



Reopening Plans for 2020 -2021



Carlisle Public Schools

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Dear Carlisle School Community,

As we are well aware, the 2019-2020 school year ended in an unprecedented way, and it is obvious that the 2020-2021 school year will be beginning in its own distinctive way. Since mid-May our community has been immersed in the process of discussing and planning for the reopening of school this fall. While this process may be one of the greatest challenges, if not the greatest challenge many of us have faced in our careers in education, I am incredibly grateful for the thoughtful, patient, civil and cooperative way our school community has rallied to address this challenge. These attributes have always been a hallmark of our schools and the Town of Carlisle, and I am once again reminded of how fortunate I am to be part of such a special community. I also know that our ability to bring to bear the combined knowledge, wisdom and efforts of our entire school community is exactly what we will need to meet our challenges and determine the best course of action. I also want to state explicitly, that as we embark upon this next "phase" in the process of reopening our schools that the safety and well-being of our students, faculty, staff and community are preeminent in our thinking, planning and all that we hope to do.

This "Reopening Plan" represents the cumulative efforts of our Back to School Task Force (BTSTF) and the input and feedback of our families, faculty, staff and community, as well as considerable feedback from all on our initial "Draft Reopening Plan". Our BTSTF was established in mid-May to begin the process of developing the necessary plans to reopen the Carlisle Public Schools in the Fall of 2020. The BTSTF was made up of over 40 members of our school community including parents, faculty, staff, administrators, town leaders and community members. Our Task Force was organized into 4 working groups focused on Curriculum and Instruction, Operations, Finances/Resources and Communication, and it is the work of each of these groups which has been incorporated into and made these reopening plans possible. I appreciate the involvement of each of the members of the BTSTF and I thank them for all of the time and energy they put forth in service to our students, our staff, our families and our community. In addition to the work of our BTSTF, this plan has also been informed by feedback provided by families, faculty and staff via recent surveys on reopening, surveys on remote learning conducted at the end of the 2019-2020 school year, family and faculty forums, on-going discourse with the Carlisle School Committee and collaboration with numerous school districts across the Commonwealth. It is worth noting that while we have worked to incorporate the input and perspectives of many of our community members, participation on our BTSTF does not equate to an endorsement of any aspect of this plan or the plan in its entirety.

On June 25, 2020, the MA Department of Elementary and Secondary Education (DESE) released the Initial Fall School Reopening Guidance. This guidance directed each district to develop

three models for reopening schools: an all in-person model with safety measures, a hybrid model with safety measures, and an all remote model, along with a plan to educate children of families who choose a remote model regardless of what the rest of the District is implementing. We are calling this fourth approach our Family Choice Remote option. This document outlines all four of our plans as well as safety measures which will be implemented to reduce risk when students, faculty and staff are on campus. While there are many details that are still being addressed, this document should provide our school community with insights into the variety of processes, protocols and procedures which will be part of reopening school in September. It is also important to stress that the great benefit of developing all three of these plans in advance is that it provides us with the ability to fluidly move between plans as needed.

As we have all heard said, far too many times, these are challenging and unprecedented times, and that is true, yet I continue to believe that our ability to work together and respond to the specific needs, challenges and dynamics of students, faculty and families here in Carlisle, is exactly what will help us to determine our best path forward.

In partnership,

James F. O'Shea
Superintendent

Appreciation

I would like to extend my appreciation to the members of our Back to School Task Force, the Carlisle School Committee and all of the parents and family members who took the time to share their thoughts and ideas on the reopening of school. While opinions and positions were diverse they each kept the health, safety and well-being of our students, staff and community at their center, and for this I am grateful.

Carlisle Back to School Task Force

Curriculum	Operations	Finances/Resources	Communication
Cady Audette Lori Bruce Lynne Carmel Jeff Hechenbleikner Janelle Kapusta Kate Reid Kim Reid Dennet Sidell Josh Silverstone Sarah Vitelli Tamara Willsie	Lori Desjardin Rob Fortado Kevin Maier Eloisa Marquez-Gonzalez Heather Huntress Matt Mehler Amy Molten Carrie Patel Ganna Podalska Sue Robichaud Lauren Sawyer	Scott Heffner Alan Lewis Karin Kliger Anne Mahan Jim O'Shea Cynthia Sorn	Nancy Anderson Amanda Comperchio Lauree Cameron-Eckler Bridget Fleming Christine Lear Nicole McGeough Catherine Milliken Vanessa Moroney Rebecca Parker Jim O'Shea Linda Vanaria

Carlisle School Committee

School Committee Chair	Christine Lear
SC Members	Amanda Comperchio Jack Huntress Eva Mostoufi Sara Wilson

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EXECUTIVE SUMMARY

Key Dates

July 30, 2020	Distribution of Draft Reopening Plan
August 2020	School Committee Meetings
August 12, 2020	Parent Survey of Preliminary Model Choice
August 16, 2020	School Start Date Communicated
August 17, 2020	Reopening Plan Approved by School Committee
August 21, 2020	Parent selection of FCR model if desired
August 24, 2020	Cohort information will be sent home
September 7, 2020	Class Lists Distributed

The Department of Elementary and Secondary Education has directed Massachusetts school districts to develop three models for reopening school in the fall:

- All in-person model with safety measures
- Hybrid model with safety measures and
- All remote model (referred to as *All Remote* hereafter)

In addition to the three models we have developed for implementation, the DESE has also charged school districts with providing families with the opportunity to choose a fully remote experience for their child regardless of the model being implemented by the district (referred to as *Family Choice Remote* hereafter). The following table provides a brief overview of the options.

3 MODELS		
	Preschool & Elementary School	Middle School
All In-person model	Full Return <ul style="list-style-type: none"> • Fewer than 19 students per classroom • 6' minimum distancing • Most challenging environment to maintain health and safety measures • Likely best for student learning 	Full Return <ul style="list-style-type: none"> • Fewer than 20 students per classroom • 6' minimum distancing • Most challenging environment to maintain health and safety measures • Likely best for student learning
Hybrid Mode	2 Days in Person, 3 Days Remote <ul style="list-style-type: none"> • Fewer than 12 students per classroom • 6' minimum distancing • Improved ability to maintain health and safety measures • Compromise between in-person and remote learning 	2 Days in Person, 3 Days Remote <ul style="list-style-type: none"> • Fewer than 12 students per classroom • 6' minimum distancing • Improved ability to maintain health and safety measures • Compromise between in-person and remote learning

All Remote Mode	All Students Remote <ul style="list-style-type: none"> ● All classes taught remotely ● To be used only if public health concerns preclude in-person learning ● Least advantageous for learning and social-emotional support 	All Students Remote <ul style="list-style-type: none"> ● All classes taught remotely ● To be used only if public health concerns preclude in-person learning ● Least advantageous for learning and social-emotional support
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	Family Choice Remote K-8
Family Choice Remote	<ul style="list-style-type: none"> ● Families asked to commit through first trimester ● All classes taught remotely ● Instructional program is aligned with Carlisle curriculum and instruction ● Instruction by Carlisle teachers

REOPENING PLANNING: THREE PLUS MODELS

The Department of Elementary and Secondary Education has directed Massachusetts school districts to develop three models for reopening school in the fall:

- All in-person model with safety measures
- Hybrid model with safety measures and
- All remote model (referred to as All Remote hereafter)

In addition to the three models we have developed for implementation, DESE has also charged school districts with providing families with the opportunity to choose a fully remote experience for their child regardless of the model being implemented by the district (referred to as Fully Remote hereafter).

After intensive investigation and deliberation, we now know the opportunities and challenges associated with implementing all three models. Each model has its own set of strengths and weaknesses in terms of providing physical safety for students and staff, establishing a framework for teaching and learning, and ease of program implementation.

The All In-Person Model

Under this model, all students would be welcome to attend in-person instruction each day that school was in session. School would be in session four and a half days a week, with full days on Monday, Tuesday, Thursday and Friday, and half days on Wednesday. All faculty will be in the building five days and one afternoon is for faculty collaboration.

This is the model that most closely resembles the traditional school experiences that students, faculty, staff and families are familiar with. All instruction would be live and in person, with students and staff physically distancing themselves from one another and closely following the in-school safety protocols outlined later in this document. In our full in-person model we would establish a minimum of 6' physical distancing for classroom setup. Because there will be a need for more transitions, mask breaks and hand-washing, there will be less time for teaching and learning than during a traditional day. We will make every effort to ensure students have the opportunity to experience the rich curriculum traditionally offered to Carlisle students via our "specials".

Instructional practices will need to be modified for the full in-person model to adjust to expectations for classroom layout, physical distancing and the limiting of sharing materials. Some specific classes such as Chorus and Band may have to be completely reconfigured to ensure that students and staff are safe. Instructional practices that will happen more frequently include teaching outdoors (weather permitting), explicit instruction of important routines and procedures, use of online platforms and tools to facilitate safe collaboration, and a focus on student choice, agency, project-based and individualized learning.

In the [Preschool](#), students will spend the majority of their time in their classroom and in the play area with specialists visiting the classroom. Wednesday in the Preschool will only be for students on an IEP who qualify for services with all enrolled students attending Monday-Tuesday-Thursday-Friday regardless of their IEP status.

[Elementary](#) students will spend the majority of their day with their class (cohort) in a self-contained classroom with minimal physical contact with others outside the classroom. We will minimize travel as much as possible. The overall elementary schedule will be very similar to the one we have used in previous years; however, we will make adjustments to accommodate before and after school transition, mask breaks, a new kind of recess, and lunches and snacks by class/cohort.

The [Middle School](#) will follow a similar cohort approach as the elementary schools with some modifications. Specialists will push-into many middle school classrooms, though students will travel to some specialized classes such as PE and World Language, and when students do pass between classes they will follow established protocols. There will be a few changes to accommodate before and after school transitions as needed, mask breaks, and lunches by class/cohort.

[Intervention/Special Education Supports under All In-Person:](#)

We will continue to offer academic and social-emotional as well as behavioral interventions. Our Reading Specialist, Tier II Tutors, School Psychologists, ELL teacher, and BCBA will continue to work with identified small groups of students in various manners.

All Special Education faculty will continue to work with general education teachers to collaborate and plan to ensure both the explicit teaching of skills and support needed to assess the grade-level curriculum. Student schedules will include pull-out sessions as listed on a student's IEP service delivery. The Director of Student Support Services along with her faculty will continue to provide all students with a free appropriate public education in the least restrictive environment.

[All In-Person Conclusion](#)

This is a general overview of the All In-person model. Of the three models, All In-person schooling best provides for the social emotional and learning needs of the majority of our students. However, the All In-person model also carries the most perceived risk in terms of providing for personal safety during this pandemic.

[The Hybrid Model](#)

The hybrid model offers five days of curriculum and will move each student forward in their learning throughout the school year. During in-school learning, besides academic classes and

certain specials, students will also participate in community building and social-emotional activities. At-home learning will vary by grade level, but will include specials, the opportunity to learn new content, or practice and reinforcement of concepts taught during their in-person sessions. Using a combination of technology tools, instructional software, and/or project-based learning, teachers will augment or deepen the core curriculum. While our hybrid approach contains activities that take place both inside and outside of the classroom, it provides students with daily instruction and connections to their teachers and classmates.

Carlisle’s hybrid learning model would equally split remote and in-person learning for most students. Students would be divided into two balanced groups. Students identified as being in Group A would come to school on Mondays and Thursdays and participate in remote learning on Tuesday, Wednesday and Friday. Students in Group B would come to school on Tuesdays and Fridays and participate in remote learning on Monday, Wednesday, and Thursday. Morning meeting with all students will occur each school day. Every Wednesday would be considered an early release day, which means remote instruction would take place prior to Noon on Wednesdays. Siblings will be assigned to the same cohort.

Sample Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Group A	In-person	Remote <i>(Students work on assignments independently)</i>	Combined, shortened remote teacher-directed instruction <i>(Early release for K-8 educator collaboration)</i>	In-Person	Remote <i>(Students work on assignments independently)</i>
Group B	Remote <i>(Students work on assignments independently)</i>	In-Person		Remote <i>(Students work on assignments independently)</i>	In-Person

A hybrid model provides for more physical distancing of staff and students because fewer students are in the building on any given day and class sizes are extremely small. While students may receive more individualized attention during the days that they are in school, it will be challenging for teachers to check in with students who are learning from home. Unlike in the other two models, teachers will have to divide their time between their students who are at school and their students who are at home. The result would be that most synchronous “live” instruction would be when students are in school and independent work would be the norm when students are at home. This daily cycle of at-home and in-school learning may provide new instructional opportunities as well.

Under the Hybrid model we are also identifying a third group of students (Cohort C) who would attend with both Cohort A and Cohort B. These students would attend school each day school is in-person. Members of Cohort C could include students who receive a significant amount of special education services outside the general education setting, English language learners, and possibly the children of public-school teachers living and working in Carlisle.

Intervention/Special Education Supports under the Hybrid model

We will continue to offer academic and social-emotional as well as behavioral interventions. Our Reading Specialist, Tier II Tutors, School Psychologists, ELL teacher, and BCBA will continue to work with identified small groups of students in various manners.

All Special Education faculty will continue to work with general education teachers to collaborate and plan to ensure both the explicit teaching of skills and support needed to assess the grade-level curriculum. Student schedules will include pull-out sessions as listed on a student's IEP service delivery. The Director of Student Support Services along with her faculty will continue to provide all students with a free appropriate public education in the least restrictive environment.

Hybrid Model Conclusion

Of the three models, the hybrid model occupies the middle of the safety versus learning dilemma. The hybrid model provides more physical distancing than the all in-person model and less physical safety than the all-remote model; and it provides more for the learning needs of most students than the all-remote model, but less so than the all in-person model. A drawback of the hybrid model is that it is the most complex to implement, as teachers on any given day must serve students who are both in class and online. Additionally, the hybrid model's scheduling makes it difficult for staff and families to find childcare.

The Full Remote Model

If we followed the Full Remote model, we would close schools and teach all students remotely every day. This model would have many similarities to the remote learning we employed this past spring, though the program would be more robust, with an increased focus on daily synchronous and asynchronous instruction across all grade levels and disciplines.

The remote model that we developed and implemented last spring was an emergency response to unexpected school closure. Expectations from the Department of Elementary and Secondary Education (DESE) lowered as districts across the Commonwealth all faced a new challenge of how best to educate and support children from a distance. DESE's spring guidance called for half days of instruction, no summative assessment and grading requirements, and minimal expectations to provide new curricula for students. This fall, we are back to full days of school. No matter which model we use, we are returning to full-time teaching and learning, assessing and grading, and moving students as best we can through all learning standards and practices.

In the [Elementary](#) grades, classroom teachers will conduct morning meetings each day at 9 AM. Classroom teachers will provide at least two additional 30-45 minute academic Zoom session per day. Weekly lessons would be shared with parents via a weekly calendar, with additional activities being posted on SeeSaw. PE, Music, Library and World Language teachers will be providing at least one Zoom instructional session per week for each grade level. Art will alternate between 2 and 3 Zoom instructional sessions per week.

In the [Middle School](#), homeroom teachers will conduct daily morning meeting/advisory at 9 AM each day for at least 20 minutes, focused on social and emotional development and support. Each middle school content area teacher (math, science, social studies and English language arts) will present one daily academic lesson for each group of students four days a week for at least 30 to 45 minutes per lesson, per group. Additional activities would be posted on Google classroom. Health, PE, Music, Art and World Language teachers will post at least one Zoom instructional lesson per week per grade level. The Band instructor will post at least one Zoom instructional session per week per instrument/group/ensemble.

[Intervention/Special Education Supports under the All Remote model](#)

Elementary and middle school special education teachers will meet with students and provide services outlined in the individual student's service delivery grids as stated in their IEPs. Case managers will contact all families to review each student's remote learning plan.

[All Remote Model Conclusion](#)

In summary, the all remote model provides the most safety for staff and students, but provides the least amount of support for teaching and learning. It is most appropriate in circumstances when physical safety is the top consideration and the probable level of the virus in the community is particularly high.

["Family Choice Remote" \(FCR\) Option](#)

In addition to the three models we have developed for implementation, the DESE has also charged school districts with providing families with the opportunity to choose a fully remote experience for their child regardless of the model being implemented by the district.

We have conducted multiple surveys regarding family interest in this model and we have received consistent feedback that approximately 18-20% of families are likely to choose this option for their child. Families choosing the FCR option have also expressed an interest in keeping their children as connected as possible to the Carlisle curriculum and the Carlisle classroom experience. In order to better facilitate and support students and families choosing this option, we will be dedicating teachers to serve as liaisons and provide necessary support and instruction.

Families who choose the fully remote option will be part of a wider group of students participating in remote instruction. These groups will be supervised by dedicated Carlisle teachers who will help to coordinate the home-based learning experience. In the middle school, remote students will interact with their academic teachers on a daily basis for Language Arts, Social Studies, Math and Science via Zoom and Google Classroom. Students who opt for this model may also have the opportunity to participate in specials (art, music, band, chorus, world language, health and PE) depending on the format of these specials. Families who choose the fully-remote model will remain an integral part of the Carlisle Public School community.

[Intervention/Special Education Supports under the Family Choice Remote model](#)

Elementary and middle school special education case managers will reach out to families to discuss how to best meet each student's service delivery grid. Both walk-in services and remote options will be offered.

[Social Emotional Learning](#)

CPS middle school continues to be committed to taking care of the whole child, especially in the midst of this pandemic. We know that many families have been under pressure in a myriad of ways, and students may be anxious about returning to school. For this reason, we have scheduled daily check ins for each child no matter if they are participating in the hybrid or remote program. All students will begin their day with either in-person or virtual morning meetings, and teachers will check in frequently with families to set goals, monitor progress, and check in about the social emotional well-being of each child.

[Changing a Learning Program](#)

When selecting a learning program for the 2020-2021 school year, families will choose to participate in either model being implemented for the entire district or the "Family Choice Remote" option. We recognize that a long-term commitment is challenging for students and families. We also recognize that having students change programs mid-year can impact adherence to the health and safety standards in our In-Person Learning Program by increasing class size. Conversely, program changes can also negatively impact the quality of educational programming in the Remote Learning Program by increasing the size of our remote classrooms beyond a teacher's ability to provide an individualized learning experience for students. We are asking that families choosing the Family Choice Remote option make a commitment to stay in that format through the end of the first trimester, which will be on or around December 9.

In the event a family requests a change to their child's learning program after their initial enrollment, we will attempt to work with families to make this change as soon as is practical. In making this decision with a family, we will need to consider a variety of factors including but not limited to:

- The reasons for the requested change
- Existing class sizes in the remote or in-person classes where the families are requesting their student is placed

Please note that while we will attempt to work with families to facilitate changes as soon as possible, there may be certain time periods such as the beginning of the year, where changes to learning programs may be delayed by as much as several weeks.

REOPENING RISK REDUCTION PLAN

This is a working document that specifies what needs to be in place to reduce the risk of exposure and spread of COVID-19. It does not eliminate risk. The document will be reviewed and updated as data and guidelines continue to change. Following are the Operations working groups general guidelines informing the work:

1. **Keep the safety of our students, faculty, and community as our highest priority.**
2. **Expand our commitment to educational equity, ensuring that all learners have access to high-quality instruction through adapted classroom environments.**
3. **Reduce the risk of potential infection and spread of COVID-19 using State and Public Health and District Guidelines**

The above goals can only be possible with community cooperation. One important component for reducing risk is for students and families to follow state and municipal guidelines for physical distancing and mask-wearing both in and out of school. This is our expectation. The following risk reduction plan is a general plan for both the elementary and middle school. It is a work in progress that will continually be adjusted and refined as we receive further health and safety guidelines.

General Safety Guidelines

- We will require face coverings for all students and staff in all buildings. We will be asking students to bring a clean mask to school every day and the district will be providing extra masks as backup. Exceptions to mask-wearing will be made in special circumstances. Face shields and/or further social distancing are common accommodations for those students who find it very difficult to wear a mask.
- Frequent mask breaks will be scheduled throughout the school day. Mask breaks will occur outside when weather permits.

- All students and staff will be washing or disinfecting their hands regularly throughout the school day. Sanitizing stations will be installed in all high-traffic areas and near or in all classrooms.
- We will be increasing deep cleaning and sanitation protocols with our custodial staff.
- We will be frequently sanitizing high-touch areas throughout the school day
- We will be actively limiting capacity in restrooms and other confined spaces.
- Visitors will not be allowed in the buildings. We will develop specific procedures for when parents need to drop off or pick up children or items during school hours.
- Plexiglass barriers will be placed in the Main Office and other office areas.
- Students in grades PK-8 will be arranged in cohorts to minimize social contact with their peers. We will minimize student movement where possible.
- Where appropriate hallways will be divided and designated two-way with clear signage. Two-way hallways will have markers that separate opposing traffic flow. Where possible hallways will be designated as one way.
- Lockers will not be used in middle school.
- We will be encouraging outdoor instruction as weather permits. Students can expect to be outside for mask breaks, physical education and lunch. Please be sure your children are appropriately dressed for the weather.
- In collaboration with the Carlisle Board of Health, we will be initiating contact tracing procedures and protocols in case of positive COVID cases.

The Classroom Environment

- We will be maximizing space between student desks and/or stations. All desks will be facing forward.
- We will be minimizing the use of shared items within the classroom.

HVAC systems

- Comprehensive system cleaning and disinfecting
- Preventive maintenance schedules for HVAC system as well as filter replacement cycles have been increased.
- Pleated air filters have been upgraded to recommended MERV13 rating.
- Occupied schedules have been extended as recommended to increase flow of fresh air.
- The number of operable windows has been increased in the buildings
- Conducting a full assessment of HVAC system to identify other ways to improve the system making it safer for all.

Bus Transportation Procedures

- All students, staff, and drivers will be required to wear a face covering on the bus.
- We will create maximum distance between children on school buses and comply with the states one child per seat guidance.
- Bus windows will remain open as weather permits.

- We will be cleaning and sanitizing buses after the completion of the morning and afternoon bus routes.
- We will be encouraging social distancing at bus stops and at school during bus pick-up and drop-off.

Arrival and Dismissal Procedures

- Before morning arrival, parents will need to conduct a wellness check for their children. Guidelines for wellness checks will be communicated to families in August.
- Arrival and dismissal procedures will be staggered to minimize potential crowding in hallways.
- School drop-off and pick-up procedures will be modified with designated entrances by grade level, and modified pedestrian, car, and bus traffic flow to and from school.
- Signage will clearly mark traffic flow.
- Face coverings will be required during all transitions to and from school grounds.

Lunch and Snack Time

- Allergy guidelines will be reviewed and updated as needed to ensure whole-school allergy awareness. Certain foods will be prohibited school-wide or within individual classrooms to accommodate students with life-threatening food allergies.
- Lunches will be eaten in cafeteria, classrooms, outside, or in alternative large indoor spaces. Physical distancing of 6 feet will be observed during lunch and snack times.
- Students will have the option to bring their lunch to school or purchase a prepared and packaged lunch from the cafeteria. School lunches will be delivered to dining locations when students are not dining in the cafeteria.
- Food service workers will use appropriate PPE, including masks and gloves when preparing and serving food, and food will be packaged in covered individual containers where possible to minimize risk of airborne contamination.
- Detailed safety procedures will be taught to students for the safe handling of food and the cleaning of spaces during lunch and snack.
- Designated staff will be available to quickly clean and sanitize classroom spaces after lunch and snack times are over.
- Students will wash their hands or use hand sanitizer before and after eating.

Recess

- During recess, students will remain with their homeroom cohort and be assigned an area outside of the building for just that group, rather than combining with other classes.
- Students can play on their own or in small groups while maintaining social distance (such as soccer, catch, etc.) The school will provide classroom sets of recess play equipment that will be sprayed with disinfectant between uses.
- Students will wash their hands or use hand sanitizer before and after going to recess

Staff Protection Protocols

- All faculty and staff will undergo comprehensive health and safety training before the first day of school, including proper cleaning and sanitation procedures, what to do when a child is sick, how to teach students school and classroom safety protocols, and how to monitor and support students struggling with safety guidelines.
- Staff will monitor themselves for new onset of symptoms, such as fever in excess of 100.4 F, persistent cough, sore throat, difficulty breathing, fatigue, abdominal pain, unexplained rash, headache, muscle or body aches, new loss of taste/smell, congestion/runny nose, nausea, vomiting or diarrhea. If faculty or staff are experiencing or have experienced any of these symptoms in the last 24 hours, the staff member should follow up with their health care provider and the school nurse prior to returning to work.
- All faculty and staff will self-screen their health before reporting to work and follow proper notification procedures if they cannot come to work due to illness.
- The district will provide appropriate Personal Protection Equipment (PPE) for all educators, as appropriate and depending on need.
- Further protection protocols will be directly communicated to faculty and staff as they are identified.

Response to Symptomatic Individuals and Positive Diagnosis for In-Person Models

Our response to a symptomatic student or staff member and/or the positive diagnosis of a student or staff member with COVID-19 is directed by the state of Massachusetts. For more specific information regarding our response to these and other possible scenarios, please refer to the [Department of Elementary and Secondary Education issued guidelines in regard to responding to illness on July 17, 2020](#).

A student or staff member will need to see the school nurse if feeling sick. The school nurse will assess for symptoms, including physical appearance and a temperature check. If the individual has illness symptoms, the nurse will ask about the history of symptoms and recent exposure. The individual will be given appropriate personal protective equipment and be isolated in a predetermined room until pick up. If the nurse determines that the individual has COVID-19 symptoms and needs further evaluation, she will inform the staff member or parent/guardian about how to proceed with testing and medical care. If the individual is tested and is COVID-19 positive, the nurse will inform the Principal, Superintendent and the Carlisle Board of Health. Families and employees will be notified about the exposure while the confidentiality of the individual is maintained. School nurses will collaborate with the Carlisle Public Health Agent to begin contact tracing. The Superintendent will consult with the Board of Health to determine possible school closure and the shift to all-remote learning. Any individual with a confirmed case of COVID-19 will not be able to return to the school building until he or she is asymptomatic and cleared by his or her doctor.

Back to School Planning: Checklists to Guide Parents, Guardians, and Caregivers

For many families, back to school planning will look different this year than it has in previous years. Carlisle Public Schools will have new policies and procedures in place to prevent the spread of COVID-19. Whatever model(s) selected, these checklists are intended to help parents, guardians, and caregivers, plan and prepare for the upcoming school year. The following information is provided directly from the [Centers for Disease Control and Prevention](#), dated July 23.

Some of the changes in schools' classroom attendance or structure may include:

- **In-Person Cohorts:** Dividing students and teachers into distinct groups that stay together throughout an entire school day during in-person classroom instruction. Schools may allow minimal or no interaction between cohorts (also sometimes referred to as pods).
- **Hybrid:** A mix of virtual learning and in-class learning. Hybrid options can apply a cohort approach to the in-class education provided.
- **Virtual/at-home only:** Students and teachers engage in virtual-only classes, activities, and events.

Planning for In-Person Classes

Going back to school this fall will require schools and families to work together even more than before. Schools will be making changes to their policies and operations with several goals: supporting learning; providing important services, such as school meals, extended daycare, extracurricular activities, and social services; and limiting the transmission of SARS-CoV-2, the virus that causes COVID-19. Teachers and staff can teach and encourage preventive behaviors at school. Likewise, it will be important for families to emphasize and model healthy behaviors at home and to talk to your children about changes to expect this school year. Even if your child will attend school in-person, it is important to prepare for the possibility of virtual learning if school closes or if your child becomes exposed to COVID-19 and needs to stay home. [CDC has created a checklist to help with back to school planning](#) for school year (SY) 2020-2021.

Actions to take and points for parents to consider regarding In-person/hybrid models

- Check in with your child each morning for signs of illness. If your child has a temperature of 100.4 degrees or higher, they should not go to school.
- Make sure your child does not have a sore throat or other signs of illness, like a cough, diarrhea, severe headache, vomiting, or body aches.
- Review and practice proper [hand washing techniques](#) at home, especially before and after eating, sneezing, coughing, and adjusting a face cover. [Make hand washing fun](#) and explain to your child why it's important.

- Plan for possible school closures or periods of quarantine. If transmission is increasing in your community or if multiple children or staff test positive for COVID-19, the school building might close. Similarly, if a close contact of your child (within or outside of school) tests positive for COVID-19, your child may need to stay home for a 2-week quarantine period. You may need to consider the feasibility of teleworking, taking leave from work, or identifying someone who can supervise your child in the event of school building closures or quarantine.
- If your child has had close contact to a COVID-19 case, they should not go to school. Follow guidance on what to do when someone has known exposure.
- Develop daily routines before and after school—for example, things to pack for school in the morning (like hand sanitizer and an additional (back up) cloth face covering) and things to do when you return home (like washing hands immediately and [washing worn cloth face coverings](#)).

Mandatory Facing Coverings:

- Have multiple cloth face coverings, so you can wash them daily and have back-ups ready. Choose cloth face coverings that:
 - Fit snugly but comfortably against the side of the face
 - Completely cover the nose and mouth
 - Are secured with ties or ear loops
 - Include multiple layers of fabric
 - Allow for breathing without restriction
 - Can be washed and machine dried without damage or change to shape
- Label your child’s cloth face coverings clearly in a permanent marker so that they are not confused with those of other children.
- Practice with your child putting on and taking off cloth face coverings without touching the cloth.
- Explain the importance of wearing a cloth face covering and how it protects other people from getting sick.
- Consider providing your child with a container (e.g., labeled resealable bag) to bring to school to store their cloth face coverings when not wearing it (e.g., when eating).

Transportation Considerations:

- If your child rides a bus, plan for your child to wear a cloth face covering on the bus and talk to your child about the importance of following bus rules and any spaced seating rules.
- If carpooling, plan on every child in the carpool and the driver wearing cloth face coverings for the entire trip. If your school uses the cohort model, consider finding families within your child’s group/cohort at school to be part of the carpool.

Mental Health & Social-Emotional Wellbeing Considerations:

Since the school experience will be very different from before with desks far apart from each other, teachers maintaining physical distance, and the possibility of staying in the classroom for lunch, it is unlike anything your child is used to. Before school is in session,

you may want to talk to your child and explain that all these steps are being taken to keep everyone safe and healthy. The list below provides actions and considerations regarding your child's mental health and emotional well-being as they transition back to in-person school. CDC's [Stress and Coping During the COVID-19 Pandemic](#) provides additional resources for you and your family.

- Talk with your child about how school will look different (e.g., desks far apart from each other, teachers maintaining physical distance, possibility of staying in the classroom for lunch).
- Talk with your child about how school is going and about interactions with classmates and teachers. Find out how your child is feeling and communicate that what they may be feeling is normal.
- Anticipate behavior changes in your child. Watch for changes like excessive crying or irritation, excessive worry or sadness, unhealthy eating or sleeping habits, difficulty concentrating, which may be signs of your child struggling with [stress and anxiety](#).

Resources to Navigate Stress and Uncertainty

Below are governmental and non-governmental resources that can help parents, guardians, and caregivers navigate stress and uncertainty and to build resilience for you and your children heading into the school year.

- [CDC Stress and Coping During the COVID-19 Pandemic](#)
- [CDC Parent Portal](#)
- [CDC Children's Mental Health](#)
- [Children and Youth with Special Healthcare Needs in Emergencies](#)



Carlisle Public Schools

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Academic Excellence Creativity Respect Responsibility

Carlisle Community Compact to Suppress the Spread of COVID-19

In an effort to suppress spread of the COVID-19 disease during the global pandemic, the wider learning community of Carlisle Public School, which includes students, families, faculty and staff hereby and voluntarily agree to following health and wellness pledge.

We, the families, students, faculty and staff of Carlisle Public Schools have a critical role in reducing the spread of COVID-19. We understand that we each have a personal and communal role in the fight against COVID-19 and commit ourselves to responsible and healthy actions, and to being an accountable member of the wider Carlisle community. As a community, we acknowledge that personal health and safety is a shared responsibility and the COVID-19 virus is a shared risk.

We agree engage in the following behaviors and will follow public health guidelines to help protect ourselves and others.

- **Daily Wellness Health Check:** I will conduct a self-assessment of my health every morning to watch for [symptoms listed by the Centers for Disease Control and Prevention](#). If I do not feel well, I will not come to school and will contact my medical provider regarding any symptoms that are severe or concerning to me.
- **Clean Hands & Hygiene:** I will [wash my hands](#) frequently with soap and water for at least 20 seconds or use hand sanitizer.
- **Social Distancing:** I will maintain physical distancing as recommended by the [Centers for Disease Control and Prevention](#).
- **Face Coverings:** I commit to wearing a [face covering](#) in public at all times.
- **Kindness and Social Etiquette:** I will show kindness, compassion and patience for my fellow community members.
- **Limiting Travel & Exposure:** I will limit my out-of-state travel and abide by the [Massachusetts's COVID-19 Travel Order](#).

I accept responsibility for myself and my actions and will do my best to prevent the spread of COVID-19.

Name(s) _____ Date _____

Name(s) _____

Name(s) _____

PHASED REOPENING RECOMMENDATION FOR 2020-2021 (APPROVED)

In this document, we have described the four models we have created for reopening school this fall in compliance with the guidance provided by the DESE and the Commonwealth of Massachusetts. Having developed all four of these plans in advance will allow us to be able to transition among them fluidly as may be necessary throughout the year. Now that we are prepared for any eventuality, we must identify our plan for reopening school in September.

Over the past weeks and months, I have heard the recommendations and perspectives of multiple professionals in the fields of health and human services, education, and government, along with thoughts and perspectives of parents, faculty, staff and administration here in Carlisle, and I accept that this is a multifaceted problem of historic proportions. Our challenge is to identify a plan that will address the needs and concerns of our students and their families while also addressing the needs and concerns of our faculty and staff.

I have taken the approach of developing a slow roll out to In-person instruction which will allow us to utilize data to inform our reopening plan, provide our students with a developmentally appropriate start to school, mitigate risks to students and faculty, begin to address anxiety and concern among our faculty and staff, be flexible in our implementation of each plan and our movement between plans and provide a framework for the eventual return to Full In-person instruction for our students. The plan is built around the Hybrid model we have developed and is designed around a 3 phased approach to reopening. The plan relies on the use of data regarding positive cases in our school community, Carlisle community and at the state level to determine next steps in the phased approach.

Proposed Carlisle Decision Making Framework

	School Comm. (Pop. 750) P Cases	OR Carlisle 5,100 P Cases	OR State 6.9M P Cases**
Full Time	0-3	0-6	0-5%
Hybrid	0-3	0-6	0-5%
All Remote	4+	7+	5%+

* Number of positive cases in a 14-day rolling period

**Percentage of positive tests per day over a 14-day rolling period

Each day we will review the past 14 day rolling record to determine whether or not we continue with our phased plan that is in place or if we need to transition to the Full Remote model if necessary. We will also have a schedule of checkpoint dates to review data before determining

whether we move into the next phase of the reopening or not. During these checkpoints, the School Committee may also decide to adjust our approach and timeline, either moving more quickly or slowing it down based upon data and feedback.

3 Phase Approach to Reopening School

Daily monitoring of state, local and school community positive testing and cases via the rolling 14-day plan.

Benchmark dates for assessing next phase.

Wednesday, September 9

Wednesday, September 16

Wednesday, September 23

Wednesday, September 30

Wednesday, October 7

Wednesday, October 14

Wednesday, October 21

Phase 1

Week 1 Tuesday, September 15-Friday September 18

PreK	Full In-Person Program (T, TH, F)
K-8	Half-day Hybrid
	Cohort A Tuesday and Thursday
	Cohort B Wednesday and Friday

Week 2 Monday, September 21-Friday, September 25

PreK	Full In-Person Program (M, T, Th, F)
K-8	Half-day Hybrid
	Cohort A Monday and Thursday
	Cohort B Tuesday and Friday
	Half-day remote Wednesday

Phase 2

Week 3 Monday, September 28- Friday, October 2

PreK	Full In-Person
K-8	Full Day Hybrid
	Cohort A/C Monday and Thursday
	Cohort B/C Tuesday and Friday
	Half-day remote Wednesday

Week 4 **Monday, October 5- Friday, October 9**

PreK **Full In-Person Program**
K-8 **Full Day Hybrid**
Cohort A/C Monday and Thursday
Cohort B/C Tuesday and Friday
Half-day remote Wednesday

Week 5 **Monday, October 12- Friday, October 16**

PreK **Full In-Person Program**
K-8 **Full Day Hybrid**
Cohort A/C Monday and Thursday
Cohort B/C Tuesday and Friday
Half-day remote Wednesday

Phase 3

Week 6 **Monday, October 19-Friday, October 23**

PreK-8 **Full In-Person**