancing, outdoor recess when students are able to physically distance by 6 feet. 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.
 - b. Face shields may be an option for staff who cannot wear a face covering due to medical or other health reasons.
 - c. Gaiters and bandanas are not allowable face coverings.
 - d. 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.
 - e. Additional safety precautions are required for school nurses and/or any staff supporting students in close proximity, when distance is not possible, or when students require physical assistance. These precautions will at a minimum include eye protection (e.g., face shield or goggles) and a mask/face covering.
3. Physical Distancing
 - a. Students should be a minimum of 3 feet apart at all times (ideally 6 feet, when possible) with the exception of dining in which students must be 6 feet. Adults should always maintain 6 foot distancing.
 - b. Staggered scheduling for recesses, lunches, etc. will take place when necessary to help support physical distancing.

- c. Students and families waiting at bus stops should maintain 6 foot distancing and wear face coverings if distancing is not possible.
 - d. Students will be spaced at least 3 feet apart (to the extent possible) on the school bus by filling buses to approximately half capacity and ensuring appropriate boarding and deboarding protocols.
 - e. Facilities, buses, and entry and exit points will be clearly marked with floors markings and signage to help foster social distancing and provide visual guidance.
4. Hand Hygiene
- a. All students and staff will be required to exercise hand hygiene (handwashing or hand sanitizer) while getting on and off the bus, upon arrival to school, before and after eating, after using the restroom, before and after using shared or playground equipment, before putting on and taking off masks, and before dismissal. After eating, the mask is put back on, and then hand hygiene should be done.
 - b. We will post signage and train students in proper hygiene procedures.
5. Cleaning and Disinfection
- a. Custodians will conduct cleaning of high touch surfaces throughout the school day, and other staff will help support this effort within classrooms.
 - b. Unnecessary furniture will be removed to allow for social distancing
 - c. The use of rugs will be eliminated
 - d. Shared materials will be cleaned after use and to the extent possible, students will have individualized materials
 - e. Cleaning and disinfecting of high touch surfaces on the bus will take place at least twice daily (a.m. and p.m.)
 - f. Should a child or employee become ill at school, disinfection of contaminated areas will take place (see also Appendix B for our Illness Response Protocol)
6. Visitors and Field Trips
- a. Visitors (including parents) will not be allowed in the building without prior approval from an administrator
 - b. Approved visitors will:
 - i. Buzz or call the main office before entering
 - ii. Use required PPE
 - iii. Complete the the COVID-19 Symptoms & Wellness Self-Check Protocol ([See Appendix A](#)) prior to entering the building
 - c. Contracted services will be reviewed by administrators and approved on a case by case basis
 - d. Field trips will not take place until further notice
7. Ventilation and Outdoor Spaces
- a. WSD is working to ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible (keeping windows and doors open, as long as this does not pose a safety or health risk to students or staff)
 - b. Recess will be provided in smaller groups when possible. If small groups are not possible, there will be designated areas where students can spread out and maintain 6 foot distancing without face coverings. Outdoor playgrounds 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.

- c. Teachers are being encouraged to use the outdoor classrooms when appropriate to provide educational opportunities for students.
- d. Windows on buses will be down as much as possible.

8. Students who travel outside of Maine with their families will follow the State quarantine requirements at the time of their travel.

TECHNOLOGY

The following software platforms will be uniform across grade spans in order to deliver the online component to instruction regardless of the reopening scenario so that we are prepared for any potential change to our status, and teachers will maintain an online presence:

- o PreK through Grade 5 - DOJO, SeeSaw and/or Google Classroom and Zoom.
- o WMHS- Google Classroom and Zoom

In addition, the following will support WSD's ability to flexibly move between scenarios if necessary as well as support families in accessing technology tools and information:

- The WSD's technology department is designing and curating a robust series of professional development offerings for educators and families.
- The district will be working towards updating the website in order to more easily direct families to important information and links such as directory information, registration and enrollment information, and teacher webpages.
- Teachers will provide schedules, which will be updated to reflect the scenario if it changes as well as link to any resources for students or information on learning platforms for parents.
- The district will provide 1:1 devices for all students and internet hotspots for those who need internet service at home.
- All instructional staff will have Zoom in order to set up live meetings as necessary.

FAMILY ROLES & RESPONSIBILITIES

When students are learning in person:

Support your child's role in our community safety effort by doing the following:

- Follow the daily screening requirement for all children in household
- Ensure your child/children bring at least one face covering to school each day (having a backup, however, is encouraged)
- Wash face coverings regularly (suggested washing after each day's use)
- Parents agree to pick up their sick child within 30 minutes of receiving a call from

the school

- Parents will provide at least three emergency contacts with current phone numbers who can pick up a sick child up from school
- Ensure students are in attendance if well.
- Ask students questions about school such as “What was the best part of your day?” “What did you read about today?” “Did anything that you learned surprise you today?”
- If students are sick, particularly if they need to be out for an extended time, check in with teachers and access the child’s online platform in order to access any missing assignments.
- Use the tools provided by the classroom teachers to monitor your child’s progress in school.
- Ensure students have their iPads with them when attending school in person

When students are learning from home:

- Remind your child that remote learning is not optional.
- Ensure that you are clear on the child’s schedule, and reach out to teachers with questions as they arise.
- Ask your child to summarize assignments or lessons to check for understanding of expectations from teachers.
- Use the tools provided by the classroom teachers to monitor your child’s progress in school (see Student Learning and Feedback below).
- Ensure students have their iPads/laptops with them and that they are fully charged

STUDENT LEARNING AND FEEDBACK

The following outlines the highlighted recommendations for in-person instruction recognizing that we may also have students who are learning remotely.

- Students are expected to meet grade level expectations and standards as outlined in the WSD Program of Study and WSD Policy IKF Graduation Requirements. Student supports will be put in place by classroom teachers in order to help students access grade level content.
- Students will not be held back or have skill drills for the sole purpose of trying to fill any learning “gaps” or in lieu of being able to access appropriate grade level content.
- Teachers will prioritize learning expectations from a grade level and content area standards in the event that learning needs to be abbreviated.
- Teachers will provide feedback for students regularly as outlined in the following:

All Student Feedback and Learning

The WSD remains committed to give students on-going feedback about their progress. Teachers’ lessons will align to clear expectations of learning. Assessments will require students to show that they have met or exceeded the expectation. Teachers will use evidence from students’ assessments in order to provide students with feedback as well as to adjust their instruction in order to best support the students’ learning.

Online Learning

We recognize that if we need to shift to online learning, there is an increased need for clear communication around learning progress and student engagement in lessons and assignments.

In grades Pre-K-5

Feedback helps highlight a student's strengths and areas of need. Student feedback will be provided to students regularly via their learning platform (DOJO, SeeSaw or GoogleClassroom). Parent communication around a student's progress or needs will take place through a platform called Dojo so that teachers are able to communicate as necessary with parents. Teachers will continue to maintain records on student progress through the grade level "I Can" statements and report out via Powerschool through a printed Progress Report to parents on student progress at the end of each Trimester.

In grades 6-12

Student feedback will be provided to students regularly via their learning platform (GoogleClassroom). Teachers can either keep track of whether an assignment was turned in or teachers can assign students a score. If an assignment is provided with a score, it can be categorized as a formative assessment (one that helps to keep track of student skill attainment in the process of learning) or a summative assessment (one that shows what students learned based on the targeted learning expectations). Additionally, teachers may keep track of the process in which students engage in their work such as their Habits of Work. Student grades will be housed in a platform called "Powerschool." Powerschool allows us to track attendance, keep track of student directory information in order to best contact families, and keep track of various learning criteria from product to process to progress. Feedback helps highlight a student's strengths and areas of need. The gradebook itself gives teachers, parents, and students a learning log with lots of information about how a student is performing in a class. The gradebook differs from the report card, which shows a slightly more specific snapshot of how a student performed in their learning of content knowledge and skills.

ASSESSMENT

Standardized assessments help us plan instruction and measure growth over time. Our assessment schedule has shifted allowing us larger windows in which to complete assessments since we recognize that the focus at the very start of the year will be hygiene protocols as well as social and emotional learning. We have not yet been notified by the Maine Department of Education whether or not the Maine Educational Assessments will be administered in the spring.

ATTENDANCE AND ENGAGEMENT

The specific details of this part of the plan are still in development by our Attendance and Engagement Committee, however, the WSD is committed to ensuring that we have a fair and equitable system in place for keeping track of attendance whether in person, remote, or hybrid, and taking into account a potential increase in student absences from in-person learning due to

any possible COVID-related symptoms.

SOCIAL AND EMOTIONAL LEARNING

The WSD has been working toward placing Social and Emotional Learning (SEL) on par with academics. Now it is more critical than ever. WSD has a multi-tiered system of support with classroom school counseling lessons, group work and individual support. First is the need to continue building momentum in our district's ongoing commitment to supporting social emotional learning on par and in partnership with academic learning. Second is the anticipated needs of students returning in the fall, which include more academic learning challenges due to lost instruction, an increased need to share and process thoughts and emotions, and a greater number of students at risk for emotional distress and/or mental health challenges.

The committee's recommendations reflect committee conversations about two prongs of social emotional support -- **SEL instruction and support** and the **integration of SEL into academic learning**. The SEL support pieces involve building communities that support students' well-being and providing universal support(s) for skill-building, including the identification of students who require increasingly intensive interventions. The committee's first two recommendation areas address -- *Using/Expanding Current Resources* and *Implementing New Resources and Practices* detail steps within these areas.

The third recommendation area, *Adjusting Academic Expectations to Ensure Social Emotional Well-Being and Enhance Learning*, involves taking a closer look at how SEL practices embedded in instruction can enhance our culture of learning. This is an area in which thoughtful attention to language, instructional practices and expectations (which may need some adjustment this year) can not only help reduce stress and its behavioral symptoms, but also increase learning and growth. Some recommendations address clarifying that SEL is more than a program (e.g. Second Step) and providing information and support to teachers through clarification of planning parameters (PK-5), training, a one stop shop of resources, and a district point person.

A recent report from the Council of the Great City Schools, [Addressing Mental Health and Social-Emotional Wellness in the Covid-19 Crisis: A Resource Guide for School Districts](#), Spring 2020, identifies a number of principles and related strategies for districts to consider. Although the majority of our committee's work was drafted prior to reviewing this report, the key principles are consistent with our priorities and provide a useful organizational framework:

- **Transparency and Communication**
- **Shared Ownership of the Social-Emotional Wellbeing of Students**
- **Proactive Support and Intervention**
- **Inclusion and Outreach**

The committee will continue to work together as a district team to provide feedback and support as the plan is finalized and implemented.

OTHER CONSIDERATIONS

Immunizations: An important reminder that students need to be up to date on all immunizations. With spring well child visits cancelled in some cases, it is important for

families to call their healthcare provider to make arrangements for immunizations. We also encourage all families to have children receive the regular flu vaccination this year.

The Colder Months: As the school year begins, it is not long before we begin to see a shift in the weather. Often with the transition of seasons, we see an increase in the common cold around our student population. While we hope that our health and safety protocols will cut down on all illness, we are considering the implications of sick students and staff who are unable to be at school due to any illness symptoms. This, among other reasons, is why we are planning to offer an ongoing remote option.

Remote Snow Days: We are planning to make use of remote snow days this year when we know about potential cancellations in advance (allowing students and teachers time to bring home any needed technology the night before). More information will be forthcoming as we enter the fall.

APPENDIX A

This [PreScreening](#) **MUST** be done daily by all entering WSD property including transportation. For a list of updated travel restrictions, please see [HERE](#).

COVID-19 Pre-Screening Tool for School Attendance

Within the past 24 hours
have you had a fever
(100.4 and above*) or
used any fever reducing
medicine?

YES =



Do you feel sick with any
of the most common
symptoms?
(see symptom list to the right)

YES =



Have you been in close
contact with a person who
has COVID-19?

YES =



Have you traveled
outside of the state in
the past 14 days?

YES =



Stay home with any YES response to the questions above OR with two or more of the "less common" symptoms listed to the right.

Attend school when all answers are NO. Call or see your school nurse or other designated person at school if you have questions.

Updated 8.3.20



Most Common Symptoms of Covid 19:

Cough
Shortness of
breath
or difficulty
breathing
Fever (100.4 or
greater)*
Chills
Sore throat
New loss of taste
or smell

Less Common Symptoms:

Muscle pain
Nausea or
Vomiting
Stomach pain
Diarrhea
Fatigue
Headache
Rash
Swelling or redness
of hands/feet
Red eyes/eye
drainage
Congestion/
runny nose

*Fever is 100.4
regardless of
measurement
location (oral,
temporal).

COVID-19 Illness Response Protocols: Wiscasset School Department

Signs of Illness

- Anyone can have mild to severe symptoms.
 - Symptoms may appear 2-14 days after exposure to the virus. People with the following symptoms may have COVID-19:
- | | |
|---|------------------------------|
| ● Fever or chills | ● New loss of taste or smell |
| ● Cough | ● Sore throat |
| ● Shortness of breath or difficulty breathing | ● Congestion or runny nose |
| ● Fatigue | ● Nausea or vomiting |
| ● Muscle or body aches | ● Diarrhea |
| ● Headache | |

Response Protocols

If students or staff show any signs of illness, or have a temperature of 100.4°F or higher, during a school session, the school will:

- Contact school nurse.
- Immediately isolate said individual in a designated *isolation room*.
 - Give student a mask to wear if he/she is not already wearing one.
 - Establish a log to record all persons entering and exiting an isolation room.
 - Maintain social distancing throughout all interactions with student.
- Contact parent to pick student up immediately.
 - Escort student out of the building to meet parents.
- Move remaining students to secondary learning space to allow for disinfection of original learning space.

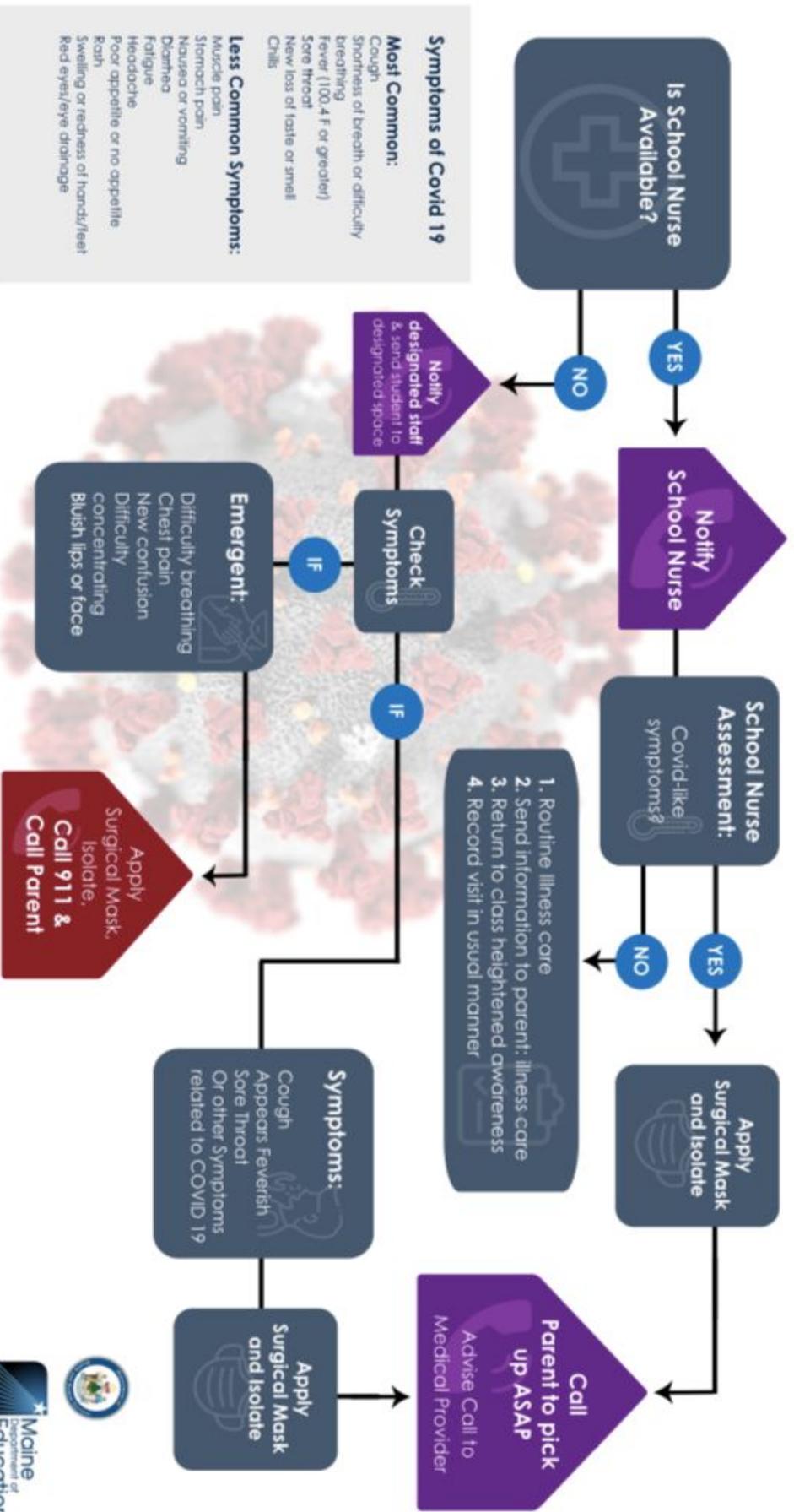
If a suspected or confirmed case of COVID-19 has entered the school, the school will:

- Notify and coordinate response with local health officials.
- Notify individuals who may have come into contact with the individual.
- Follow guidance from the CDC, local epidemiologists, and the Maine DOE regarding closing schools for a period of time.
- Deep clean and disinfect school spaces.

Please call your student's school with concerns or questions.

COVID-19: Child Feels/Appears Unwell Flowchart

Updated 8.4.20



GUIDELINES FOR REPORTING and MANAGING ILLNESS

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

For students presenting symptoms, the protocol on the previous page will be followed. Staff must notify their supervisor ASAP.

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. 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, and a short building closure may be necessary (2-5 days) to clean/disinfect/and complete contact tracing if advised by local health experts. Administration will communicate with staff, parents and students to keep the school community updated with information.

Return to School Strategy :

After a person has been out of school for a suspected COVID related absence or exposure, the Maine CDC recommends following instructions using these infographics:



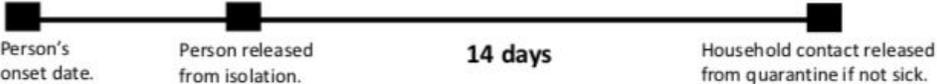
Ending COVID-19 Isolation in Non-Healthcare Settings

If you tested positive for COVID-19 and:	You can leave your “sick room” and home when:
<p>Had COVID-19 symptoms and are caring for yourself at home:</p> 	<ul style="list-style-type: none"> ✓ At least 10 days passed since your symptoms first appeared, <li style="text-align: center;">AND ✓ Had no fever for at least 1 day (24 hours of no fever without the use of medicine that reduces fever), <li style="text-align: center;">AND ✓ Other symptoms are improved (example: cough or shortness of breath).
<p>Never had any symptoms and are caring for yourself at home:</p> 	<ul style="list-style-type: none"> ✓ At least 10 days passed since the date of your first positive COVID-19 diagnostic test, <li style="text-align: center;">AND ✓ You continue to have no symptoms (example: no cough or shortness of breath) since the test.

Maine CDC must release you from isolation prior to leaving your “sick room” and home.



Ending Quarantine and Return to Work if You Are Exposed to a COVID-19 Case

	<p>Household Contact: Self-quarantine and monitor for symptoms while COVID-19 case is home sick and for 14 days after they are released from isolation.</p>  <p>Person's onset date. Person released from isolation. 14 days Household contact released from quarantine if not sick.</p>
	<p>Non-Household Contact: Self-quarantine and monitor for symptoms until 14 days after the date of last contact with the COVID-19 case.</p>  <p>Date of last contact with COVID-19 case. 14 days Non-household contact released from quarantine if not sick.</p>
	<p>Healthcare Personnel: Asymptomatic healthcare personnel should self-quarantine for 14 days if the healthcare facility can function without them. If the facility would close without them, they can continue to work as long as they:</p> <ul style="list-style-type: none">• Are not sick.• Monitor for symptoms.• Follow quarantine guidelines outside of work.• Wear a mask.• Keep a 6-foot distance as much as possible.
	<p>Critical Infrastructure: Personnel considered critical infrastructure workers by US CDC may continue to work following potential exposure if they do not have any symptoms and take additional precautions prior to and during their work shift. Follow US CDC recommendations for critical infrastructure workers (non-healthcare).</p>

APPENDIX C

CDC TRAINING VIDEOS:

- [Cloth Face Coverings Do's and Don'ts](#)
- [Handwashing](#)
- [Social Distancing](#)
- [Stop the spread of germs](#)
- [Know the Symptoms of COVID-19](#)
- <https://www.cdc.gov/handwashing/when-how-handwashing.html>

APPENDIX D

COVID Related Leave Options



APPENDIX E

ALL EMPLOYEES

The following Health and Safety Measures will be in place and REQUIRED for all employees of the WSD:

Health & Safety

- Each day, employees **must** complete a self-assessment for COVID-19 symptoms (See [Appendix A](#)). If answering “Yes” to any questions, follow the flow chart in Appendix C and immediately contact your supervisor.
- All employees will be provided with [face covering/masks](#) or a shield and must [wash them daily](#). Employees may wear their own face covering/mask.
- All employees must wear a face covering/mask/shield at all times.
- All employees must wash their hands with soap and water for at least 20 seconds (or use sanitizer if washing is not possible)¹ when:
 - The employee’s hands are visibly soiled
 - After coughing or sneezing
 - Before and after: eating, using the restroom, or touching bodily fluids
 - Before and after touching common surfaces like workstations, cash registers, table tops, touch screens, door handles, refrigerator doors, buttons or keypads, light switches, cover plates, countertops, bus seat backs, handrails, time clocks, stability poles, bars, windows and window ledges.
 - After putting on or taking off a face covering
 - After cleaning any spaces
- All employees must practice the following proper [CDC infection control measures](#):
 - If coughing or sneezing, employees must cover their mouth and nose with a tissue, or the inside of their elbow, and immediately discard the tissue.
 - Avoid touching their eyes, nose, or mouth.
 - Avoid touching any surfaces unnecessarily.
 - Refrain from hugs and hand-shakes.
 - Notify the Human Resources Manager if they, or anyone in their household, has been confirmed to have COVID-19. *See Return to Work guidelines attached.*
 - Minimize face-to-face meetings by utilizing alternative methods (i.e. email, conference call, phone call, web-based meetings/Zoom).
 - Follow any additional guidelines established for their specific job role (see additional role specific guidelines below)
- Additional safety precautions are required for school nurses and/or any staff supporting students in close proximity, when distance is not possible, or when students require physical assistance. These precautions will at a minimum include eye protection (e.g., face shield or goggles) and a mask/face covering (see below for specific roles).

¹ See CDC guidance for [proper handwashing](#).

Communal Areas/Breakrooms

- Staff must maintain 6 foot distancing from each other at all times.
- Be mindful of high touch areas such as photocopiers, and ensure the use of hand sanitizer after accessing high touch areas.
- Employees are highly discouraged from eating in groups with other adults inside rooms, particularly with windows closed. Employees may eat lunch outside.

Visitors, Volunteers, and Field Trips

- Visitors (including parents) and volunteers will not be allowed in the building without prior approval from an administrator.
 - Approved visitors, which may include vendors, a family member attending an IEP/504, or a contracted service provider, will:
 - Buzz or call the main office before entering
 - Use required PPE (A face covering is *required*)
 - Complete the the COVID-19 Symptoms & Wellness Self-Check Protocol (See Appendix A) prior to entering the building
 - Contracted services will be reviewed by administrators and approved on a case by case basis
 - Field trips will not take place until further notice

Leave

- Employees may have access to the following types of leave for COVID19 related illness:
 - Sick leave & sick bank (if eligible)
 - Families First Corona Virus Act (FFCRA)
 - Family Medical Leave Act (FMLA)
 - Americans with Disabilities Act (ADA)

Staff who travel outside of Maine will follow the State quarantine requirements at the time of their travel. All staff who travel to a state that requires a quarantine or negative test will be expected to comply in order to return to school. If a COVID test is not accessed, a 14 day quarantine is required. Any staff who have missed work upon return from travel will need to take these days as personal, vacation or unpaid leave.

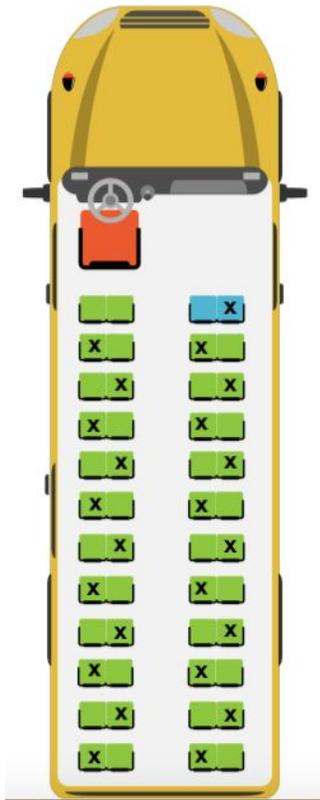
Please contact Stacey Souza at ssouza@wiscassetschools.org for more detailed leave information.

In addition to the measures for **ALL EMPLOYEES**, all **TRANSPORTATION** employees must:

Health & Safety

- Wash their hands upon entering the workplace and practice frequent hand washing/hand sanitizing throughout their shift, including upon entering/exiting the bus/van.
- Wipe all “high touch” surfaces before and after each route with the cleaning supplies and hand sanitizer provided. “High Touch” areas include but are not limited to; seat backs, seat tops, handrails, stability poles, bars, window ledges, windows.
- Wear a face covering while driving with others on board.

Busing/Van transportation of Students



- Parents/Guardians are encouraged to transport their child to and from school if able. Students riding the bus will be picked up and dropped off at their home which will help ensure route consistency. Extra riders will not be permitted.

- The seat directly behind the driver must be open. Seats will be marked with tape indicating where students need to sit.

- Up to two (2) children are allowed in each van, depending on the size of the van. If a second adult monitor is required, only one (1) child will be allowed. The maximum capacity of each van is three (3) at any given time.

- Currently, 23 students will be permitted to ride the bus at one time. Each bus will have room for 1 extra adult to assist the driver.

- Students will be seated one student per row. Family members will be allowed to sit together.

- Seats in the back of the bus or van must be loaded first and then move forward. The vehicle should be emptied from the front and

then the back. Drivers must assist with loading and off loading to assist with social distancing.

- Adults/students are required to wear a face covering at all times while on the bus/van when students are present.
- Several windows should be slightly opened to improve air ventilation.
- The Bus/Van should be swept, vans vacuumed and sanitized after the completion of each assigned route, and trash receptacles must be emptied at the end of each day.

Paperwork

- Behavior reports will be communicated via the school department-issued email account or text message at the end of each bus/van run.

In addition to the measures for ***ALL EMPLOYEES***, all ***ADMINISTRATIVE*** employees must:

- Sanitize common equipment (copiers, projectors, monitors, etc.) before and after each use.
- Sanitize own desk, equipment, and office areas on a regular basis (at least daily) to prevent the spread of germs. (i.e. keyboards, telephones, doorknobs).
- Avoid using coworkers' phones, desks, offices, or other work tools and equipment, unless the employee is authorized to do so by the employee's supervisor. If an employee uses a coworker's phone, desk, office, or other work tools and equipment, the employee must clean and disinfect them before and after use.
- Employees will thoroughly wash their hands after opening and handling mail.

In addition to the measures for ***ALL EMPLOYEES***, all ***NUTRITION*** employees must:

Health & Safety

- Staff must wear face covering and shield when preparing food and working with or in proximity to employees or students.
- Staff must properly use gloves during food preparation.
- Food Service Workers must practice [proper handwashing](#) throughout their shift with soap and water for at least 20 seconds. ***In addition*** to the circumstances under which employees are required to wash their hands, Food Service Workers must wash their hands:
 - Before, during, and after preparing food
 - Before and after work breaks
 - After removing gloves and/or masks
 - After directly handling used food service items
 - After touching objects that have been handled by others, such as utensils, menus, cups, and trash
 - After touching dirty surfaces like floors, walls and soiled carriers and equipment
- Employees must be vigilant to maintain six (6) feet of distance while removing or bringing in items to walk-in coolers or storerooms.

Prevention Measures

- Each employee will have an assigned workstation and should limit interactions with other workstations whenever possible.
- Minimize handling cash, credit cards, and mobile devices, whenever possible.
- Practice routine cleaning and disinfection of frequently touched surfaces, such as workstations, cash registers, table tops, touch screens, door handles, refrigerator door handles, microwave door handles and buttons/keypads, light switches and cover plates, counter tops. Following Sanitizing checklist at scheduled times.
- If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing food or utensils.
- Staff will increase the frequency of cleaning and sanitizing and keep sanitation charts updated. Pay special attention to cleaning “high-touch” areas.
- Staff will sanitize all surfaces and equipment at days end.

In addition to the measures for ***ALL EMPLOYEES***, all ***CUSTODIAL AND MAINTENANCE*** employees must (in addition to daily routine cleaning):

ITEMS THAT NEED TO BE SPECIFICALLY DISINFECTED DURING A PANDEMIC:

- **Restrooms/Bathrooms:**
 - Door knobs or handles
 - Light switches and cover plates
 - Paper towel dispenser knobs or handles
 - Faucet handles
 - Toilet and urinal flush levers
 - Toilet and urinal partitions, doors (including knobs, levers or slides)
 - Other items identified by building principal/supervisor
- **Locker rooms:**
 - Door knobs or handles
 - Light switches and cover plates
 - Other items as identified on the checklist provided
- **Classrooms and Office Spaces:**
 - Door knobs or handles
 - Photocopier buttons
 - Light switches and cover plates
- **Other locations:**
 - Nurse’s Office
 - Elevator call and operating buttons
 - Stairway handrails, doorknobs, light switches
 - Hallway door knobs, handles, drinking fountain faucets
 - Vending machines
 - Other items identified
- Special cleaning and disinfecting processes, including wiping down walls.

- Always follow label directions on cleaning products and disinfectants. Be sure to read the label directions carefully. **The use of gloves will be required for all cleaning and disinfecting procedures.** For spray application of disinfectants a face shield must be worn. Dwell time (wet time on surface) for the application of disinfectants shall be observed as outlined in application instructions.
- Do not mix cleaners and disinfectants unless the labels indicate it is safe to do so.
- Sharing of personal tools shall not be allowed. District provided tools shall be cleaned/ disinfecting prior to use.

In addition to the measures for *ALL EMPLOYEES*, all *INSTRUCTIONAL* employees must

Health & Safety

- Staff will model frequent hand washing/hand sanitizing for students throughout the school day, specifically in the instances outlined for all employees.
- Staff will wipe down and sanitize classroom desks after any meals in classrooms and after a class of students leave a classroom. Cleaning products will be provided.
- **SPECIAL EDUCATION TEACHERS/ED TECHS:** Determination of additional PPE requirements will be made by the Special Education Director based upon the unique needs of each student/situation. Additional PPE may be required for staff working with young children, students with IEPs or students with specialized health plans such as, but not limited to:
 - Clear face coverings
 - Face shields
 - Gloves
 - Gowns

Shared Objects

- Teachers should do the following with respect to shared objects:
 - Discourage the sharing of items that are difficult to clean or disinfect.
 - Keep each child's belongings separated from others and in individually labeled containers, cubbies, or areas.
 - Ensure adequate supplies to minimize the sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, manipulatives, and other equipment) or limit the use of supplies and equipment by one group of children at a time and clean and disinfect between use.
 - Avoid sharing electronic devices, toys, books, and other games or learning aids.
 - Help ensure the removal of any furniture, toys, rugs, and other items that cannot be easily cleaned each day.

Work Plans and Substitutes

- All Instructional Staff should be aware of the [Staff Work Expectations](#) for each scenario.
- Teachers will develop at least 3 days of emergency lesson plans to keep on hand.
- Prior to being eligible to substitute, substitutes must read this document and attest to completing the trainings in Appendix C. These trainings include specific information regarding sanitization and safety practices. All substitutes must then follow the specific guidelines listed above for the areas within which they substitute.

Lessons

- Lessons need to be conducive to both an in-person and online format making use of tools such as Zoom, Google Classroom, and SeeSaw. [Additional information regarding instruction](#).

In addition to the measures for **ALL EMPLOYEES**, all **NURSES** must:

- Use appropriate PPE when working with students and staff who visit the nurse's office.
- Frequently sanitize the nurses' station and medical equipment as well as areas used for isolation of suspected COVID-19 cases.
- Keep district administration abreast of any notable health trends, and especially any suspected or confirmed cases of COVID-19.
- Nurses should be vigilant and attend to reporting and documentation obligations, including and especially [NNDSS](#).
- Adhere to the guidelines set forth by the [Maine Association of School Nurses](#)
- Follow the Protocols established in [Appendix B](#), and alert administration to any updates.

In addition to the measures for **ALL EMPLOYEES**, all **TECHNOLOGY** employees must:

- Staff should continue to attempt troubleshooting tasks in order to support increased technology use throughout the district.
- Technology staff members must not work on/troubleshoot a device in close proximity to other staff members. A distance of at least six (6) feet must be maintained at all times.
- When working on other individuals' devices, gloves should be worn at all times, and the portion(s) of the device being worked on should be disinfected providing that doing so will not harm the device.

- After working on other people's devices, the Technology staff must wash their hands for at least 20 seconds and/or use hand sanitizer.
- Technology staff will clean their own workspaces, equipment, desks, devices, etc. daily.

In addition to the measures for ***ALL EMPLOYEES***, all ***COACHES and STIPEND POSITION*** employees must

- Maintain adequate cleaning schedules, which will be created and implemented for all athletic facilities to mitigate any communicable diseases. MPA will be establishing specific forthcoming guidance. Maine Principals' Association: [Guidance for Opening High School Athletics and Activities](#)

