

## Hybrid Learning Plan for Barnet School

07/28/2020

### Prek- 5 ELEMENTARY COHORT

1. On campus learning 5 days a week with early dismissal from 1:30ish to accommodate multiple bus runs (between 1:30 and 2:00 pm, according to Butler's availability)
2. 5<sup>th</sup> grade class will be divided into two groups, one will be in the library with Mrs. Bushey as coordinator and video streaming from Mr. Meads class. We will alternate days for students to be in the classroom with their homeroom teacher.
3. Staggered transportation will lead to different arrival times
4. Breakfast/lunch in the classroom
5. Prep time at the end of the day, after dismissal, 45 minutes and then team time and other remote work such as assisting students who chose remote learning as and if needed OR team meetings etc.
6. Kindergarten - large group. Students will be divided into two groups and alternate days with Mrs. Stevenson and with Mrs. Pilner and Harvey in the preschool space. They will follow a combination of prek and kindergarten curriculum to regain some of the skills lost in the past year.

We do not anticipate many families keeping the students at home for these primary grades. A handful of families may opt for a full online learning environment. They will need to notify us of their intentions. A survey will go out this week and ask them to sign up for the different options.

### MIDDLE SCHOOL COHORT (6-8)

1. Large groups moving around, different teachers in different classes.
2. Schedule will be A/B days on Mon-Tuesday, Wednesday remotely, Thursday and Friday A/B days.
3. Early dismissal (multiple runs) from 1:30ish.
4. Teachers prep time after the students leave, plus team time to plan: multidisciplinary PLPs
5. Wednesday on campus without students for teachers: office hours 8-10 (after helping out with arrival of younger students as needed); grading and providing feedback to individual students and their online work as needed; posting of new assignments for week to come, team time and PLP planning
6. Choice of Wednesday - main reason is Luna and Scott not being on campus; middle of the week, allows for an additional cleaning of the rooms
7. Middle school teachers have more preps and more students (average 50+, some 70+),, and more families will likely choose remote learning for older kids (I have already heard from a few families).

Prep time and lunch time are still embedded in the schedule, but additional time will be provided for online work. The MS teachers have proportionally more online work to do and therefore will use the additional day - Wednesday.



# Cabot School

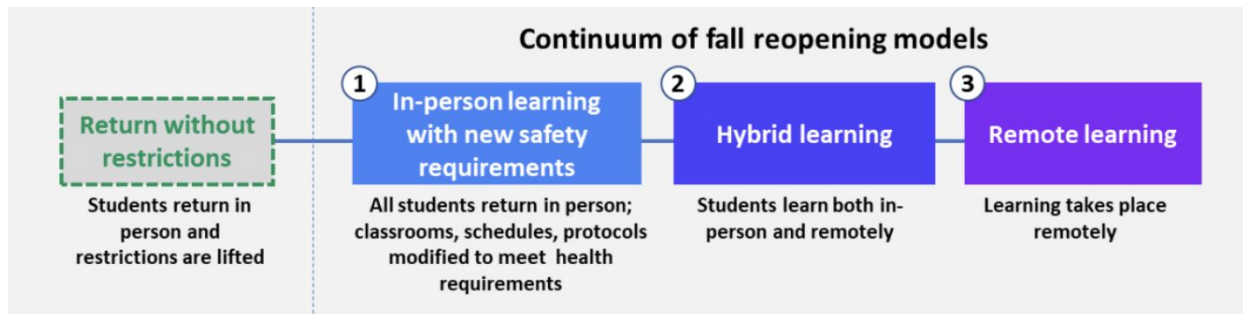
Respect. Responsibility. Kindness. Engagement. Safety

## Cabot Family Guide for Return to School 2020

### Introduction

We are excited to welcome our students back in a month. The first day of learning will be **Tuesday, September 8th** for all students. We will be entering this new school year with many new procedures to help maintain the wellness of our community. All families and staff are expected to be aware of and adhere to these procedures. This is a change to us as adults, but we know that if we can normalize these processes for students, they will adapt. Our young people are resilient and can be flexible when they know and trust the adults in their world.

As we look toward reopening, there are three options for our re-opening. The first would be all students return in-person with new safety procedures. Remote learning means that all students are learning from home. We are currently in a place to open under a hybrid learning model where students learn both in-person and remotely. We will continuously revisit our practices as we know more from state and local officials. We will continue to communicate with you all as our procedures shift and change (see below for where we are on this continuum).



In this document, we outline some of the procedural health and safety guidance and work to answer the questions we have gathered from community members over the course of the summer.

### School Day and Week

- Pre-k: Students will attend either M/T 8:15-1:15pm or Th/Fr 8:15am-1:15pm.
- Elementary Cohort (K-6): Students attend school in person Monday-Thursday from 8:15 to 2:15pm.

- Middle School Cohort (7 and 8): Students attend school in person either Monday/Tuesday or Thursday/Friday. Wednesday is remote for all students and focuses on individual and small group check-in. School will run from 9:15 to 3:15 each day.
- High School Cohort (9-12): Students attend school in person either Monday/Tuesday or Thursday/Friday based on their Studio Class. Groups and days may switch after the first six weeks. School will run from 9:15am to 3:15pm each day.

### **Health and Safety Operations and Guidance**

#### **Arriving at Campus:**

##### Arrival Procedure:

- Prior to leaving home,
  - Ensure that your child has their health check card attached to their backpack (elementary).
  - Ensure your student has passed their health screening online (middle/high school students)
- Students arriving by car, walking, or biking:
  - Students who arrive by car must enter in loop in front of the main building
  - Students will be screened by a temperature checker before going directly to their classroom.
  - Main Building team: 3 people - temperature checker, check-list, monitor - make sure students are going directly to the building).
- Students arriving by bus:
  - Students are not required to be checked on the bus.
  - Students will be checked when they come off the bus at school.
  - Students must wear a face covering when they board the bus
  - Students not wearing a face covering will be provided with a disposable one for the day and with a phone call home to support bringing one to school.
  - Students **MUST** sit in their assigned seats on the bus. Effort will be made to spread out students and seat them by cohort, family members, and/or bus stop in order to contain the number of contacts.
  - Students will exit the bus individually in seat order.
  - They will go to the temperature checker before going to the check-list monitor.
- Lateness:
  - It is, as always, of the utmost importance that students are ontime to school. If a student is late, they must enter through the nurses office for a health screening. The nurse will screen the student and contact the main office to let them know that they have been screened and can go to class.

Health Screening: All students and staff will be screened upon entering campus.

##### *Procedure for Students:*

- Screening stations will be set-up for morning entry at the main entrance and as students exit the bus.

- Elementary Cohort Students: Students will receive a laminated check-list that must be clipped to their backpack, lunchbox, or jacket. **Families should do a symptom check at home and sign off on this before going to school. Temperatures will be taken at school.**
- Middle and High Cohort Students: Students may check-in from home electronically or will be checked in electronically upon arrival. **Temperatures will be taken at school for all students.**
- Students CANNOT be dropped off early. They must stay in a car until it is time to enter the building.
- Students arriving by bus must wear a face covering in order to board the bus. If your child is in need of a face covering or forgets their face covering, one will be provided for them.

*Procedure for Staff:*

- All staff must participate in a health screening upon entering the campus.
- All staff must have their temperature taken prior to entering their classroom.
- All staff must review the COVID check-list and sign-off that you are asymptomatic, etc before coming to school.

*Screening Questions:* All students and staff will be asked the following questions

- Have you been in close contact with a person who has COVID-19?
- Do you feel unwell with any symptoms consistent with COVID-19? *For example, have they had a cough, temperature, shortness of breath, difficulty breathing, chills, repeated shaking with chills, muscle pain, headache, sore throat, or new loss of taste or smell?*

Transportation: To begin the school year, we will stagger the start times for Elementary students and Middle/High School Students in order to reduce numbers of students on the buses and

- Students in pre-k can be walked to their classroom by a family member. Family members will not be allowed to enter the classroom. Students will be checked at the door.
- Students can arrive at school via family vehicle, bike/scooter, walking. We discourage families from carpooling unless students are in the same Den (for elementary), grade (for middle), or studio (for high school)
- All students are required to arrive on campus wearing face coverings.
- Students riding the bus
  - All students must board the bus with a face covering. If a child forgets their face covering, the bus driver will give them one.
  - Health screening will not be conducted on the bus. Please do not send your child to the bus stop if they show any symptoms.
  - Students must sit in their assigned seat on the bus. Seats will be assigned in the following way: family members will be seated together first, if no family member is

available, students will sit with a member of their Den, grade or studio. If no Den is available, students will sit in proximity to a student in their house.

- Students may not, under any circumstances, switch seats without consultation with the principal.
- The windows on the bus will be kept open to increase ventilation. Students should wear clothing that is appropriate to the weather to ensure their comfort while riding.
- If a student is sick on the bus, they will be asked to move to the front of the bus and distance will be maintained between the student and others.

#### Entering classrooms:

- All students must wash or sanitize hands as they enter (before and after meals and recess)
- All students must have face covering (excluding those with a documented exemption)
- Students will be divided into smaller pods.

#### **Special Education Services:**

Related service providers only visit one school in a day and will work with families to ensure students receive services either in person or remotely. Special educators will work with families to revise IEPs to reflect hybrid or remote learning plans.

**Breakfast:** Breakfast will continue to be provided to all students.

- In pre-k, a breakfast snack will be served to all students.
- In grade k-6, paraeducators will pick-up breakfast and distribute it to classrooms in the elementary school. Students in middle and high school will have a designated time when they can go to the cafeteria to pick-up breakfast. They must return to the classroom or outdoor space to eat.
- In grade 7-12, students will go to the cafeteria at a particular time in order to pick-up breakfast. Food waste will be disposed of in bins that are picked up throughout the day.

#### **Recess**

- All elementary students will get recess at least once a day. PE will be outside as much as possible.
- Elementary students will begin recess on a rotating schedule of activities. The basketball court, soccer field, four square, gaga will be designated for outdoor play during recess time. During the first 6 weeks of school, students will not have choice in activities.

#### **Lunch**

All lunch will happen in the classroom to begin. Students will enter the cafeteria to pick up their lunch and return to their classroom or outdoor space to eat. Students will return their food to the bins.

Pick-up Procedure: Before students enter the cafeteria, they must sanitize their hands. All students must wear face coverings in order to receive food in line. Students must keep distance as they are in line in the cafeteria.

Covering Lunch and Recess: Two teachers will escort students to lunch each day, the other two will take lunch during that time. (Molly, Carol, Donna, Taeryn, Susan, Cheryl - Rotation for schedules) (Becky, Randilee, Kimberly, Chelsea, Sheila, Sam/Sarah)

### **Afternoon Dismissal**

- Students sanitize hands prior to getting on the bus
- Students will be dismissed from classes by small group.
- Paraeducators walk students out to the bus
- Teachers walk students to walkers and pick-up to the front as called.
- Bus drop-off: Radio Linda to let her know you are at the bus. Call the next bus group.

### **Nurse's Office**

- Should a child register a fever at any entry and adult radio the main office and someone will come to escort the child to the "Feeling Sick Room" located in the Nurse's office.
- If a child in your class is displaying symptoms or complaining of symptoms throughout the day, call the main office and someone will escort them to the "Feeling Sick Room" until a family member can arrive to pick them up.

### **Visitors**

- All visitors must have a scheduled appointment in order to be permitted entry. In general, appointments will be scheduled via phone or zoom unless it is absolutely necessary to meet in person.
- All visitors are required to go through the health screening procedure before entering the building.
- If you need to pick-up your child early, please call the main office when you arrive and someone will escort your child to you. Sign-out procedure will be done at the main building entrance by the Common.

### **Stay at Home when Sick**

Students and staff may not participate in **in-person on campus activities** if they:

- Show symptoms of COVID-19, such as a cough, shortness of breath, difficulty breathing, chills, repeated shaking with chills, muscle pain, headache, sore throat, or new loss of taste or smell
- Have been in close contact with someone with COVID-19 in the last 14 day
- Have a fever (temperature higher than 100.0°F)
- Have a significant new rash, particularly when other symptoms are present

- Have large amounts of nasal discharge in the absence of allergy diagnosis (please work with the school nurse or family health practitioner to ensure this is well documented with the school).
- Please call the main office to report absence for any reason.

### **Returning to School:**

- Students and staff must remain at home until they are no longer contagious
- In the absence of a medical diagnosis, staff and students with a fever of 100.0 or greater, must be fever free for 24 hours without fever reducing medications prior to returning to school.
- Materials, toys, and furniture used by the ill student will be thoroughly cleaned and disinfected.

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html>

### **Cases of COVID-19 in the School Community**

If COVID-19 is confirmed in a student or staff member, schools will work with the Department of Health to determine next steps. Identification of a student or adult with COVID-19 in the school is not an indication to close the entire school. The Department of Health is developing materials and algorithms to use with schools to support response actions and decisions.

If a family or staff member reports a confirmed case (as reported by a positive test) to a staff member, the staff member must report it to the principal. If COVID-19 is confirmed in a student or staff member. In the event that there is a **confirmed case** of COVID-19 in the *school community*, we will follow the following procedure.

1. The principal will notify the superintendent (who will notify the school board chair), and the Covid-19 Coordinator ASAP to begin communication with the Health Department for contact tracing and to activate the COVID response protocol.
2. Commence closing off and cleaning the infected area:
  - a. Close off areas used by a sick person and **do not use** these areas until after cleaning and disinfecting; wait 24 hours or as long as practical before beginning cleaning and disinfecting to allow droplets to settle.
  - b. Open outside doors and windows and use ventilating fans to increase air circulation in the area.
  - c. Clean and disinfect all areas such as offices, bathrooms, common areas and shared electronic equipment used by the ill persons, focusing especially on frequently touched surfaces.
3. Communicate with staff and parents/caregivers with general information about the situation. It is critical to maintain confidentiality. A letter will go out to the school community.
4. [The superintendent will work in collaboration with the Department of Health.](#)

Anyone diagnosed with COVID-19 should self-isolate according to guidelines set forth by the Vermont Department of Health.

If a staff person or student has been identified as a close contact to someone who is diagnosed with COVID-19, they should self-quarantine: stay home. Please refer to the Health Department's website for what it means to be in close contact and for instructions for isolation, quarantine, and self-observation.

All families and staff should monitor the state of Vermont travel guidelines and adhere to that guidance.

### **Closing Schools for In-Person Instruction**

Other than under Step I, the decision to close schools or certain classrooms for in-person instruction will be made by the local superintendent or head of school after consulting with the Department of Health. The Department of Health epidemiologists will provide guidance based on a number of factors, including the level of community transmission, the number of students, teachers, or staff infected, and other indicators the Health Department uses to assess the status of COVID-19, and the ability of the school to implement mitigation strategies.

Decisions to close for in-person instruction will be determined on a case-by-case basis.

- If the school is grouping students by cohort in a single-classroom, the Health Department recommendation will most likely be to close the classroom for in-person instruction and exclude students and staff in the affected classrooms/cohorts/pod for a minimum of 24 hours while contact tracing is conducted.
- If students are moving about in multiple classrooms, the Health Department recommendation will most likely be to close all potentially impacted classrooms and exclude students and staff in the affected classrooms or the entire school for in-person instruction for a minimum of 24 hours while contact tracing is conducted.

The Health Department will use this time to gather the facts about the situation, including the period of time in which the individual was at school while infectious. The Health Department will convene a rapid response team with the school and will initiate the investigation, including contact tracing. Based on this information, the Health Department will make further recommendations regarding further closure for in-person instruction and other infection control measures.

### **COVID-19 Testing**

The Department of Health does not recommend routine COVID-19 testing of staff or students. Please visit the Department of Health's Testing Site to learn more about who should get tested and where to get a test. In the event of a case of COVID-19 in the school, the Department of Health will identify close contacts and recommend to school administrators who should be tested for COVID-19.



## **Cleaning and Sanitation**

Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children. **All** shared spaces will be wiped down between uses. All classrooms will be cleaned and sanitized regularly and between grouping switches.

If students are absent due to illness:

1. Students should not come to school in the event of illness.
2. Student absences will be recorded, but will not “count against” their ability to make progress.
3. In the event of extended absences, teachers will provide students with assignments and check-in with them remotely during the remote learning time.

## **Student and Parent Contracts**

It is critical that adherence to these safety measures be consistent and a commitment from the entire school community. Secondary students (grade 7-12) will receive a contract to review and sign to indicate their understanding of these obligations. All parents will also be asked to sign a contract that they will discuss and enforce this message with their child in an age appropriate way.

## **Frequent Application Questions**

### ***My child didn't do well with remote learning and now I feel like they are behind. What happens if they come to school and have missed so much learning?***

It's important to remember that young children learn from all of their experiences. Many of you have talked to me about projects outside of school and interests that students pursued. These are learning experiences. We will do the work of welcoming students back to school wherever they are in their learning and ensure that we do not use the language of ahead of behind with students. In the same way, we hope that you will reinforce this at home. You can talk to your child about the fact that they and their peers are all working on different things. Even as adults we are all working on something and some topics or subjects take us more or less time than others. With our high school cohort, remind you students their post high school plans and experiences will not be negatively impacted by these months. In fact, they have learned more about independence and self regulation than most students do in high school. We are here to help you and your family make sense of where they are in their learning.

### ***I'm nervous about the social development of my child and responding to facial expressions. What are you doing to ensure that students are still able to express and read feelings?***

For our younger children, understanding the range of emotions and how they are displayed healthfully is incredibly important. Our K-6 teachers will spend time at the beginning of the year playing games that allow students to identify emotions through body language and eye messages.

For our older students, we will begin by talking, through advisory about what it looks and sounds like to communicate with a mask. How do they recognize each other? What's the same, what's different.

**What if my child refuses to wear a mask? Will they be sent home?**

No. If your child is asymptomatic and refuses to wear a mask, we will begin as we always do, with a conversation to understand why. Students will be given the choice to work in isolation, take a walk outside with an adult as a break from the mask, and set a time to return to wearing the face covering. If your child consistently refuses to wear a mask we will work with you to create a plan that allows your child to do this successfully.

We suggest all families practice this habit before returning to school.

**What can I do at home to support my child in their return to school?**

Normalize face coverings. We cover many parts of our body for safety and because it is socially acceptable. We have not traditionally covered our faces, so this will be a bigger change for us as adults than it is for students. We also know that normalizing these behaviors for children is incredibly important to ensuring that their transition goes smoothly. One way to think about this is: What are the things we wear to school everyday that we might not wear at home? We wear shoes to school everyday to protect our feet. We wear hats and gloves in winter to keep our bodies safe from the cold. Now we are going to wear a covering over our noses and mouths to protect ourselves and others from germs that might be spreading in our community.

You can also listen to your child's feelings about returning to school. Ask them what they are excited about, what they are nervous about, what they hope school will look like and what they worry about. Validate those feelings. Share stories about how you are

**What happens if my child is sick at school?**

If your child is displaying *any* respiratory symptoms that you cannot associate with allergies, please keep them home. This is of utmost importance this year. Children who display symptoms or have a temp above 100.0 must wait in the sick room in the nurse's office until a family member can pick them up. This room will be staffed by the school nurse.

**What if my student can't wear a face covering for medical reasons?**

If you are concerned that your child cannot wear a face covering for medical reasons, please work with your health care provider and the school nurse for a medical exemption. Students with mask exemptions will document that exemption through a 504 or IEP.

**The past few months have been hard for my student and my family. I want my student to have time to process the last few months. Who can my child go to and how will you do that?**

Samantha Scribner is the school counselor for Pre-K-6 and Jackie Batten is the school counselor for 7-12. Please reach out to either of the counselors if you have particular concerns. Counselors will work to check-in with small groups of students in the first two weeks of school and create time for individual students to process their return to school.

**What will instruction look like?**

We are fortunate to have an incredibly creative and supportive staff. Our students' learning is already characterized by engaging projects with a focus on place-based and outdoor learning experiences. Our values around teaching and learning have not changed. We will continue to engage students in projects that focus on our core values of respect, safety, kindness, engagement, responsibility and design principles of authenticity, culture & relationships, and curiosity, creativity, & design

**Pre-K:** Students in pre-k will continue to engage in our forest classroom and our play based program. Students will attend either a Monday/Tuesday session or Thursday/Friday session.

**Kindergarten:** Students in kindergarten will have instruction as usual in their classroom with their teacher. This class is small enough to accommodate all of our students in the space that we have. Students will be in school four days a week with one day for remote engagement (this includes individual check-in and intervention time). Students will continue to create relationships, build community, build literacy and math skills through play, and continue to build their independence as learners.

**Grades 1-6:** Students in grade 1-6 will be divided into *dens* within their *houses*. In our mixed age group structure, houses are defined as the entire 1-3 grouping and entire 4-6 grouping. Within those groupings, students are then divided into mixed age *dens*. These smaller groups allow for all students to have a homebase and develop close relationships with a small group of students and a trusted adult. During the first 6 weeks of school students will spend their time with their den establishing relationships, setting structures and routines, and engage in recess and play together. Students will have art, library, PE or movement, and music at least once during the week in their Den. Teachers will learn about their students as readers, writers, scientists, mathematicians, and creators during this time. We believe that this transition time will allow students to make a successful transition back to the school building.

**Grades 7-8:** Our Middle School curriculum will continue to be characterized by outdoor learning experiences. In the first weeks, students will be able to hike and canoe to build and solidify their community relationships. Students will engage in curriculum related to their identity and their connection to local and world communities.

**High School:**

Students will enroll in one studio every 6 weeks and 2 studios per trimester. Students will take language, math, PE and arts both in person and remotely. Students may engage in live classes for Spanish and math. In the first two weeks of school, students will engage in service projects to support the larger school community (some ideas are building outdoor classroom space, clearing the forest classroom and trails for use, and mask making). During this time students will also review their current progress toward graduation and set personal learning plan goals for the coming year. For students with COVID Incompletes, this will also be a time to structure learning for them.

**Specials:**

Students will engage in art, music, physical education or movement, dance, library time within their classroom spaces. Where appropriate these activities will be brought outdoors. Students will not, for at least the first six weeks, have access to the gym or library. Music will be primarily taught outside and through the use of percussion instruments. For students in the older grades, a combination of in person and remote lessons will be used for music. As we receive additional guidance about the public use of instruments, we will continue to update our practices.

***What if my child receives special education services? How will this work in hybrid and fully remote?***

In the first few weeks that teachers return to school special educators and related service providers will work with students and families to assess their needs, their schedule, and to revise IEPs based on their current distance learning plans or IEP. Students with 504 plans will engage in the yearly meeting as they have in the past.

**Will there be an option for a fully remote option?**

Yes. All families will have the option to stay connected with and enrolled in our school through a fully remote option. The first opt-in period for the fully remote option is August 14th. By that time, we must know if your child is planning to be fully remote. The next potential opt-in/opt-out date is October 26th. The start date for that would then be the following Monday, November 2nd. Families that choose to change their option at that time will have a conference on Friday, October 30th to discuss a transition plan (this is the regularly scheduled conference day.)

**What will a fully remote option look like for my student?**

All families will have the opportunity to opt for fully remote learning in approximately six week increments. This option will look different at depending on the grade level of the students. Teachers will prioritize in person learning with the students who are in front of them and will likely not be available during the day. As questions arise, students will be able to reach out to teachers through a remote learning platform (such as google). However, unlike in the spring, teachers may not be able to respond right away. Families

who choose a fully remote option will need to be able to support their child's learning regularly. Teachers will provide resources and a once a week check-in as well as a potential schedule for each week. Families opting for remote learning will receive a more specific guidance during the week before school. Teachers will be planning for this option during their in-service days.

*For elementary students:* Teachers will be accessible remotely at least one day per week (on Fridays). Teachers will check-in with students and families choosing a remote option to provide them with required activities as well as suggested activities and learning objectives. Families choosing this option must have an adult at home to support the learning of their young person. The school will be able to provide resources and curricular support for students and families. Teachers will assess student progress remotely and make adjustments accordingly.

*For middle school students:* Some instruction may be synchronous and combined with students who are meeting in person. Teachers will engage in a weekly check-in with students and/or families in order to outline a scope of work for the week and assess progress on proficiencies.

*For high school students:* Some instruction may be synchronous and combined with students who are meeting in person. Teachers will engage in weekly check-ins with students in order to outline a scope of work for the week and assess progress on proficiencies. Students who work remotely may have the opportunity to engage in project studio work with peers.

**I have a child in elementary and middle/high school, how do I manage their different start times?**

We will make every effort to ensure that students from the same family are learning from home on the same day *if* that is a requirement of the family. In the afternoon, we will provide one hour of after school care for families of students in different cohorts who elect for that care in order to have their students on the same bus. This time after school is *only* for those students with family members who must ride the bus together in order to ensure care at home and students of staff members who must work on a schedule opposite of their child.

## Returning to Danville School, Fall 2020



### Dear Danville Families,

We are excited to reopen school this fall, and welcome our students back to the building. The first day of classes will be Tuesday, September 8th, and while things will look a lot different, we are working to make this process as supportive as our students and families as possible, while still maintaining the strongest focus on the safety of our entire community, both at school and beyond.

Our staff will start meeting on August 21st, and will be using the extended inservice time to build our support systems. As one of our incoming fourth graders said, in response to discussion about masks “I don’t care what the rules are...we’ll make it work...I just want to be back in school”. We agree. While this is a large shift for adults, our students are surprisingly flexible and resilient, and will adapt, as long as we all work together to normalize and be upbeat about the changing world around us.

We will reopen with three different models in place: remote, hybrid, and in-person. Here’s what that looks like:

**Grades PK-8 - In person with new safety requirements.** Students will be able to attend school in-person for 5 days a week, from 7:45 until 1:00 (12:45 for preschool). This gives our students the opportunity to be in school every day on a consistent schedule, while still leaving our teachers time to work with students who have opted for an all-remote experience. Students will remain in cohort groups throughout the day, and specials staff will rotate to classrooms.

We're encouraging all grades to get outside as much as possible, to break up the day and see a different space.

**Grades 9-12: Hybrid.** While our younger grades are able to stay in class cohort groups each day, this becomes impossible with a high school schedule. There's no way not to mix people up. In order to accommodate this, the high school will be divided into two groups, and these groups will attend school from 8:45-2:45, with **Group 1 attending Monday and Tuesday**, and **Group 2 attending Thursday and Friday**. Groups will have asynchronous (no Zoom required) work on their "out" days. Wednesday will be a remote day for all learners, and our custodial team will work to clean high school spaces between the two groups. Teachers will remain in the building and be available for individual or small-group check in.

**Grades K-12: Remote Learning** Some families have expressed concern about their children re-entering the school building at this time. As a result, we will offer a fully remote option for students in grades K-12. More about this option appears later in the document. The Caledonia Central Supervisory Union schools (in accordance with nearly all of our neighbors) regret that we are not able to offer a remote preschool option at this time.

In developing these schedules, we took social distancing, as well as the ability to keep cohorts together into account. In many cases, an on-again, off-again schedule when a cohort can be kept together can lead to decreased safety, as the students within the cohort have increased uncontrolled community exposure during the "off" days. We'd prefer them to be together, in school.

## **Health and Safety**

We will stagger our start and end times at the beginning of the year, to reduce both the number of students on the bus, and the number of people coming through any given door. This will be re-assessed periodically in coordination with the Vermont Department of Health and Agency of Education.

### **Arriving at School:**

PreK-8 students may arrive no earlier than **7:30**. Waiting in the cafeteria will not be an option this year, under the current safety guidelines. Students will go right to their classrooms after passing through a health checkpoint.

High School students may arrive no earlier than **8:30**, and may not wait in the hallway or lobby. Students will go right to their classrooms after passing through a health checkpoint. Students will have an extended "homeroom" as part of first period allowing for arrival, health checks, check in, attendance, lunch ordering.

**Health Checkpoints:**

All students and staff will be temperature screened, and will need to answer questions mandated by the state of Vermont, currently:

- Have you been in close contact with a person who has COVID-19?
- Do you feel unwell with any symptoms consistent with COVID-19? For example, have they had a cough, temperature, shortness of breath, difficulty breathing, chills, repeated shaking with chills, muscle pain, headache, sore throat, or new loss of taste or smell?

**Doors**

Once we finalize our bus and dropoff/pickup rosters, we will let PK-8 families know which door to enter through. Several doors will be used each morning, and tent canopies will be placed at the non-covered entrances.

High school students will enter through the door at the end of the high school hallway (yes, the one we've spent at least 5 years begging you not to use).

**Getting to school:**

As always, students can arrive at school via family vehicle, walking and bike riding (which we strongly encourage if possible to reduce the dropoff line time), or bus. Students who are dropped off should be ready to get out of cars anywhere along the gym sidewalk to reduce line times. Please don't wait until a space is available right at the door.

**Students arriving by bus:**

- Students will be health checked when they come off the bus at school. Please do not put your child on the bus if they are exhibiting any concerning symptoms.
- Students must wear a face covering when they board the bus, and wear it for the entire bus ride.
- Students not wearing a face covering will be provided with a disposable one for the day.
- Students MUST sit in their assigned seats on the bus. Effort will be made to spread out students and seat them by cohort, family members, and/or bus stop in order to contain the number of contacts.
- Students will exit the bus individually in seat order, and proceed to their designated health checkpoint.

**Lateness:**

It is, as always, very important that students are ontime to school. If a student is late, they will be met at the door for a health screening, and then be allowed to head to their class. Parents may not accompany their children into the building.

**Visitors**

As a general rule, only our pre-approved educational program partners will be allowed to enter the building during the school day. All visitors must have a scheduled appointment in order to be permitted entry. In general, appointments will be scheduled via phone or zoom unless it is



absolutely necessary to meet in person. All visitors are required to go through the health screening procedure before entering the building. If you need to pick-up your child early, please call the office when you arrive and someone will escort your child to you.

## Fully Remote Learning

Current survey data indicates about 18% of Danville families requesting remote options (75% returning, 7% homeschooling). Based on these numbers and the spread across grade levels, we will offer an option for virtual remote participation for students in grades K-12.

The supervisory union has drafted a [Remote Learning Agreement](#) for Families that outlines what our families will need to agree to and provide, should you choose the remote option. We will accommodate students through universal technology that can be accessed inside or outside of the classroom. The vast majority of remote learning will be understood to be asynchronous (non-live). We will not live-stream PK-8 classes due to privacy concerns. Portions of high school classes may be streamed at the teacher's discretion.

Some other supervisory unions have combined schools and produced remote learning "academies". We discussed this at length, and feel it's best to maintain individual connections between educators and students, as well as allow for opportunities to return to the classroom.

We will look at our calendar, and create transition points of approximately 6 weeks between the two models, where families can opt to switch.

Teachers will be doing a lot of planning during the time between August 21st and September 8th, based on our decision to keep remote learners as part of their current classes. Your child's teacher will let you know what their remote plan is, should you opt for fully remote learning. Please understand that this will be largely parent-supported learning, created, guided and assessed by our teachers. There will not be as many opportunities for students to participate in live classes, as teachers will be working throughout the day with students in-person.

Students will be required to check in with teachers in some way daily, either through a response to a question or submitting an assignment.

## Daily Operations

**Breakfast** will be available each morning at each entry door in a grab-and-go format. The cost is \$1.75. Breakfast will be eaten in classrooms.

**Lunch** will be eaten in classrooms as well, and meals from the cafeteria will be delivered in covered dishes. The cost for lunch this year will be \$3.10. Each day, students will have the choice of the hot meal, or a rotating selection of sandwiches. While choices will be limited, Shelley and her team are working hard to provide quality, healthy options.

### **Free and Reduced Price Meals**

A free and reduced price meals application will be included in your opening week packets, and should be returned to school as soon as possible. This process is extremely confidential, and a strong support for many families. More details will follow.

**Recess** is super important. Our elementary grades will participate in recess each day, outside absolutely whenever possible. Recess will occur in cohort groups, and will feature a selection of games and activities per group. For now, the play structure will be closed, as the equipment can't be adequately cleaned between groups, and only one group would be able to use it at once anyway.

**Outdoor Learning** is also very important to us this year. From simply having classes outside, to in-depth forest exploration along our nature trail, or biodiversity studies along the edge of the woods, we are encouraging our school community to get out as much as possible. A strong and active group of community volunteers has worked hard on establishing four forest classroom areas in our woods, and we're excited to put them to use.

### **In the event of sickness...**

Students and staff may not participate in **in-person activities** if they:

- Show symptoms of COVID-19, such as a cough, shortness of breath, difficulty breathing, chills, repeated shaking with chills, muscle pain, headache, sore throat, or new loss of taste or smell
- Have been in close contact with someone with COVID-19 in the last 14 days.
- Have a fever (temperature higher than 100.0°F)
- Have a significant new rash, particularly when other symptoms are present
- Have large amounts of nasal discharge in the absence of allergy diagnosis (please work with the school nurse or family health practitioner to ensure this is well documented with the school).

Please call the office to report absence for any reason.

### **Returning to School:**

- Students and staff must remain at home until they are no longer contagious
- In the absence of a medical diagnosis, staff and students with a fever of 100.0 or greater, must be fever free for 24 hours without fever reducing medications prior to returning to school.
- Materials, toys, and furniture used by the ill student will be thoroughly cleaned and disinfected.

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html>

### **Cases of COVID-19 in the School Community**

If a family or staff member reports a confirmed case (as reported by a positive test) to a staff member, the staff member must report it to the principal. If COVID-19 is confirmed in a student or staff member. In the event that there is a **confirmed case** of COVID-19 in the school community, we will follow the following procedure.

- The principal will notify the superintendent (who will notify the school board chair), and the Covid-19 Coordinator ASAP to begin communication with the Health Department for contact tracing and to activate the COVID response protocol.
  - Commence closing off and cleaning the infected area:
  - Close off areas used by a sick person and do not use these areas until after cleaning and disinfecting; wait 24 hours or as long as practical before beginning cleaning and disinfecting to allow droplets to settle.
  - Open outside doors and windows and use ventilating fans to increase air circulation in the area.
  - Clean and disinfect all areas such as offices, bathrooms, common areas and shared electronic equipment used by the ill persons, focusing especially on frequently touched surfaces.
  - Communicate with staff and parents/caregivers with general information about the situation. It is critical to maintain confidentiality.
  - The principal and superintendent will work in collaboration with VT Department of Health to begin decision making re: school closures.

Anyone diagnosed with COVID-19 should self-isolate according to guidelines set forth by the Vermont Department of Health.

If a staff person or student has been identified as a close contact to someone who is diagnosed with COVID-19 (defined as being within 6 feet for longer than 15 minutes), they should self-quarantine: stay home. Please refer to the Health Department's website for what it means to be in close contact and for instructions for isolation, quarantine, and self-observation. All families and staff should monitor the state of Vermont travel guidelines and adhere to that guidance.

## **School Leadership Structure**

Danville has employed two licensed principals for quite some time, but those roles haven't always been clear. In March, David Schilling and Sarah Welch split instructional leadership duties, with Sarah taking the lead on our elementary grades, and Dave focusing on 7-12. We will continue this model this year as co-principals, formalizing what we found to work well last spring.

Through lots of discussion, practice, and trial and error, we firmly believe this is the best model for the school at this time, given both of our combined strengths. At its core, this streamlines communication, providing a first point of contact for staff and families. It also plays on our

individual strengths, while minimizing the potentially overwhelming nature of the PK-12 environment. We're excited to continue and grow this leadership model this coming year.

Who we are matters just as much as our job titles in making this happen. First and foremost, we work well together, and spent last year refining our own internal communication practices. That's key to shared leadership in an all-ages school. We've also spent the last year in the more chaotic "figure it out as we go" mode, having broad exposure to the whole school. This means we both know all aspects of the school well and can support each other in decision making. Finally, it makes it easier for students - they already know us both as "the principals", and will continue to do so. That flexibility gives us the ability to build community across grade levels, support each other in our day to day work, and provide a unified front when it comes to student management and relationship building.

## Commonly Asked Questions

(Compiled from several CCSU schools, many thanks to Rebecca Tatistcheff from Cabot and Chris Miller from Waterford and for sharing their excellently worded answers).

### **My child didn't do well with remote learning and now I feel like they are behind. What happens if they come to school and have missed so much learning?**

It's important to remember that children learn from all of their experiences. Many families have described projects outside of school and interests that students pursued. These are learning experiences. We will do the work of welcoming students back to school wherever they are in their learning and ensure that we do not use the language of "ahead" or "behind" with students. In the same way, we hope that you will reinforce this at home. You can talk to your child about the fact that they and their peers are all working on different things. Even as adults we are all working on something and some topics or subjects take us more or less time than others.

With our high school students, remind your children that their post high school plans and experiences will not be negatively impacted by these months. In fact, they have learned more about independence and self regulation than most students do in high school. We are here to help you and your family make sense of where they are in their learning.

### **I'm nervous about the social development of my child and responding to facial expressions. What are you doing to ensure that students are still able to express and read feelings?**

For our younger children, understanding the range of emotions and how they are displayed healthfully is incredibly important. Our K-6 teachers will spend time at the beginning of the year working on a social emotional learning curriculum that allows students to identify emotions through body language and eye messages.

For our older students, we will begin by talking, through advisory about what it looks and sounds like to communicate with a mask. How do they recognize each other? What's the same, what's different.

**What if my child refuses to wear a mask? Will they be sent home?**

Elementary: Not initially. If your child is asymptomatic and refuses to wear a mask, we will begin as we always do, with a conversation to understand why. Students will be given the choice to work in isolation, take a walk outside with an adult as a break from the mask, and set a time to return to wearing the face covering. If your child consistently refuses to wear a mask we will work with you to create a plan that allows your child to do this successfully. Masks are required.

Secondary: Students who struggle to wear a mask will be given the opportunity to talk through their issue, work independently for a short period of time and plan for success. Students who continue to refuse to wear a mask will be enrolled in remote learning until they are able to return with an appropriate face covering, as per the Vermont Department of Health.

We suggest all families practice this habit before returning to school.

**What if my student can't wear a face covering for medical reasons?**

If you are concerned that your child cannot wear a face covering for medical reasons, please work with your health care provider and the school nurse for a medical exemption. Students with mask exemptions will document that exemption through the 504 or IEP process, but that conversation is required by law to start with your health care provider.

**What can I do at home to support my child in their return to school?**

Normalize face coverings. We cover many parts of our body for safety and because it is socially acceptable. We have not traditionally covered our faces, so this will be a bigger change for us as adults than it is for students. We also know that normalizing these behaviors for children is incredibly important to ensuring that their transition goes smoothly. One way to think about this is: What are the things we wear to school everyday that we might not wear at home? We wear shoes to school everyday to protect our feet. We wear hats and gloves in winter to keep our bodies safe from the cold. Now we are going to wear a covering over our noses and mouths to protect ourselves and others from germs that might be spreading in our community.

You can also listen to your child's feelings about returning to school. Ask them what they are excited about, what they are nervous about, what they hope school will look like and what they worry about. Validate those feelings.

**What happens if my child is sick at school?**

If your child is displaying any respiratory symptoms that you cannot associate with allergies, please keep them home. This is of utmost importance this year. Children who display symptoms or have a temp above 100.0 must wait in the sick room until a family member can pick them up. This room will be staffed by the school nurse or a designated employee.

**The past few months have been hard for my student and my family. I want my student to have time to process the last few months. Who can my child go to and how will you do that?**

Our school counselors are phenomenal resources, and will work to check-in with small groups of students in the first two weeks of school and create time for individual students to process their return to school.

Danielle Scott, PK-6,

Adrianna Watrobski, 7-8

Simon Fisher, 9-12

**What if my child receives special education services? How will this work in hybrid and fully remote?**

In the first few weeks that teachers return to school special educators and related service providers will work with students and families to assess their needs, their schedule, and to revise IEPs based on their current distance learning plans or IEP. Students with 504 plans will engage in the yearly meeting as they have in the past.

**Will there be an option for a fully remote option?**

Yes. All families will have the option to stay connected with and enrolled in our school through a fully remote option. The first opt-in period for the fully remote option is August 18th. By that time, we must know if your child is planning to be fully remote. The next potential opt-in/opt-out date is October 26th. The start date for that would then be the following Monday, November 2nd.

**What will a fully remote option look like for my student?**

All families will have the opportunity to opt for fully remote learning in approximately six week increments. This option will look different at depending on the grade level of the students. Teachers will prioritize in person learning with the students who are in front of them and will likely not be available during the day. As questions arise, students will be able to reach out to teachers through a remote learning platform (such as SeeSaw or Google Classroom). However, unlike in the spring, teachers may not be able to respond right away. Families who choose a fully remote option will need to be able to support their child's learning regularly. Teachers will provide resources and a once a week check-in as well as a potential schedule for each week. Families opting for remote learning will receive a more specific guidance during the week before school. Teachers will be planning for this option during their in-service days.

For high school students: Some instruction may be synchronous and combined with students who are meeting in person. Teachers will engage in weekly check-ins with students in order to outline a scope of work for the week and assess class progress through PowerSchool.

**Will there be an afterschool program?**

Yes. We hope to have this program operational within a few weeks of the start of school. We recognize the schedule provides a different level of challenge for families, and hope that having

our younger students in school 5 days a week is at least a good starting point during the pandemic.

## **Peacham School Community,**

I would like to once again thank the entire Peacham community for the patience, thoughtful advice, and support you have shown during this challenging situation. I would also like to thank the staff of Peacham school for their passionate dedication to our students and willingness to sacrifice their own time and needs for the sake of our children. Additionally, I would like to offer my gratitude to the many volunteers who have provided their time, talents, energies, and expertise to the revitalization and creation of learning spaces for our children. I am humbled and honored by the opportunity to work alongside the Peacham staff and the Peacham community to find better ways to further the education and wellbeing of each child we serve.

I understand that you are all waiting anxiously for more definitive answers concerning the upcoming school year. For that reason, I would like to provide you with more specific guidelines for the fall reopening plan for Peacham Elementary School. Please know that this plan has been created with great care and commitment to providing the best possible learning scenario for the 2020-2021 school year in a time when adaptability and responsiveness must be at the forefront. The wellbeing of the entire community and the social/emotional health of our children is at the core of the recommendations for safety, learning platforms, and daily operations.

Given the most recent health data, our current plan reflects the intent to maximize in-person learning for all students at the start of the school year. However, we acknowledge that some students in our community will not be able to immediately return to in-person instruction, and it is our desire to create a remote learning platform that will allow them to remain a vibrant and essential part of the Peacham school community. We also understand that the fluid nature of the situation may require revision and changes. Flexibility remains at the foundation of our approach in order that delivery models can be adapted to evolving environmental factors, or, more importantly, the evolving needs of our students.

### **Educational Outcome Focus:**

We remain committed to the continued development of individual learning plans in order to meet the varied needs of each Peacham student. We acknowledge that the social/emotional needs of our students need to be prioritized right now as they transition



back to school. We will prioritize building relationships, trust, and a system of support for each child with a focus on building habits of learning, social/ emotional and physical health, and productive citizenship. To further this goal of supporting and educating the whole child, and supporting the creation of an engaging and safe learning environment, outdoor educational opportunities will be prioritized and expanded throughout the school year. We are currently developing and expanding outdoor education and expeditionary learning opportunities in the following areas.

### **Outdoor and Expeditionary Opportunities**

- **Each class/cohort will have a dedicated outdoor learning space in close proximity to their classroom for specialized learning opportunities and outdoor dining.**
- **A large gardening plot has been cleared across from the baseball field and each class/cohort will have a designated learning space and designated plot of the garden. Classes will be tasked with imagining and creating their own space, preparing the soil, planting, harvesting, and food usage. Learning outcomes will be tied to Science, Math, History, and personal wellness.**
- **The outdoor bread oven will be collaboratively constructed by students and used as a resource to teach food preparation and sustainability through the addition of our own student-produced crops from the garden.**
- **Outdoor trail systems are being revitalized and expanded to include outdoor nature -based classrooms.**
- **Teachers will be incorporating site-based local learning opportunities into classroom objectives through collaboration with local entities and local resources, such as farms, historical sites, and natural resources.**
- **The Peacham school cabin has been cleaned and is currently being renovated into a learning lab and additional classroom space.**
- **We are working in partnership with PTF to provide Four Winds outdoor educational curriculum and projects for our students.**

## **School Day and Weekly Time Schedules:**

**As of now, the first day of on campus instruction will be Tuesday, September 8th.**

In order to facilitate a safe and successful transition to in-person instruction and to accommodate for the remote learning instructional needs of our students, families, and teachers, Peacham school will begin the year operating on campus classes **Monday- Friday 8:00 to 2:00 pm.**

The **2:00-3:00 pm** time period will be utilized by staff to provide individual support to remote learning students, create and distribute remote learning material, and provide support for on-campus students who are in need of more individualized learning opportunities.

### **Bus Schedule**

Buses will arrive at the school at 7:40am and depart each day at 2:00pm. **Any student in need of after-school support or programming may remain at the school under direct staff supervision from 2:00-3:00; however, no additional transportation will be provided.**

### **After School PAL Program**

I am pleased to announce that the after school PAL program will be extended from 2:00 - 5:30 PM to help support families during this difficult transition. At this time, the cost will remain fixed at \$7 per child per day. If you are in need of tuition support, please do not hesitate to contact me at [sam.mcleod.ccsuvt.net](mailto:sam.mcleod.ccsuvt.net).

### **On Campus Schedule**

- Pre-K: Monday-Friday 8:00-2:00pm
- Elementary Cohort (K-6): Monday-Friday 8:00-2:00pm  
Friday classes will be focused on project-based learning, productive citizenship, expeditions, and personal wellness projects.

### **Remote Learning Schedule**

Remote learning classes will begin on **Wednesday, September 9th** and will be on a one-day delay from on-campus instruction. Every **Monday** will be designated as a project-based learning day where remote students will work on project-based learning objectives completed by their in-person peer groups the previous Friday. Project-based learning will include only minimal technology and is intended as a screen break for kids and as a hands-on opportunity to share learning and collaboration with parents at home. Project-based learning will be focused on personal wellness, productive citizenship, and experiential learning in the natural environment.

- In an attempt to balance screen time with a physical application of knowledge, learning packets will be available for pickup Mondays- Fridays between 2:00 and 3:30 in the school office. Learning packets are required for each remote learner. This will accompany the online learning continuum, which is directly accessible through Google Classroom. Dependent upon each student's remote individualized learning plan, learning materials may be picked up or dropped off on a daily or weekly basis.
- Instructional support will be available from the student's cohort teacher every Tuesday - Friday from 2:00-3:00.
- We ask that each family who wishes their child to participate as a remote learner arrange a meeting with their child's teacher and the principal in order to develop a personalized learning plan that will meet his/her individual growth needs and goals. Meetings must be held before September 8.
- All parents and students will be required to sign a remote learning contract agreement. Please be advised that parents of remote learners will be required to directly supervise their child's learning. This includes engaging with your child for several hours each day and being an active, available participant in your child's education. If contract requirements are not met, remote learning privileges may be revoked.
- Any remote student who wishes to participate in Friday's project-based learning activities with their on-campus peers may do so. Please make arrangements with me one day prior to participation.
- Preschool students are NOT eligible for remote learning.

### **Entering campus:**

Health Screening: All students and staff will be screened daily before entering campus.

Procedure for Students:

- All students will be asked the following questions:
  - Have you been in close contact with a person who has COVID-19?
  - Do you feel unwell with any symptoms consistent with COVID-19? *For example, have you had a cough, temperature, shortness of breath, difficulty breathing, chills, repeated shaking with chills, muscle pain, headache, sore throat, or new loss of taste or smell?*

Procedure for Staff:

- All staff must participate in a daily health screening upon entering the campus.
- All staff must have their temperature taken prior to entering their classroom.
- All staff must review the COVID check-list and sign-off that they are asymptomatic, etc. before coming to school.
- Staff members may drive around the front loop, be checked in their car before parking, then enter directly through their exterior classroom doors.

### **Arrival Procedure:**

Prior to leaving home:

- Please make sure that your child is not demonstrating symptoms of illness and check for a fever.

Students arriving by car, walking, or biking:

- Students who arrive by car must enter in the loop in front of the main building.
- We discourage families from carpooling unless students are in the same class.
- All students are required to wear face coverings upon arrival.
- Students will have their temperature taken by a staff member before going directly to their classrooms.

Students arriving by bus:

- Parents are responsible to check for any symptoms before allowing their child to board the bus.
- Students must wear a face covering when they board the bus. If they do not have one, a mask will be provided by the bus driver.
- Students **MUST** sit in their assigned seats on the bus. Effort will be made to spread out students and seat them with family members
- Students will exit the bus individually in seat order.
- When they arrive at school, they will have their temperature taken before proceeding to the check-list monitor.

- Lateness:

- It is, as always, of utmost importance that students arrive on time to school. If a student is late, they must enter through the main entrance for a health screening.

## Operational Procedures

# Peacham School Safety Protocols

### **Drop off procedures and morning classroom entry**

- Bus transportation students will arrive at 7:40 with students in 2nd through 4th grade class cohorts entering individual classrooms from the back of the building's exterior classroom doors. Pre-K, K-1, and 6th grade will enter direct classroom entrances on the front side of the building.
- Parent drop offs will be limited to after 7:50 in order to space student entry screening and prevent group gathering.
- Pre-K through 1st grade parents will be provided designated parking to walk their child to the classroom door if they desire. (Older students can be escorted by parents under special circumstances with approval by the principal).

- Parent drop off zones will be clearly indicated and directed with 2nd through 4th drop offs in the back of the building/cabin side, and Pre-K,K-1, and 6th grade classrooms in the front of the building.
- Age cohort groups will use separate classroom entrances to directly enter the classroom and avoid mass congregation at the school entry.
- Recess areas will be off limits during morning drop-offs and entry screening.
- Bus duty staff and the principal will direct students to the appropriate lines for entry and help students to maintain social distancing.
- Spacing in lines will be indicated by markers placed six feet apart.
- Students must wear appropriate face covering upon entry into the building.
- Teachers/Staff will direct students to the handwashing station upon classroom entry.
- If a student is identified to be at risk of exposure, or has a temperature above 100.4, staff will notify the principal or designee, the student will be isolated in the designated area under direct supervision of staff, and the principal/designee will contact the parents of guardians of the student to arrange for pick up.
- Handwashing protocol will be posted above washing stations and additional staff will help supervise handwashing.
- Students will proceed directly to identified cohort group working areas and will not congregate with other cohort groups in the classroom.
- Anticipatory learning activities and learning games will be provided for students in their cohort area to complete while waiting for class to begin.

### Pick up procedures and afternoon transportation

- After-school program students will be escorted to the cafeteria for after-school programming and activities. After-school programming students will be supervised in the cafeteria until all after-school transportation is complete.
- Students riding the bus will be escorted to the bus by individual class starting with pre-school at 1:55pm. Students will be loaded directly into the bus with no congregation.
- Parent pick-up lines will be clearly marked and parents will be expected to remain in their vehicles unless assisting/securing their child into the vehicle. Parent pick up time is designated as 2:10 PM. Except in the case of emergency, please wait until 2:10 PM to pick up your child to avoid conflict with bus departure.
- Students waiting for parent pick-up will be escorted to their assigned pick-up area by class group and by their classroom teacher. Students will be required to remain in their pick-up area under the supervision of their classroom teacher until picked up by a guardian.

- In inclement weather, students will be lined up in their assigned class/cohort in the building hallway, practicing cohort distancing and individual social distancing under teacher supervision.
- Students will be called out and escorted according to their guardian's position in the pick-up line.

## Breakfast/Lunch Procedures/Meal distribution

### Breakfast

- Students will have breakfast delivered to their classroom.
- Classes/cohort groups will be allowed to drop off/pick up items from their locker at this time in a controlled release.
- Breakfast items will not be consumed outside the classroom.

### Lunch

- Preschool students will be delivered lunch in the classroom before the school lunch period begins.
- Students will be escorted to lunch and return to the classroom one class group/cohort at a time.
- Groups will rotate to ensure equity of lunch time.
- Each class/cohort will be provided with picnic tables, and outdoor lunch options will be available for each classroom; however, classes/cohorts must maintain their own space and not mix with other classes. Classes must be under direct supervision for the lunch period.
- Preschool students will have waste material picked up by kitchen staff after lunch.
- Proceeding classes/cohorts will be escorted to return trays, waste, and composting to the kitchen one group at a time.

## Classroom Protocols

- All students and teachers will wear masks in the building unless prohibited by a medical issue or approved special need (IEP, 504).
- Social distancing will be maintained in the classroom whenever possible.
- Cohort groups within classes will be maintained to limit the scope of contact between students.

- Sharing of supplies will be limited and supplies must be cleaned between each use or before being transferred to another student.
- When possible, student desks/chairs will be positioned in the same direction to limit face-to-face contact. Preschool students will nap head to feet.
- Weather permitting, windows will be opened to increase ventilation, and outdoor educational areas will be utilized frequently in order to increase social distancing/air distribution.
- Work areas for students/staff will be cleaned frequently with frequent handwashing breaks for students. For example, before and after lunch, PE, recess, and upon re-entry of the building.
- Teachers are working to provide frequent mask breaks for students by incorporating outdoor elements into learning activities.

### Learning Transition/Class Movement

- Class/cohort transitions will be scheduled to prohibit close contact between different groups.
- Masks will be worn during transitions and social distancing will be maintained between students.
- Blended class/cohort groups will not be allowed in common learning areas such as the library, learning centers, or in outdoor classrooms/learning spaces.

### Recess and Physical Education

- Physical distancing will be maintained during recess.
- Games, such as tag, which require physical contact will not be allowed.
- When physical distance cannot be maintained during outdoor recess and physical activities, masks must be worn by students and staff.
- Recess will be split into Pre-K-3rd grade and a separate 4th-6th grade group to limit the number of students in the recess area.
- Recess areas and equipment will be cleaned thoroughly before and after use.

### Building Entry/Security for Staff/Essential Personnel

- Staff will have their temperature checked/screening questions before building entry by the nurse, principal, or designee.
- Non-essential personnel will not be allowed entry to the building unless necessitated by emergency.
- Parent/Guardian visits will take place remotely whenever possible. If needed, parent visits will be limited to the office area or outside the building.
- Staff will avoid congregating in common areas, maintain social distancing, and wear masks/face coverings when interacting with other staff or students.

- All staff, personnel, and parents will sign into the building upon entry for contact tracing.

### Cleaning and Disinfecting

- Cleaning and disinfecting is the responsibility of all staff.
- Schoolwide cleaning will take place three times daily.
- All work areas will be cleaned after use.

### Special Attention will be given to the following areas:

- All surfaces, especially where students eat
- Bathrooms
- Frequently used equipment including electronic devices
- Door handles and handrails
- Items students place in their mouths, including toys
- Metal and plastic playground equipment
- Specifically, regarding shared bathrooms, bathroom use should be kept to the groups that are already in cohorts together. Restroom breaks will be scheduled to avoid mixing of class/cohort groups.

### Stay at Home when Sick

Students and staff may not participate in **in-person on campus activities** if they:

- Show symptoms of COVID-19, such as a cough, shortness of breath, difficulty breathing, chills, repeated shaking with chills, muscle pain, headache, sore throat, or new loss of taste or smell
- Have been in close contact with someone with COVID-19 in the last 14 days
- Have a fever (temperature higher than 100.4°F)
- Have a significant new rash, particularly when other symptoms are present
- Have large amounts of nasal discharge in the absence of allergy diagnosis (please work with the school nurse or family health practitioner to ensure this is well documented with the school).
- Please call the main office to report absence for any reason.

### Returning to School:

- Students and staff must remain at home until they are no longer contagious.
- In the absence of a medical diagnosis, staff and students with a fever of 100.4 or greater, must be fever-free for 24 hours without fever-reducing medications prior to returning to school.
- Materials, toys, and furniture used by the ill student will be thoroughly cleaned and disinfected.

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html>



## Cases of COVID-19 in the School Community

If a family or staff member reports a confirmed case (as reported by a positive test) to a staff member, the staff member must report it to the principal. In the event that there is a **confirmed case** of COVID-19 in the *school community*, we will follow the recommendations of the CDC and/or other health officials. They are as follows:

1. The principal will notify the superintendent (who will notify the school board chair) and the Covid-19 Coordinator ASAP to begin communication with the Health Department for contact tracing and to activate the Covid response protocol.
2. Commence closing off and cleaning the infected area:
  - a. Close off areas used by a sick person and **do not use** these areas until after cleaning and disinfecting; wait 24 hours or as long as practical before beginning cleaning and disinfecting to allow droplets to settle.
  - b. Open outside doors and windows and use ventilating fans to increase air circulation in the area.
  - c. Clean and disinfect all areas such as offices, bathrooms, common areas and shared electronic equipment used by the ill persons, focusing especially on frequently touched surfaces.
3. Communicate with staff and parents/caregivers with general information about the situation. It is critical to maintain confidentiality. A general form letter will go out to the school community.
4. The principal and superintendent will work in collaboration with the school board to begin decision making regarding school closures.

Anyone diagnosed with COVID-19 should self-isolate according to guidelines set forth by the Vermont Department of Health.

If a staff person or student has been identified as a close contact to someone who is diagnosed with COVID-19, they should self-quarantine, i.e. stay home. Please refer to the Health Department's website for what it means to be in close contact and for instructions for isolation, quarantine, and self-observation.

### Cleaning and Sanitation

Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children. **All** shared spaces will be wiped down between uses. All classrooms will be cleaned and sanitized regularly and between grouping switches.

If students are absent due to illness:

1. Students should not come to school in the event of illness.
2. Student absences will be recorded, but will not "count against" their ability to make progress.

3. In the event of extended absences, teachers will provide students with assignments and check in with them remotely during the remote learning time.

**FAQ:**

*I'm nervous about the social development of my child and responding to facial expressions. What are you doing to ensure that students are still able to express and read feelings?*

For our younger children, understanding the range of emotions and how they are displayed healthfully is incredibly important. Our K-6 teachers will spend time at the beginning of the year playing games that allow students to identify emotions through body language and eye messages.

As of now, face shields are an appropriate substitute for face masks as long as they adhere to the guidelines and are cleaned regularly.

*What if my child refuses to wear a mask? Will they be sent home?*

No. If your child is asymptomatic and refuses to wear a mask, we will begin as we always do, with a conversation to understand why. Students will be given the choice to work in isolation, take a walk outside with an adult as a break from the mask, and set a time to return to wearing the face covering.

*What can I do at home to support my child in their return to school?*

Normalize face coverings. We cover many parts of our body for safety and because it is socially acceptable. We have not traditionally covered our faces, so this will be a bigger change for us as adults than it is for students. We also know that normalizing these behaviors for children is incredibly important to ensuring that their transition goes smoothly. One way to think about this is: What are the things we wear to school everyday that we might not wear at home? We wear shoes to school everyday to protect our feet. We wear hats and gloves in winter to keep our bodies safe from the cold. Now we are going to wear a covering over our noses and mouths to protect ourselves and others from germs that might be spreading in our community.

*What happens if my child is sick at school?*

Children who display symptoms or have a temperature above 100.4 must wait in the nurse's office. This room will be staffed.

I look forward to working with all of you in order to ensure a safe and engaging environment for the children of Peacham, if you have any questions, please feel free to contact me.

In your service,

Sam Mcleod  
Principal  
Peacham Elementary School  
[sam.mcleod@ccsuvt.net](mailto:sam.mcleod@ccsuvt.net)

# ***Twinfield Union School***

*Educating Children for Our Communities and the World*

106 Nasmith Brook Road Plainfield, VT 05667

802-426-3213 [www.twinfield.net](http://www.twinfield.net)

August 7, 2020

Dear Twinfield Families:

I hope everyone has found time to enjoy this beautiful Vermont summer. The purpose of this correspondence is to provide families with the information needed to make an informed decision about the structure of school that best meets your family's needs. In this correspondence you will find a list of Supervisory Union expectations for all CCSU schools, a description of the on-campus learning plans for each grade level, information about after-school activities offered at TUS, expectations for remote learning for both students following Twinfield's hybrid learning model and for families who choose a fully remote but Twinfield-supported learning model, Twinfield safety protocols and procedures and an important two-question survey that will help our learning community prepare for the start of school.

## CCSU SCHOOL GUIDELINES

- \*Everyone entering the building will receive a health screening.
- \*There will be restrictions on who can enter the building when students are present.
- \*There will be common procedures to determine when students and staff should stay or be sent home.
- \*On school buses, masks and social distancing will be required. Siblings can and may be asked to sit together.
- \*Masks/face shields are required for all staff and students. A review process will be available for students to be excused from this requirement.
- \*Schools will determine a location for symptomatic staff or students to be separated from others until transportation home is available.

## Pre-school (Pre K) Students

Pre K students will be attending school Tuesday through Friday from 8:15 to 1:45. Pre K students will remain with their classmates and will not be interacting with students from

other grades. When students go outside they will remain a single cohort. Any art or physical education classes will happen in the classroom or outside in a safe location away from other students. Breakfast and lunch will take place in the classroom.

#### Kindergarten Through Grade 4

The student day will run from 8:15 to 1:45. Once in their assigned classroom students will remain with the same group of children for the entire school day. Breakfast, lunch and allied arts classes will happen in the classroom or outside in a safe location away from other students. If needed, Twinfield can provide a safe place for kindergarten through 4th grade students to wait for the later bus or to attend TLC, our after-school program.

#### Grades 5 Through 8

Students in these grades will attend school 2 or 3 days per week, from 9:15 to 2:45. (There will be additional bus runs for these students.) They will work remotely 2 or 3 days per week. For example: 5th and 7th grade students will come to school Monday, Tuesday and Wednesday one week and receive remote instruction Thursday and Friday. There will be a specific teacher assigned to remote learning so students can receive instruction or ask questions during the school day. The following week 5th and 7th graders will be in school on Monday and Tuesday and have remote learning on Wednesday, Thursday and Friday.

**Special Note:** 5th grade families who are concerned about lack of supervision at home on their child's remote days can send their child to school and they will spend the day in the remote learning teacher's classroom. There will be an increased level of self-direction needed if this option works best for your family.

#### High School Students

High school students will be coming to school 2 days per week and will be working remotely 3 days per week. Students will be assigned Monday and Tuesday or Thursday and Friday as their on-campus days. All high school students will work remotely on Wednesdays. Students can get breakfast and lunch at school on the days they attend. Lunches and breakfasts will be available for remote learning days as well. If students are assigned Monday and Tuesday as their on-campus day, then they can pick up food for the remote learning days from the cafeteria before leaving for the day.

#### After School Activities

#### Kindergarten Through Grade 6

Our after-school program, TLC, will be operating again this year. This program provides after-school activities daily from 3:00 to 5:30. Masks and social distancing procedures will be in place. Parents/Guardians should be aware that unlike during the school day, students will be placed with students beyond their grade level. If you are interested in TLC, contact Hope Metcalf at [hope.metcalf@ccsuvt.net](mailto:hope.metcalf@ccsuvt.net)

## Grades 7 to 12

High school sports will begin on the first day of school, Tuesday, September 8. A start date for middle school sports has not yet been determined.

Twinfield's middle and high school after-school program will be operating again this year. The start date for these will be announced on the first day of school.

We are certainly in trying times but I know through our collective efforts we can provide a safe, nurturing environment for our students. One of Twinfield's great strengths is our flexibility. Do not hesitate to reach out if you have concerns about the impact of this plan on your family.

Sincerely,

Mark Mooney  
Principal  
[mark.mooney@ccsuvt.net](mailto:mark.mooney@ccsuvt.net)

Rachel Hartman  
Assistant Principal  
[rachel.hartman@ccsuvt.net](mailto:rachel.hartman@ccsuvt.net)

# TUS Learning Expectations for 2020-2021 School Year

*This document outlines expectations for both your **Hybrid Learning** and **Remote Learning** choices.*

*Twinfield is defining **Hybrid Learning** as a blend between in-school and online learning. This will be the default structure for grades 5-12.*

***Remote learning** is a fully online opportunity for students and families who choose not to return to the school building. This educational option requires a significant amount of family support and student-driven learning, as well as frequent communication with teachers.*

## **Grades PreK-4**

We strongly believe that in-school learning is the best option for our youngest students and are doing our best to ensure a safe learning environment for all of our students. For families who feel learning from home is the better option for their students, we are offering a fully remote option for students in K-4. We want to be able to effectively support your family in a remote learning setting. We believe consistent communication with school staff is an essential component of a successful remote learning plan. Classroom teachers will be using ClassDojo to connect with parents to ensure that their child is meeting the requirements of their class and that any concerns or questions will be addressed.

We believe students need to practice their reading, writing, and math daily. Students learning remotely should be engaged in academic learning for approximately three hours every day; including, but not limited to, online video lessons, reading with family members, or completing activities assigned from school. Teachers will be providing practice opportunities and video lessons for your child to watch in real time as well as to watch when it is convenient. We have found that having an adult sitting with your student during lessons promotes their learning and academic growth. Therefore, families who elect to participate in remote learning should ensure an adult is present whenever their child is online.

With the events of last spring it will be important to assess students in the areas of literacy and mathematics. Your child's grade level teacher will be reaching out to set up a time for these important assessments. The bulleted list below provides families who choose a remote learning option some expectations that will promote student learning.

### Remote Learning Expectations

- **All parents should communicate regularly with school staff using Class Dojo or another means of communication**
- Complete learning packets or online activities assigned by the teacher. Systems to return school work virtually or to return hard copies will be established.
- Attend scheduled Zoom meetings or watch class recordings **with adult support**
- Coordinate with classroom teacher to schedule academic assessments in September

### **Grades 5-8**

Dear Parents/Guardians,

Students in 5th-8th grade will be learning through a hybrid model, a blend of in-building and on-line learning. Families may choose a fully remote learning option if they will not be returning to the school building.

Each day a 5-6 and a 7-8 grade teacher will be scheduled to support students virtually who are in either the hybrid or full-time remote learning situation. Teachers will work with students in the hybrid learning model to set learning schedules and routines for their learning-from-home days. Students who are fully remote learners should work with their families to set schedules and routines to ensure 3-5 hours of daily academic learning.

All students will need to stay engaged in their learning and maintain consistent communication with their teachers in order to make progress toward grade level expectations. Staff will create EST plans for students who are not engaging in their education to complete a new learning plan to ensure students will be ready to move on to the next grade level at the end of the school year.

With the events of last spring it will be important to assess students in the areas of literacy and mathematics. Teachers will be reaching out to full-time remote learning students to schedule these important assessments.

The bulleted list below provides families with expectations for the hybrid schedule for all 5-8 students and expectations for those families that have chosen a full time remote learning environment.

### Hybrid Learning Expectations

- Attend in-person classes (masks are required)
- Communicate with teachers on remote days (by attending Zoom, submitting work, emailing, etc.)
- Complete assignments posted on Google Classroom or assigned in class
- Attend scheduled Zoom meetings or watch class recordings



- Connect with TA/homeroom teacher to make a plan for remote time and reflect on remote learning

### Remote Learning Expectations \*Choice

- Communicate with teachers daily
- Complete assignments posted on Google Classroom or assigned in class
- Attend daily Zoom meetings or watch recorded lessons
- Complete assignments posted on Google Classroom
- Coordinate with math and English teachers to schedule academic assessments in September

### Grades 9-12

Dear Twinfield Parents/Guardians,

Students in 9th-12th grade will be learning through a hybrid model, a blend of in-building and on-line learning. Teachers will work with students in the hybrid learning model to set learning schedules and routines for their learning-from-home days.

Families may choose a fully remote learning option if the student will not be returning to the school building. High school teachers will be able to respond to email from remote learning students each morning before 9:00 and will focus on remote learning students on Wednesdays. Students who are fully remote learners should work with their families to set schedules and routines to ensure up to 5 hours of daily academic learning.

With the events of last spring it will be important to assess students in the areas of literacy and mathematics. Teachers will be reaching out to full time remote learning students to schedule these important assessments.

All students will need to stay engaged in their learning and maintain consistent communication with their teachers in order to make progress toward graduation and achieve satisfactory course scores for their transcripts. Staff will create an EST plan, including an alternate graduation plan, for any student who is not engaging in their education.

The bulleted list below provides families with expectations for the hybrid model for all students in grades 9-12 and expectations for those families that have chosen a full time remote learning environment.

### **Hybrid Learning Expectations**

- Attend in-person classes (masks are required)
- Connect with all scheduled teachers on remote day (by attending Zoom, submitting work, emailing, etc)
- Submit work to LiFT

- Request callbacks on Wednesday when needed
- Attend (in person or through Zoom) call backs on Wednesdays
- Connect with TA to make a plan for remote time and reflect on remote time, as a way of showing attendance

### **Remote Learning Expectations**

- Communicate regularly with teachers (a minimum of weekly)
- Access online platforms (LiFT, Google Classroom, etc.) daily
- Attend Zoom meetings and watch any recordings
- Meet deadlines for assigned work
- Submit work to LiFT
- Request callbacks on Wednesday when needed
- Attend Zoom call backs on Wednesdays
- Coordinate with math and English teachers to schedule academic assessments in September

# TUS Learning Expectations for 2020-2021 School Year

*This document outlines expectations for both your **Hybrid Learning** and **Remote Learning** choices.*

*Twinfield is defining **Hybrid Learning** as a blend between in-school and online learning. This will be the default structure for grades 5-12.*

***Remote learning** is a fully online opportunity for students and families who choose not to return to the school building. This educational option requires a significant amount of family support and student-driven learning, as well as frequent communication with teachers.*

## **Grades PreK-4**

We strongly believe that in-school learning is the best option for our youngest students and are doing our best to ensure a safe learning environment for all of our students. For families who feel learning from home is the better option for their students, we are offering a fully remote option for students in K-4. We want to be able to effectively support your family in a remote learning setting. We believe consistent communication with school staff is an essential component of a successful remote learning plan. Classroom teachers will be using ClassDojo to connect with parents to ensure that their child is meeting the requirements of their class and that any concerns or questions will be addressed.

We believe students need to practice their reading, writing, and math daily. Students learning remotely should be engaged in academic learning for approximately three hours every day; including, but not limited to, online video lessons, reading with family members, or completing activities assigned from school. Teachers will be providing practice opportunities and video lessons for your child to watch in real time as well as to watch when it is convenient. We have found that having an adult sitting with your student during lessons promotes their learning and academic growth. Therefore, families who elect to participate in remote learning should ensure an adult is present whenever their child is online.

With the events of last spring it will be important to assess students in the areas of literacy and mathematics. Your child's grade level teacher will be reaching out to set up a time for these important assessments. The bulleted list below provides families who choose a remote learning option some expectations that will promote student learning.

### Remote Learning Expectations

- **All parents should communicate regularly with school staff using Class Dojo or another means of communication**
- Complete learning packets or online activities assigned by the teacher. Systems to return school work virtually or to return hard copies will be established.
- Attend scheduled Zoom meetings or watch class recordings **with adult support**
- Coordinate with classroom teacher to schedule academic assessments in September

### **Grades 5-8**

Dear Parents/Guardians,

Students in 5th-8th grade will be learning through a hybrid model, a blend of in-building and on-line learning. Families may choose a fully remote learning option if they will not be returning to the school building.

Each day a 5-6 and a 7-8 grade teacher will be scheduled to support students virtually who are in either the hybrid or full-time remote learning situation. Teachers will work with students in the hybrid learning model to set learning schedules and routines for their learning-from-home days. Students who are fully remote learners should work with their families to set schedules and routines to ensure 3-5 hours of daily academic learning.

All students will need to stay engaged in their learning and maintain consistent communication with their teachers in order to make progress toward grade level expectations. Staff will create EST plans for students who are not engaging in their education to complete a new learning plan to ensure students will be ready to move on to the next grade level at the end of the school year.

With the events of last spring it will be important to assess students in the areas of literacy and mathematics. Teachers will be reaching out to full-time remote learning students to schedule these important assessments.

The bulleted list below provides families with expectations for the hybrid schedule for all 5-8 students and expectations for those families that have chosen a full time remote learning environment.

### Hybrid Learning Expectations

- Attend in-person classes (masks are required)
- Communicate with teachers on remote days (by attending Zoom, submitting work, emailing, etc.)
- Complete assignments posted on Google Classroom or assigned in class
- Attend scheduled Zoom meetings or watch class recordings

- Connect with TA/homeroom teacher to make a plan for remote time and reflect on remote learning

### Remote Learning Expectations \*Choice

- Communicate with teachers daily
- Complete assignments posted on Google Classroom or assigned in class
- Attend daily Zoom meetings or watch recorded lessons
- Complete assignments posted on Google Classroom
- Coordinate with math and English teachers to schedule academic assessments in September

### Grades 9-12

Dear Twinfield Parents/Guardians,

Students in 9th-12th grade will be learning through a hybrid model, a blend of in-building and on-line learning. Teachers will work with students in the hybrid learning model to set learning schedules and routines for their learning-from-home days.

Families may choose a fully remote learning option if the student will not be returning to the school building. High school teachers will be able to respond to email from remote learning students each morning before 9:00 and will focus on remote learning students on Wednesdays. Students who are fully remote learners should work with their families to set schedules and routines to ensure up to 5 hours of daily academic learning.

With the events of last spring it will be important to assess students in the areas of literacy and mathematics. Teachers will be reaching out to full time remote learning students to schedule these important assessments.

All students will need to stay engaged in their learning and maintain consistent communication with their teachers in order to make progress toward graduation and achieve satisfactory course scores for their transcripts. Staff will create an EST plan, including an alternate graduation plan, for any student who is not engaging in their education.

The bulleted list below provides families with expectations for the hybrid model for all students in grades 9-12 and expectations for those families that have chosen a full time remote learning environment.

### **Hybrid Learning Expectations**

- Attend in-person classes (masks are required)
- Connect with all scheduled teachers on remote day (by attending Zoom, submitting work, emailing, etc)
- Submit work to LiFT

- Request callbacks on Wednesday when needed
- Attend (in person or through Zoom) call backs on Wednesdays
- Connect with TA to make a plan for remote time and reflect on remote time, as a way of showing attendance

### **Remote Learning Expectations**

- Communicate regularly with teachers (a minimum of weekly)
- Access online platforms (LiFT, Google Classroom, etc.) daily
- Attend Zoom meetings and watch any recordings
- Meet deadlines for assigned work
- Submit work to LiFT
- Request callbacks on Wednesday when needed
- Attend Zoom call backs on Wednesdays
- Coordinate with math and English teachers to schedule academic assessments in September

# Fall Opening Structures



**Walden School**

# Introduction

This document serves to provide an update on the structure for each return to school option. A survey entitled, Opening School (Walden 2020 - 2021) was sent to families on July 28th as a means for us gather data on the number of students who will access in person learning and those who will access a remote learning option.

Please be mindful the State guidance is a fluid process with updates which may alter these structures.

Please take time to read through the each of the two options to make an informed decision for your child(ren.) Once you have taken the opportunity to read through each slide, if you have not already done so, please take the following survey.[Opening School \(Walden 2020-2021\)](#) If you have taken the survey already but wish to alter your choice, please take the survey and note the change (and child's name ) in the "Feedback section of the survey.)

Respectfully,

Mrs. Benoit



# **Option 1 - Return to Walden School Building -- On Site Full Day**

Returning to school for a full day of school will look differently than in years past. We will be focusing on the following priorities:

- 1. Teach and Learn COVID-19 Routines**
- 2. Support Social Emotional Well Being of Students**
- 3. Classroom Structures**
- 4. Determine Student Academic Readiness as well as Plan Intervention**

## On Site COVID-19 Routines Examples (based on State guidelines):

- Busing:
  - Students screened at home prior to entering the bus.
  - Students must wear masks
  - Students must be physically distanced while on the bus (family members coming from the same home may sit together)
- Arrival and Dismissal Times: Busing will likely require multiple routes to ensure physical distancing. This will impact when students arrive at school and are dismissed. Once busing needs are determined and routes can be established and arrival and dismissal times will be communicated to you.
- Arrival: Specific entrances for groups of students to limit congestion at the main entrance
- Health screening upon arrival: Students, Staff and Visitors
- Face Coverings: Wearing face coverings when in the building and outside when physical distancing cannot be maintained
- Outdoor Learning Spaces: We will provide learning spaces outside for teachers to utilize with their students for instruction and mask breaks.
- Meals: Meals will be provided in classrooms

## **Supporting Social Emotional Well Being of Students**

During the opening of school the focus will be on community building and developing classroom cultures to support safe and rigorous learning. This year especially we will welcome students back with a focus on meeting their social emotional needs.

The foundation of Responsive Classroom and PBIS foster the establishment of safe learning communities. We also have access to four weeks of structured social emotional resources on the following topics:

Responsible Citizenship,

Personal Wellness,

Learning Habits,

Being the Best You.

# Classroom Structures

Teachers will be developing structures for their classes that support both in school learning and remote learning. This will include electronic classroom platforms (Google Classroom and SeeSaw are two examples) and common communication methods across instructional teams.

These structures will be important in maintaining a **continuity** of learning both on site and remotely for students and families. Please understand remote learning will not mirror on site classroom instruction.

## **Additional COVID structures:**

- Sanitation sprayer for whole class sanitation
- Additional cleaning structures for increased sanitation of classrooms
- Use of outdoor learning, dismissal and mask breaks.
- Portable chairs for student use
- Yoga mats for elementary students as a substitute for classroom carpet areas.

## **Determine Student Academic Readiness and Plan Core Instruction**

We acknowledge that during the initial closure the type of instruction students received was new and different for students and teachers. Student engagement also varied during this time. Not all students will return to school with the same level of readiness for their grade level academics. For some they were able to keep up with their learning remotely while for others there may have been some regression of certain skills.

Upon return to school we will determine individual student academic progression. Once student readiness is better understood teachers will provide core academics that focus on high leverage concepts from the spring as a starting point. Students in need of additional support will have access to interventionists in addition to their classroom teachers.

## **Option 2 -- Full Time Remote Learning with Instruction Provided by a Walden/CCSU Teacher**

Remote learning for the 2020-21 school year at Walden School will require a collaborative effort between students, teachers and parents/guardians. **Please understand remote learning will not mirror on site classroom instruction.** Unlike the remote learning structure from 2019-20, students will be held to academic standards that will require:

- **Access to reliable broadband internet.**
- **Developmentally appropriate independence.**
- **Dedicated parent involvement to support student engagement during the remote learning experience.**
- **Walden School will be responsible for providing access to learning opportunities.**
- **Families will be responsible for the facilitation and supervision of student learning opportunities.**

# Additional Remote Learning Details

- Families who initially choose the remote-only option will have the opportunity to opt back into on-site learning. We will need time to properly plan for on campus learning and bus transportation.
- All remote students will be issued a Walden School Chromebook.
- This option will be of greatest benefit to families with access to reliable high speed internet (25/3 Mbps broadband) service.
- Breakfast and lunch is available to for pickup at school.
- The Vermont Department of Public Service Line Extension Customer Assistance Program offers assistance to certain customers with extending residential lines to increase broadband access. More information can be found at the [VDPS website](#).

# Remote Learning Expectations for Pre K - 3 Students

Reading at grade level by the end of third grade is a strong indicator of future success in high school and beyond. Students will be expected to participate in lessons for reading, writing, phonics, social studies, science, and math, with the expectation of consistent skill practice. Additionally, essential arts requirements will also need to be met. Because remote learning requires independence, it is important for families to be willing to commit the time to support your child's learning.

- Attend scheduled Zoom meetings/watch class recordings **with adult support at home**
- For attendance tracking all parents/guardians must connect with teacher daily using communication platform established by classroom teacher
- Complete packets or online activities assigned by the teacher.
- Be conscientious of deadlines for assigned work
- Parents/guardians track student progress toward learning goals and assignments
- Teachers will be available for questions only during set office hours. Please understand remote instruction will not mirror on site in class instruction.



# Remote Learning Expectations for Grades 4 & 5 Students

Fourth and fifth grade students deepen their skills in all subjects to prepare for middle school. Students learn to think critically and provide evidence to justify their thinking and answers. Students will be expected to complete daily independent reading work, well-edited writing pieces, explorations of grade level science and social studies topics, and demonstrate mastery of mathematical concepts and skills. Additionally, essential arts requirements will also need to be met. Because remote learning is an independent endeavor, it is important for families to be willing to commit the time to support your child's learning.

- Attend scheduled Zoom meetings/watch class recordings **with adult support**
- For attendance tracking all parents/guardians/students must connect with teacher daily using communication platform established by classroom teacher.
- Complete online activities assigned by the teacher
- Meet deadlines for assigned work
- Parents/guardians track student progress toward learning goals and assignments
- Teachers will be available for questions only during set office hours. Please understand remote instruction will not mirror on site in class instruction.

# Remote Learning Expectations for Middle School Students

The middle school curriculum focuses on preparation for high school, with higher expectations in all subject areas. Students are learning to persevere as they become more independent thinkers and learners. Students are expected to work more independently and organize their time and schedules with less (but still some) guidance. Students will build on their critical thinking skills and provide evidence to justify their thinking and answers. Students will be expected to complete daily independent reading work, well-edited writing pieces, explorations of grade level science and social studies topics, and demonstrate mastery of mathematical concepts and skills. Because remote learning is an independent endeavor, it is important for families to be willing to commit the time to support your child.

# Remote Learning Expectations for Middle School Students

- Attend scheduled Zoom meetings/watch class recordings **with adult support as needed**
- For attendance tracking all students must connect with teacher daily using communication platform established by classroom teacher
- Complete online activities assigned by the teacher
- Meet deadlines for assigned work
- Parents/guardians track student progress toward learning goals and assignments
- Teachers will be available for questions only during set office hours. Please understand remote instruction will not mirror on site in class instruction.

Thank you for taking the time to view this document.

The Walden School staff looks forward to welcoming

our students and families

to their preferred learning option

for the 2020-2021

school year.

Be well.

# Fall Opening Structures

**Waterford School**



# Introduction

This document contains detailed information on the structure for each return to school option. It has been designed by administration and teacher representatives to provide current information to Waterford School families when considering where their students will access education to start the 2020-21 school year. After we gather information from you on your initial choice we will update these structures with additional detail.

Please keep in mind that State guidance has proven to be a fluid process with updates that may alter these structures. In that event you will be notified of any changes.

Please take time to read through each option in order to make an informed initial decision for your child. Once you have taken time to read through each slide please take the following survey:

[Fall Planning Survey](#)

Respectfully,

Waterford School Planning Team

# **Option 1 - Return to Waterford School Building -- On Site Full Day**

Returning to school for a full day of school will look differently than in years past. We will be focusing on the following priorities:

- 1. Teach and Learn COVID-19 Routines**
- 2. Support Social Emotional Well Being of Students**
- 3. Classroom Structures**
- 4. Determine Student Academic Readiness and Plan Intervention**

## On Site COVID-19 Routines Examples (based on State guidelines):

- Busing:
  - Students screened at home prior to entering the bus.
  - Students must wear masks
  - Students must be physically distanced while on the bus (family members coming from the same home may sit together)
- Arrival and Dismissal Times: Busing will likely require multiple routes to ensure physical distancing. This will impact when students arrive at school and are dismissed. Once busing needs are determined and routes can be established and arrival and dismissal times will be communicated to you.
- Arrival: Specific entrances for groups of students to limit congestion at the main entrance
- Health screening upon arrival: Students, Staff and Visitors
- Face Coverings: Wearing face coverings when in the building and outside when physical distancing cannot be maintained
- Outdoor Learning Spaces: We will provide learning spaces outside for teachers to utilize with their students for instruction and mask breaks.
- Lunch: Lunch will be provided in classrooms



## **Supporting Social Emotional Well Being of Students**

During the opening of school the focus is on community building and developing classroom cultures that support safe and rigorous learning. This year especially we will welcome students back with a focus on meeting their social emotional needs.

The foundation of Responsive Classroom (K-5) and Developmental Designs (6-8) are the establishment of safe learning communities. We also have access to four weeks of structured social emotional resources on the following topics: Responsible Citizenship, Personal Wellness, Learning Habits and Being the Best You.

# Classroom Structures

Teachers will be developing structures for their classes that support both in school learning and remote learning. This will include electronic classroom platforms (Google Classroom and SeeSaw are two examples) and common communication methods across instructional teams.

These structures will be important in maintaining a **continuity** of learning both on site and remotely for students and families. Please understand remote learning will not mirror on site classroom instruction.

## **Additional COVID structures:**

- Sanitation sprayer for whole class sanitation
- Desks replace tables in larger classes
- Plexiglass dividers for classrooms with tables
- Additional cleaning structures for increased sanitation of classrooms
- Use of outside doors for recess, outdoor learning, dismissal and mask breaks.
- Portable chairs for student use
- Yoga mats for elementary students as a substitute for classroom carpet areas.

# **Determine Student Academic Readiness and Plan Core Instruction**

We acknowledge that during the initial closure the type of instruction students received was new and different for students and teachers. Student engagement also varied during this time. Not all students will return to school with the same level of readiness for their grade level academics. For some they were able to keep up with their learning remotely while for others there may have been some regression of certain skills.

Upon return to school we will determine individual student academic progression. Once student readiness is better understood teachers will provide core academics that focus on high leverage concepts from the spring as a starting point. Students in need of additional support will have access to interventionists in addition to their classroom teachers.

## **Option 2 -- Full Time Remote Learning with Instruction Provided by a Waterford/CCSU Teacher**

Remote learning for the 2020-21 school year at Waterford School will require a collaborative effort between students, teachers and parents/guardians. **Please understand remote learning will not mirror on site classroom instruction.** Unlike the remote learning structure from 2019-20, students will be held to academic standards that will require:

- **Access to reliable broadband internet.**
- **Developmentally appropriate independence.**
- **Dedicated parent involvement to support student engagement during the remote learning experience.**
- **Waterford School will be responsible for providing access to learning opportunities.**
- **Families will be responsible for the facilitation and supervision of student learning opportunities.**

# Additional Remote Learning Details

- Families who initially choose the remote-only option will have the opportunity to opt back into on-site learning after 6 weeks (October 20 or 27).
- All remote students will be issued a Waterford School Chromebook.
- Breakfast and lunch is available to for pickup at school.
- This option will be of greatest benefit to families with access to reliable high speed internet (25/3 Mbps broadband) service.
- The Vermont Department of Public Service Line Extension Customer Assistance Program offers assistance to certain customers with extending residential lines to increase broadband access. More information can be found at the [VDPS website](#).

# Remote Learning Expectations for Pre K - 3 Students

Reading at grade level by the end of third grade is a strong indicator of future success in high school and beyond. Students will be expected to participate in lessons for reading, writing, phonics, social studies, science, and math, with the expectation of consistent skill practice. Additionally, essential arts requirements will also need to be met. Because remote learning requires independence, it is important for families to be willing to commit the time to support your child's learning.

- Attend scheduled Zoom meetings/watch class recordings **with adult support at home**
- For attendance tracking all parents/guardians must connect with teacher daily using communication platform established by classroom teacher
- Complete packets or online activities assigned by the teacher.
- Be conscientious of deadlines for assigned work
- Parents/guardians track student progress toward learning goals and assignments
- Teachers will be available for questions only during set office hours. Please understand remote instruction will not mirror on site in class instruction.

# Remote Learning Expectations for Grades 4 & 5 Students

Fourth and fifth grade students deepen their skills in all subjects to prepare for middle school. Students learn to think critically and provide evidence to justify their thinking and answers. Students will be expected to complete daily independent reading work, well-edited writing pieces, explorations of grade level science and social studies topics, and demonstrate mastery of mathematical concepts and skills. Additionally, essential arts requirements will also need to be met. Because remote learning is an independent endeavor, it is important for families to be willing to commit the time to support your child's learning.

- Attend scheduled Zoom meetings/watch class recordings **with adult support**
- For attendance tracking all parents/guardians/students must connect with teacher daily using communication platform established by classroom teacher.
- Complete online activities assigned by the teacher
- Meet deadlines for assigned work
- Parents/guardians track student progress toward learning goals and assignments
- Teachers will be available for questions only during set office hours. Please understand remote instruction will not mirror on site in class instruction.

# Remote Learning Expectations for Middle School Students

The middle school curriculum focuses on preparation for high school, with higher expectations in all subject areas. Students are learning to persevere as they become more independent thinkers and learners. Students are expected to work more independently and organize their time and schedules with less (but still some) guidance. Students will build on their critical thinking skills and provide evidence to justify their thinking and answers. Students will be expected to complete daily independent reading work, well-edited writing pieces, explorations of grade level science and social studies topics, and demonstrate mastery of mathematical concepts and skills. Because remote learning is an independent endeavor, it is important for families to be willing to commit the time to support your child.



# Remote Learning Expectations for Middle School Students

- Attend scheduled Zoom meetings/watch class recordings **with adult support as needed**
- For attendance tracking all students must connect with teacher daily using communication platform established by classroom teacher
- Complete online activities assigned by the teacher
- Meet deadlines for assigned work
- Parents/guardians track student progress toward learning goals and assignments
- Teachers will be available for questions only during set office hours. Please understand remote instruction will not mirror on site in class instruction.

## Option 3 -- Home Study with State of Vermont

Please follow this link for more information: [AOE Home Study](#)