

# Blue Mountain Union School

## COVID-19 Opening of School and Operational Plan

School Year: 2020-2021



*“What’s best for the community is a good school, one that has a good reputation.*

*What is best for the kids is a good school.” – Dr. Rowe*

**Created: August 3, 2020**

**Revised: August 12, 2020**

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# Introduction

COVID-19 presents novel and unprecedented challenges to our society. The pandemic is placing our economic system, our system of government and every sector and area of human life under great stress, and forcing us to rise to the challenge in new ways. Education is no exception. Educating students, ensuring they make progress, and safeguarding their health, welfare and nutrition has been made vastly more difficult by the presence of the virus. In Vermont, COVID-19 forced the rapid dismissal of schools in March 2020, followed by a period of maintenance of learning, while we worked as an education system to stand up a Continuity of Learning structure. The lessons we have learned from these experiences indicate that we need to resume in-person instruction of students as soon as safely possible, while continuing to strengthen our Continuity of Learning systems and our ability to be nimble and move quickly to respond to future outbreaks of the virus.

The following guidance is drafted with this in mind. It is one of several sets of guidance released from the Center for Disease Control, the Vermont Department of Health, the Governor's Office and from the Vermont Agency of Education. The guidance is intended to help School Districts and Supervisory Unions (SU/SDs) and independent schools prepare to reopen school in the Fall of 2020. This document is focused on safeguarding student and staff health while operating in-person instruction.

The guidance provided through the Vermont Agency of Education and the Vermont Department of Health references three steps. These steps, as they pertain to schools, are defined as:

- **Step I:** Schools are closed for in-person instruction. Remote learning opportunities should be provided for all students. Support provision of student services such as school meal programs, as feasible.
- **Step II:** Schools are open for in-person instruction with enhanced physical distancing measures and for children who live in the local geographic area only.
- **Step III:** Schools are open for in-person instruction with distancing measures. Restrict attendance to those from limited transmission areas only.

Furthermore, on July 15, 2020 the Vermont Agency of Education sent out guidelines requiring schools to develop plans for a hybrid approach to teaching/learning for the 2020-2021 school year. "Plans for reopening school in the fall should focus on the return to in-person instruction. There is considerable consensus among public health experts that the return to in-person instruction is the optimal approach to address both student learning needs and the larger social, emotional and health needs of students. Nevertheless, it is important that each district plan for a certain amount of flexibility to shift

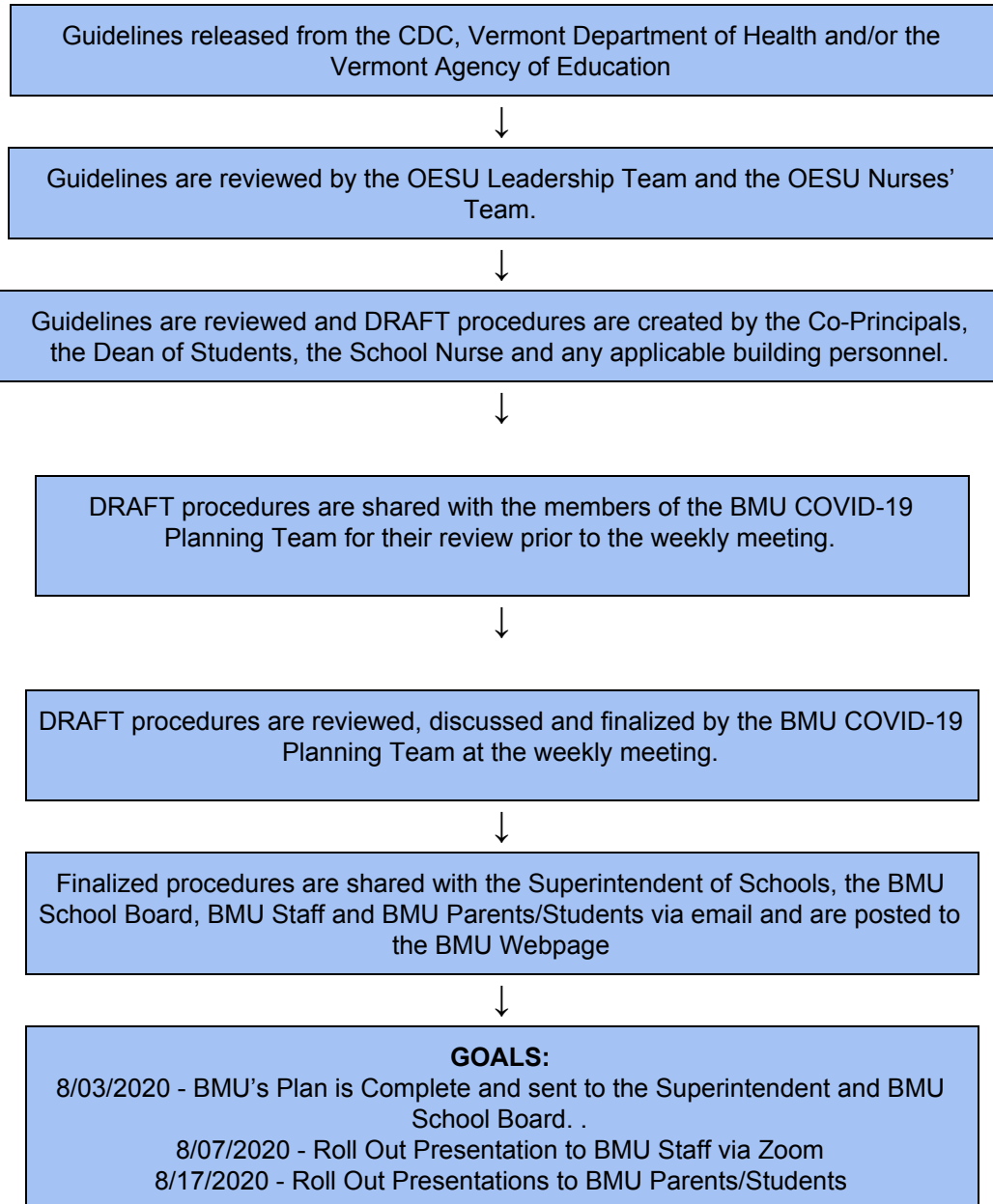
school instruction along a continuum of options from full in-person instruction to full remote learning, including a hybrid learning approach that might include both. This guidance provides a summary of the statutory and regulatory framework that should inform the implementation of hybrid learning and describes considerations for school districts choosing to implement some form of hybrid learning during the 2020-2021 school year.”

In response to the ever changing guidelines and to assist with the creation of procedures for the opening of and overall operations of the Blue Mountain Union school for the 2020-2021 school year, a COVID-19 Planning Team was put together. Members of the BMU COVID-19 Planning Team (listed in alphabetical order) are:

- Kim Adams, High School Science Teacher & High School Team Leader
- Dena Baker, Food Service Director
- John Barone, Principal; Grades 7-12
- Catherine Beaton, OESU MTSS Coordinator
- Dawn Blanchard, School Counselor; Grades 7-12
- Scott Blood, Principal; Grades PreK-6
- Trista Burns, Elementary Teacher & Team Leaders; Grades 3-6
- Paul Choquette, 7 & 8 Grade ELA Teacher, Middle School Team Leader
- Jennifer Dube, Art Teacher & Unified Arts/Specialists Team Leader
- Kate Dunn, School Nurse & BMU COVID-19 Coordinator
- Parrish Eiskamp, Dean of Students
- Kelly Emerson, Kindergarten Teacher & BMEA President
- Tracy Emerson, Elementary Special Educator & Special Education Team Leader
- Julie Gandin, school Counselor; Grade PreK-6
- Paula Guion, Paraeducator & Paraeducator Team Leader
- Melanie Gonyaw, Kindergarten Teacher & Team Leader; Grades PreK-2
- Jodi Hart, Administrative Assistant to the Co-Principals and School Counselors
- Robin Martineau, Elementary Teacher & BMU Representative to OESU Planning Team
- Samantha Page, BMU School Receptionist
- Todd Powers, Athletic Director & IT Director
- Daryl Sulham, Director of Buildings and Grounds

**As of the date of the creation of this document and subsequent edits/amendments; unless otherwise specified, this document contains plans for the Blue Mountain School in Step 2 and/or Step 3.**

## BMU Flow Chart of Plan Development



# Blue Mountain Union School

## COVID-19 Opening of School and Operational Plan

School Year: 2020-2021



**STEP 2 and/or STEP 3 PROCEDURES  
DOCUMENTS**

## (1a) Health Screenings - BMU Procedure

### COVID-19 DAILY HEALTH CHECK PROTOCOL (Bus and Car Arrival)

The purpose of this protocol is to decrease the risk of individuals infected with COVID-19 from boarding the school bus and/or entering the school building. All students and staff must complete two parts of a daily health check; Part A: Parents will ask their child(ren) a set of questions determined by the school and follow the outlined procedures, Part B: A bus monitor or school monitor will check the temperature of each child prior to entering the bus or the school. Students arriving by bus should have the screening prior to/upon boarding the bus to reduce potential spread of the virus. Schools should ensure that students arriving by bus are not “mixing” with students arriving by other means who have not yet been screened. Bus and car monitors will be available to greet students and conduct the required Daily Health Check. They are expected to have already completed their own Daily Health Check prior to leaving home. Substitute monitors should also be available if needed.

**Preschool Only:** Parents/Guardians dropping off or picking up a preschool student may enter the ancillary preschool classroom (through the classroom exterior door by the cafeteria) with a mask on and after completing a health screening (Parts A & B, see below). Only one parent will be allowed in the ancillary classroom at a time to assist with checking in and picking up. The BMU preschool staff will conduct the screening process and document each parent and any younger siblings that enter the building for contact tracing purposes.

|           |  |
|-----------|--|
| Equipment | <ul style="list-style-type: none"> <li>- Bus and car monitors who are conducting the Daily Health Check must wear a facial covering, eye protection, and gloves. Monitors must also have an extra pair of gloves, hand sanitizer, a non-contact thermometer and disinfectant.</li> <li>- Non-contact thermometers must be cleaned at the end of every bus run and every morning car drop-off period as well as if the thermometer comes in contact with the student.</li> <li>- Clipboard with plastic cover sheet, pen/pencil and an alphabetized “Student List for COVID-19 Daily Health Check ”</li> </ul>          |
| Training  | <ul style="list-style-type: none"> <li>- Monitors must be trained and regularly supervised to ensure consistent adherence to the Daily Health Check. It is suggested that the school nurse or a designee appointed by the school nurse provide training and supervision. Training should include:</li> <li>- Training: Donning and doffing PPE             <ul style="list-style-type: none"> <li>- Hand hygiene</li> <li>- Screening procedure</li> <li>- How to handle difficult situations</li> <li>- What to do when a student has travelled outside of Vermont in the last 2 weeks</li> </ul> </li> </ul>         |
| PPE       | <ul style="list-style-type: none"> <li>- Gloves do not need to be changed between students unless the monitor accidentally touches the student.</li> <li>- All students, staff and bus drivers are required to wear a cloth face covering/mask at the first point of contact with a monitor. If a student does not have a mask they will be given a cloth mask. Monitors will check each student’s mask for fit and coverage.</li> <li>- Health screeners need to wear eye protection such as a face shield which will be provided by the school and will be designated for only them to wear and care for.</li> </ul> |

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|--------------------|---|
| Daily Health Check | <p>PART A:</p> <div style="background-color: #00FFFF; text-align: center; padding: 5px;"><b>DAILY HEALTH CHECK QUESTIONS &amp; GUIDELINES</b></div> <p>Each morning, prior to leaving for the bus stop and/or school, parents/guardians will ask their student(s) the following questions.</p> <ol style="list-style-type: none"> <li>1. Have you been in close contact with anyone who has COVID-19?</li> <li>2. How do you feel today?</li> <li>3. Do you have a temperature, cough or chills?</li> <li>4. Do you have any trouble breathing?</li> <li>5. Do you have a headache, body aches, sore throat or have you lost your sense of taste or smell?</li> <li>6. Do you have a runny nose, an upset stomach, diarrhea or have you recently vomited?</li> <li>7. Do you have a new skin rash?</li> <li>8. Have you traveled outside of Vermont in the last 2 weeks to an area considered to be a “risk area/zone” as defined by the <b>Cross State/Travel Information map</b> which can be located at:<br/><a href="https://accd.vermont.gov/covid-19/restart/cross-state-travel">https://accd.vermont.gov/covid-19/restart/cross-state-travel</a></li> </ol> <p><b>If a child answers “yes” to any of these questions and/or answers that s/he is not feeling well to question #2, the child <u>will not</u> be sent to school.</b> The parent/guardian will call the school and report their child(ren) absent for the day and indicate that this is due to the response(s) to the daily health check questions.</p> <p>Note: Students with a confirmed diagnosis and a medical treatment plan for well controlled asthma or environmental allergies, who do not have a temperature, may attend school with some expected coughing and clear nasal discharge. These students will be noted on the “Student List for COVID-19 Daily Health Check”. <b>This information will be shared on a need-to-know basis among bus/car monitors and the student’s teacher.</b></p> <p>Part B:</p> <ul style="list-style-type: none"> <li>- Each student will have their temperature taken by a monitor using a non-contact thermometer.</li> </ul> |
| Bus Transportation | <ul style="list-style-type: none"> <li>- Seating on buses will distance students as much as possible and group students by age.</li> <li>- Students at the bus stop are encouraged to wear a cloth face mask and practice physical distancing. A parent/ caregiver is required to be at the bus stop to wait with their child. <ul style="list-style-type: none"> <li>- A parent may choose to designate another adult to assume the care of their child at the bus stop and take the child home if he/she does not pass the Daily Health Check.</li> <li>- A parent may give permission for their child to return home alone.</li> <li>- Both of these options must be with prior written permission that will be noted on the “Student List for COVID-19 Daily Health Check”.</li> </ul> </li> <li>- When the bus pulls up the monitor greets students while maintaining a 6 foot separation from each student as they approach the bus.</li> </ul>   |



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|                           | <ul style="list-style-type: none"> <li>- Students must hand the monitor a health screening card. Parents can fill these out ahead of time to bring to the bus, which will keep the buses running on schedule. If students come to the bus without a card they will be asked the screening questions. All students will have their temperature checked while remaining outside the bus.</li> <li>- Students who do not pass the Daily Health Check will not be allowed to get on the bus and are excluded from school that day. The parent/caregiver or designee should be instructed to call the student's Primary Healthcare Provider for further guidance.</li> <li>- Buses will drop students off at 3 specific locations throughout the building to ensure they don't mix with students or staff who are being screened at school.</li> <li>- Upon entering the school, students will disinfect hands with hand sanitizer and report directly to his/her classroom.</li> </ul>  |
| <p>Car Transportation</p> | <ul style="list-style-type: none"> <li>- Students arriving by car, bicycle or walking are expected to wear a cloth mask for the Daily Health Check. Parents and passengers are strongly encouraged to wear a cloth mask as well. When the parent pulls up to school the student should stay inside the car seated next to the window closest to school. The monitor will approach the car and proceed with the Daily Health Check while the student remains in the car</li> <li>- Students must hand the monitor a health screening card. Parents can fill these out ahead of time, which will keep drop-off running on schedule. If the health screening card is forgotten the student will be asked the screening questions. The monitor will need to speak with parents/caregivers to answer the questions when students are too young or otherwise unable to answer. All students will have their temperature checked while remaining in the car.</li> <li>- Students who answer "yes" to any of the questions or have a temperature greater than or equal to 100.4°F must be excluded from school and return home. The only exception is for question #8. If a student or staff answer yes to #8, that person must clarify and exclusionary decisions will be made on an individual basis according to state guidelines. The parent/caregiver should be instructed to call the student's Primary Healthcare Provider for further guidance.</li> <li>- Students arriving on foot or bicycle should proceed to the car drop-off area to receive a Daily Health Check.</li> <li>- Each school should create an alphabetized school-wide spread sheet that includes (but may not be limited to) the following headers. This is to be used as a checklist if follow-up is needed.</li> <li>- Upon entering the school, students will disinfect hands with hand sanitizer and report directly to his/her classroom.</li> <li>- The monitor will be responsible for checking off the second and third box. All other information should be pre-printed on the form for expediency as shown in the example below.</li> </ul> |

## **A STRONG AND HEALTHY START - Safety and Health Guidance for Reopening Schools, Fall 2020**

**Issued and Revised: June 17, 2020**

**Vermont AOE & Vermont DOH (Pp. 6-7)**

### *Health Screenings*

*All students and staff must have a Daily Health Check at the first point of contact, as described below. SU/SDs and independent schools should determine the best method to conduct this Daily Health Check. Students who are arriving by bus should have the screening prior to/upon boarding the bus to reduce potential spread of the virus. Schools should ensure that students arriving by bus who have already been screened, are not “mixing” with students arriving by other means who have not yet been screened.*

#### *Daily Health Check:*

• *Ask the following questions:*

- 1. Have you been in close contact with a person who has COVID-19?*
- 2. 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?*

• *Conduct temperature screening, using the protocol provided below. Guidance for younger students: Schools will need to work with parents/caregivers to answer these questions when students are too young or otherwise unable to answer. Students who answer either of the above questions affirmatively or have a temperature greater or equal to 100.4°F must be returned to their parent/caregiver as soon as possible. SU/SDs and independent schools should work with school nurses to determine a plan for when a student appears unwell or becomes ill at school. Please see Building Considerations / Modifications regarding isolation rooms in the school building. Schools must communicate with parents/caregivers about this requirement so that plans can be put in place if students do not pass the Daily Health Check upon boarding the bus or upon entry to the school. During cold weather months, schools should set up indoor locations for Daily Health Checks, which conform to the first point of contact.*

*Temperature check protocol: Temperature checks should occur upon entrance and near sink/hand sanitizer station. A non-contact thermometer is strongly recommended.*

### *Wash hands*

*Wear a facial covering, eye protection and a single pair of disposable gloves*

*Check each child’s temperature If performing a temperature check on multiple students, ensure that a clean pair of gloves is used for each child and that the thermometer has been thoroughly cleaned in between each check. If disposable or non-contact thermometers are used and the screener did not have physical contact with a child, gloves do not need to be changed before the next check. If non-contact thermometers are used, they must be cleaned routinely. Follow instructions provided by the manufacturer for any device used. Remove and discard gloves in between students*

## (1b) School Staff - BMU Procedure

|  |   |
|--|---|
| School Staff   | <ul style="list-style-type: none"> <li>- BMU encourages school staff age 65 or older, with serious underlying health conditions to talk to their healthcare provider to assess their risk and determine if they should avoid in-person contact in which physical distancing cannot be maintained.</li> <li>- Staff members will notify his/her supervisor and quarantine if he/she travels out of the state and into “hot spots” as determined by the Cross State/Travel Information map. <a href="https://accd.vermont.gov/covid-19/restart/cross-state-travel">https://accd.vermont.gov/covid-19/restart/cross-state-travel</a></li> <li>- School staff of all ages with underlying, chronic, medical conditions, particularly if not well controlled, should talk to their healthcare provider to assess their risk and determine if they should avoid in-person contact in which physical distancing cannot be maintained.</li> </ul> |
| Those at higher risk for severe illness from COVID-19 are: | <p>People 65 years and older</p> <p>People of all ages with underlying medical conditions, particularly if not well controlled, including:</p> <ul style="list-style-type: none"> <li>- People with chronic lung disease or moderate to severe asthma</li> <li>- People who have serious heart conditions</li> <li>- People who are immunocompromised, including those undergoing cancer treatment, bone marrow or organ transplantation, and those with immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and/or other immune weakening medications.</li> <li>- People with severe obesity (body mass index [BMI] of 40 or higher)</li> <li>- People with diabetes</li> <li>- People with chronic kidney disease undergoing dialysis</li> <li>- People with liver disease</li> </ul>  |

### ***A STRONG AND HEALTHY START - Safety and Health Guidance for Reopening Schools, Fall 2020***

***Issued and Revised: June 17, 2020***

#### ***Vermont AOE & Vermont DOH (Pg. 7)***

*The following guidance applies to school staff, as well as contractors.*

*The following individuals might be at higher risk for severe illness from COVID-19. If you have staff members or teachers age 65 or older, or with serious underlying health conditions, encourage them to talk to their healthcare provider to assess their risk and to determine if they should avoid in-person contact in which physical distancing cannot be maintained.*

*Based on what we know now, those at higher risk for severe illness from COVID-19 are:*

- *People 65 years and older*
- *People of all ages with underlying medical conditions, particularly if not well controlled, including:*
  - o *People with chronic lung disease or moderate to severe asthma*
  - o *People who have serious heart conditions*
  - o *People who are immunocompromised, including those undergoing cancer treatment, bone marrow or organ transplantation, and those with immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and/or other immune weakening medications*
  - o *People with severe obesity (body mass index [BMI] of 40 or higher)*
  - o *People with diabetes*
  - o *People with chronic kidney disease undergoing dialysis*
  - o *People with liver disease*

## (1c) Stay Home When Sick: Exclusion/Inclusion Policies - BMU Procedure

### SICK DAY GUIDANCE DURING COVID-19

Dear Parents and Caregivers,

As school opens this fall it will look very different due to the [AOE Guidance for a Strong and Healthy Start](#) which provides guidelines regarding health and safety protocols during the COVID-19 pandemic. Below are some specific instructions from the School Health Office that are intended to help you navigate these “Stay Home When Sick” requirements.

If your child answers yes to any of the Daily Health Check questions, has symptoms listed below or a temperature of 100.4°F or greater, please keep him/her home and contact your child’s healthcare provider.. Please make sure you have a thermometer at home.

Please keep in mind that a temperature reading is only one piece of a COVID-19 health assessment. While a child’s temperature may be in the normal range they may have other symptoms that warrant staying home and/or seeing a healthcare provider. A doctor’s note will be required for returning to school.

We appreciate your help to keep everyone in our school community well and our students ready to learn.

When you call the school to report your child’s absence please specify what type of symptoms he/she has: fever, respiratory, gastrointestinal, or other. This will support our efforts to monitor the frequency and number of illnesses. We thank you in advance for your assistance with this important aspect of school health.

| Stay At Home Symptoms                       | Return to School   |  |
|---|--|--|
|   | If NOT COVID-19 as determined by Primary Healthcare Provider   | If COVID-19 Positive as confirmed by the Vermont Department of Health  |
| Temperature of 100.4°F or greater<br>Chills | No fever for 24 hours without the use of fever reducing medicine (Tylenol, Advil, Motrin, etc).                            | Follow guidance given by the Vermont Department of Health and your health care provider. This guidance may change as more treatments and information are discovered about this condition.<br><br>If you have tested to determine if you are still contagious, you may return to work/school after <ul style="list-style-type: none"> <li>• You have remained fever free for 72 hours (three full days) without medicine (Tylenol, Advil, Motrin, etc) AND</li> <li>• Your symptoms have improved AND</li> <li>• You have two negative tests in a row.</li> </ul> If you have not had a test to |
| Sore throat                                 | Healthcare provider’s guidance or 24 hours after starting antibiotics.   |  |
| Cough                                       | Follow healthcare provider’s guidance. Cough must be non-productive.   |  |
| Swollen, sore glands                        | Follow healthcare provider’s guidance.   |  |
| Difficulty breathing                        | Follow healthcare provider’s guidance. Breathing is normal and the use of a nebulizer is not needed during the school day. |  |
| Fatigue                                     | When fatigue is minimal to none and student is able to participate in  |  |

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|  | all school day activities including recess.   | <p>determine if you are still contagious, you may return to work/school after:</p> <ul style="list-style-type: none"> <li>You have remained fever free for 72 hours (three full days) without the use of medicine (Tylenol, Advil, Motrin, etc) AND</li> <li>Your symptoms have improved AND</li> <li>At least ten days have passed since the first day of your symptoms.</li> </ul> |
| Headache   | Follow healthcare provider's guidance or when headache is minimal to none without the use of medicine (Tylenol, Motrin, Advil, etc).  |  |
| Body aches   | Follow healthcare provider's guidance or when aches are minimal to none without the use of medicine (Tylenol, Motrin, Advil, etc).  |  |
| Nasal congestion/drainage <i>without</i> diagnosis of environmental allergies  | Follow healthcare provider's guidance. Minimal to no nasal congestion or runny nose without the use of medicine (Tylenol, Motrin, Advil, etc).  |  |
| Nausea/Vomiting  | No nausea or vomiting for 24 hours.   |  |
| Diarrhea   | No diarrhea for 24 hours.   |  |
| Ear ache   | Resolved or infection treated.  |  |
| Eye drainage   | Resolved or infection treated.  |  |
| Significant, unexplained new rash  | Follow health care provider's guidance. Minimal to no rash.   |  |
| Child has been in close contact with someone with COVID-19 in the last 14 days | Follow <a href="#">Vermont Department of Health's guidance</a> for what it means to be in close contact, as well as for instructions for isolating, quarantine, and self observation. Follow health-care provider's guidance and guidance from the VT Department of Health.   |  |
| Travel outside Vermont   | <p><a href="#">Cross-State Travel for VT</a></p> <p><a href="https://accd.vermont.gov/covid-19/restart/cross-state-trave%20">https://accd.vermont.gov/covid-19/restart/cross-state-trave%20</a></p> <p><a href="#">Travel Outside of Vermont (Greater New England)</a></p> <p><a href="https://www.healthvermont.gov/response/coronavirus-covid-19/traveling-vermont">https://www.healthvermont.gov/response/coronavirus-covid-19/traveling-vermont</a></p> |  |

## ***A STRONG AND HEALTHY START - Safety and Health Guidance for Reopening Schools, Fall 2020***

***Issued and Revised: June 17, 2020***

### ***Vermont AOE & Vermont DOH (Pg. 8)***

*Schools should coordinate decision-making around a student's care with the family, school nurse and the family's healthcare provider if there are specific health concerns, chronic disease, or complex social or emotional dynamics in the home.*

*Students who arrive from out-of-state must follow ACCD and Health Department guidance around quarantine before returning to school, which includes travel out-of-state at any point during the school year. More information is available on the Vermont Department of Health's COVID-19 travel site.*

*Students and staff will be excluded from in-person school 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*

*If above signs and symptoms begin while at school, the student (or staff member) must be sent home as soon as possible. Keep sick students separate from well students and limit staff contact as much as reasonably possible, while ensuring the safety and supervision of the sick student(s) until they leave.*

- Students and staff should be excluded from school until they are no longer considered contagious.*
- Students and staff with fever greater than 100.4°F and no specific diagnosis should remain at home until they have had no fever for 24 hours without the use of fever-reducing medications (e.g., Advil, Tylenol).*
- Materials, toys and furniture touched by the student who is sent home should be thoroughly cleaned and disinfected.*

*Healthy students and staff with the following symptoms/conditions are not excluded from in-person school activities:*

- Allergy symptoms (with no fever) that cause coughing and clear runny nose may stay if they have medically diagnosed allergies and follow medical treatment plans.*
- Well-controlled asthma*

## **(1d) Cases of COVID-19 In School - BMU Procedure**

### **Suspected Case of COVID-19**

In the event of a suspected case of COVID-19, the following protocols will be followed:

#### **Scenario**

- An employee or student doesn't feel well and the school nurse is notified of this.
- The nurse determines symptoms may be COVID-19 related based on the current COVID-19 symptoms list.
- The employee or student will be given a surgical mask to wear.
- The employee or student will be evaluated in the isolation room when possible.
- The employee or student will be temporarily separated from others in an isolation room.

#### Employee

- The employee and/or school nurse will notify the building principal / dean of students.
- The employee will contact their primary health care provider who will conduct an evaluation and determine next steps. They will determine if COVID-19 testing is necessary and order any necessary testing.
- If the employee tests positive for COVID-19, the provider that ordered the test will call the employee with the positive result.
- The Health Department will also contact the employee and to conduct contact tracing.
  - BMU may also be asked to provide assistance with contact tracing as it pertains to the staff member's whereabouts throughout the school day.
- The Health Department will ask the employee about all close contacts the employee had from the 48 hours prior to symptoms up to and including the day the employee began isolation measures.
- They will direct the individual and any other person at possible risk of being infected with how to respond, including next steps for their care, such as the contact(s) seeing a health care provider for testing and any necessary quarantine.

#### Student

- The school nurse will contact the parent/guardian. When the parent/guardian arrives, the nurse will refer the parent/guardian to the student's health care provider for further evaluation of symptoms and possible testing. The nurse will offer to assist the parent/guardian with making phone calls to the healthcare provider if needed.
- The nurse will also notify the principal/building administrator.
- The healthcare provider will arrange for any testing deemed necessary and if the student tests positive for COVID-19, the healthcare provider will contact the parent/guardian.
- The Health Department will then contact the parent/guardian to conduct contact tracing.
  - BMU may also be asked to provide assistance with contact tracing as it pertains to the student's whereabouts throughout the school day.
- The parent/guardian will be asked about any close contacts the student may have had from the 48 hours prior to symptoms up to and including the day the student began isolation measures.
- They will direct the parent/guardian on what the student and any other person at possible risk of being infected with what to do, including directing the individual and any other person at possible risk of being infected with how to respond, including next steps for their care, such as the contact(s) seeing a health care provider for testing and any necessary quarantine.
  - In the event of a student being sent home with COVID-19 symptoms, the school nurse, administrator and/or designee will take the following additional steps:
    - Notify the classroom teacher that the student is being sent home. Students and staff will temporarily leave the room (preferably go outside) so that the space can be cleaned.
    - Notify the custodial staff that the room needs to be disinfected (see cleaning/disinfecting protocol) .

### **Re-entry**

In the event of a student or staff member being sent home with COVID-19 symptoms, a note from the student's or staff member's health care provider clearing them to physically return to the school will be required.

If a student or staff member tested positive for COVID-19 but had no symptoms, they may return to school/work and be with others after:

- 10 days have passed since the confirmed test, and
- They still remain symptom-free
- OR
- They still have no symptoms, and
- Two negative COVID-19 tests in a row, at least 24 hours apart

If a student or staff member tested positive for COVID-19 and had symptoms, they may return to school/work and be with others after:

- 10 days have passed since their confirmed test, and
- Their symptoms have improved, and
- They have been fever free for 24 consecutive hours (without the use of fever-reducing medication) for the period of time directly prior to re-entering the school.

### **Measures to be taken if there is a Confirmed Case of COVID-19**

#### **Communication**

If there is a confirmed case within the school, the superintendent, school administration and school nurse will work closely with the Vermont Department of Public Health for contact tracing. Only the superintendent will send a message to families in the event of a positive case. This message will be consistent with HIPAA and FERPA guidelines to maintain confidentiality.

#### **Cleaning/Disinfecting**

Areas that were used by the person who has a positive result will be identified.

Cleaning will not occur until 24 hours (if possible) has passed since the person who has a positive result was in that space.

The custodial staff will follow their protocol for cleaning and disinfecting the building after a positive COVID-19 case. See BMU's cleaning/disinfecting procedure.



## **A STRONG AND HEALTHY START - Safety and Health Guidance for Reopening Schools, Fall 2020**

**Issued and Revised: June 17, 2020**

### **Vermont AOE & Vermont DOH (Pp. 8-9)**

*If COVID-19 is confirmed in a student or staff member:*

- *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.*
- *Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children.*
- *Participate in contact tracing as requested by the Health Department.*
- *Communicate with staff and parents/caregivers with general information about the situation. It is critical to maintain confidentiality. Decisions about school closure should be made based on guidance from the Agency of Education. 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.*

## (1e) Students with Special Health and Educational Needs - BMU Procedure

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|---|---|
| <p>Students with Special Health Needs</p> | <ul style="list-style-type: none"><li>● It is a priority for BMU to ensure the physical, emotional and psychological safety of every student and the staff who support them.</li><li>● BMU will focus on what is reasonable and appropriate for students with special health needs. Decisions to support students with special health needs will be made as a team, including parents.</li><li>● For the 2020/2021 school year, BMU will offer students a choice of remote learning and/or in-person learning on Monday, Tuesday, Thursday and Friday.</li><li>● Special consideration will be given for students with a medical 504 plan that may need to be reviewed given the current COVID guidance and what is necessary to support and access learning.</li><li>● Special consideration will be given to students of all ages with underlying medical conditions, particularly if not well controlled, including:<ul style="list-style-type: none"><li>● Students with chronic lung disease or moderate to severe asthma</li><li>● Students who have serious heart conditions</li><li>● Students who are immunocompromised, including those undergoing cancer treatment, bone marrow or organ transplantation, and those with immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and/or other immune weakening medications.</li></ul></li><li>● Students with severe obesity (body mass index [BMI] of 40 or higher)</li><li>● Students with diabetes</li><li>● Students with chronic kidney disease undergoing dialysis</li><li>● Students with liver disease</li><li>● The physical structure of the school building will be set up in a way that is conducive to any special health needs of students.</li><li>● When necessary, a team will convene to develop an appropriate plan to support the special health needs of a student. In addition, the school nurse will support families with medical and health resources as part of this process.</li></ul> |
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| <p>Students with Special Educational Needs</p> | <ul style="list-style-type: none"> <li>● It is a priority for BMU to ensure the physical, emotional and psychological safety of every student and the staff who support them.</li> <li>● BMU will focus on what is reasonable and appropriate for students with special educational needs. Decisions to support students with special educational needs will be made as a team, including parents.</li> <li>● For the 2020/2021 school year, BMU will offer students a choice of remote learning and/or in-person learning on Monday, Tuesday, Thursday and Friday.</li> <li>● All student plans will align with state laws and policies adopted by OESU.</li> <li>● Special consideration will be given for students with an IEP that may need to be reviewed given the current COVID guidance and what is necessary to support and access learning.</li> <li>● The physical structure of the school building will be set up in a way that is conducive to any special education needs of students.</li> <li>● When necessary, a team will convene to develop an appropriate plan to support the special education needs of a student. In addition, the school nurse will support families with medical and health resources as part of this process.</li> <li>● For students requiring special education services while learning in-person, BMU will do it's best to provide those services in the classroom. When this is not possible, contact tracing documentation will be completed by the specialists providing the services.</li> <li>● Face shields and solid clear dividers will be used to support special education needs and instruction.</li> </ul> |
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## **A STRONG AND HEALTHY START - Safety and Health Guidance for Reopening Schools, Fall 2020**

**Issued and Revised: June 17, 2020**

### **Vermont AOE & Vermont DOH (Pp. 9-10)**

Ensuring the physical, emotional and psychological safety of every student must be a priority for all reopening plans. That means systematically considering the heightened risks facing our most vulnerable students and the staff who support them, including but not limited to those with compromised immune systems, impulse control issues, or other behavioral issues or disabilities who cannot follow public health guidelines. As they already do, schools will need to engage in thoughtful planning with families and experts supporting these students.

In these cases, the focus should be on what is reasonable and appropriate in the school building, including the following:

- It may be necessary to plan for transitioning students between options of remote learning, blended learning, virtual learning, and/or alternating or parallel waves of each.
- School practices should account for special education regulatory guidance, CDC public health guidance, and federal/state guidance, as well as school operations.
- Schools should prioritize mental health and social-emotional supports for vulnerable students.
- Schools should ensure all students regardless of ability have physical access to the facilities required for safeguarding (i.e. sinks/sanitizing stations).
- There will be supplemental guidance developed from shared experience in supporting the types of learners who are unable to comply with public health requirements. School nurses will play an essential role related to high risk populations of students, including those with special health needs. In these cases, a team-based approach to care is recommended to assess risk to this population. Teams include the school nurse, the student's health care provider, IEP team members, parents/caregivers, teachers and paraprofessionals as appropriate and develop shared goals within and across settings to achieve care that is safe, effective, patient-centered, timely, efficient and equitable. As a healthcare team member, school nurses connect students and their families to the medical home and can support coordination of care.

Schools that provide residential programming should conform with forthcoming ACCD guidance on overnight camps, colleges, universities and other residential programming.

## (2a) Buses and Transportation - BMU Procedure

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| Buses and Transportation | <ul style="list-style-type: none"><li>- Each bus will have a designated bus monitor.<ul style="list-style-type: none"><li>- The bus monitor will conduct part B (temperature check) of the daily health check in the morning.</li><li>- The bus monitor will help support students with COVID-19 expectations while on the bus.</li><li>- Before a student boards the bus in the morning, the bus monitor will ask each child who was present at the bus stop as his/her parent/guardian or designee. If a child does not have a parent/guardian or designee present at the bus stop, the bus monitor will inform the front office.</li></ul></li><li>- In order for a child to be eligible to ride the bus, a parent/guardian or designee must be present at the bus stop in the event that a student doesn't pass part B (temperature check) of the health screening.</li><li>- Students must ride his/her regular bus. Students may not change buses once his/her bus plan is in place.</li><li>- All bus drivers will wear a mask.</li><li>- All students are required to wear masks while on the bus.</li><li>- Each bus will have an established seating plan that aligns with appropriate health guidelines.</li><li>- Families will be asked to sit together (in the same seat, up to three students) while riding the bus.</li><li>- No students may eat or drink while on the bus. The only exception to this is for students who are medically approved.</li><li>- Bus drivers will disinfect/clean the bus on a daily basis.</li><li>- Upon entering the bus, students will use hand sanitizer, provided by the school. In addition, students should wash their hands according to health guidelines prior to leaving their house or the school and after getting off the bus.</li><li>- Bus monitors will be responsible for noting on a sheet provided any student temperature abnormalities ie: temperature equal to or greater than 100.4F, discussing this with the parent/guardian/emergency contact for the student at the bus stop and ensuring the student does not board the bus.</li><li>- Regular bus routes and bus stops may be altered by the school to prevent congregating at bus stops and ensure social distancing while on the bus.</li><li>- Students are expected to stay in their assigned seat for the duration of the bus ride. While on the bus, students are expected to limit exposure to others by staying in their self space, not sharing personal items, and not touching other students or the seating area where other students are sitting.</li></ul> |
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## **A STRONG AND HEALTHY START - Safety and Health Guidance for Reopening Schools, Fall 2020**

**Issued and Revised: June 17, 2020**

### **Vermont AOE & Vermont DOH (Pp. 10-11)**

*In general:*

- *A Daily Health Check must be conducted on all students, prior to boarding the bus (see Health Screenings for more detail). The adult (bus driver or bus monitor) who is conducting the Daily Health Check must wear a facial covering, eye protection and gloves.*
- *It is recommended that an additional adult (bus monitor) ride the bus to support the required health screening. This bus monitor must also wear a facial covering.*
- *Sick students should not get on the bus. See Stay Home When Sick for more detail.*
- *Bus drivers are required to wear facial coverings while transporting students.*
- *All students are required to wear facial coverings on the bus (with noted exceptions in Facial Coverings and Personal Protective Equipment).*
- *Cohort students by age on the school bus (younger students in the front, middle-age students in the middle, older students in the back).*
- *Assign seats for students on the school bus.*
- *Alternatives to bussing to reduce the number of students riding the bus include:*
  - o *Encourage parents/caregivers or other designated adults to transport their children, whenever possible, to minimize the number of students on the bus.*
  - o *Encourage students to walk or bike to school, if it is safe to do so.*

*Cleaning and disinfecting:*

- *Practice routine cleaning and disinfection of frequently touched surfaces, including surfaces in the driver cockpit commonly touched by the operator.*
- *Drivers and monitors/additional adults should wash hands regularly with soap and water for at least 20 seconds. If soap and water are not readily available, use an alcohol-based hand sanitizer containing at least 60% alcohol.*
- *All buses must have an adequate supply of hand sanitizer.*
- *If there is a known or suspected case of COVID-19 that has been transported, please follow CDC Guidance.*

*If Vermont is at Step III at the beginning of the school year, schools and districts may elect to follow Step III recommendations for bussing should they so choose, even though Step II restrictions will be recommended for all other operations initially.*

*Step II Guidance:*

- *Create physical distance between students and on school buses (for example, seating students one child per seat, every other row).*
- *Stagger drop-off and pick-up processes to minimize gathering of large numbers of students at any one time.*
- *Create more bus stops to minimize the number of students waiting together.*

*Step III Guidance:*

- *Students should be spaced out for the number of riders.*
- *Promote physical distance between students at bus stops.*

School Nurse Contact: \_\_\_\_\_

| Student Name | Questions All "Yes" | Temp. Check | Parent Designee | Can go home alone | Asthma | Allergies | Parent Contact Phone |
|--------------|---------------------|-------------|-----------------|-------------------|--------|-----------|----------------------|
| Joe Smith    |                     |             | Sarah Harris    | Yes               | No     | Yes       | 802-579-6438         |
| Mary Jones   |                     |             | Tom Mann        | No                | Yes    | No        | 802-457-2457         |
| Carol Taylor |                     |             | Jim Taylor      | Yes               | No     | No        | 802-976-8590         |

## (2b) Drop-Off and Pick-up / Arrival and Departure - BMU Procedure

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|---------------------------|---|
| Drop-off/Pick-up          | <ul style="list-style-type: none"><li>• Parents dropping off students, with the exception of PK, will not be allowed into the building.</li><li>• Students will complete the health screening in their car and they will enter the building through the front entrance.</li><li>• Designated health monitors will be present at the school to perform the health screening and supervise/assist students entering the building.</li><li>• Upon entering, students will be required to sanitize their hands at the hand sanitizer station.</li><li>• Students must report directly to their classroom.</li><li>• Parents/caregivers should stay in their vehicle and leave as soon as their child has completed part B of their health screening to avoid congregating.</li><li>• Individuals who are self-quarantining due to close contact with a COVID-19 a positive individual should not drop-off or pick-up their student(s).</li><li>• If a parent/caregiver needs to talk with school personnel, they must make an appointment in advance.</li></ul> |
| Bus Arrival and Departure | <ul style="list-style-type: none"><li>• Students arriving via bus will be dropped off at the back of the building, at 3 entry points.</li><li>• Students will be required to sanitize their hands at the hand sanitizer station set up at their entrance.</li><li>• Students must report directly to their classroom.</li><li>• Students who are displaying COVID-19 symptoms will not be able to ride a bus home and must be picked up from school by their parent/guardian/emergency contact.</li></ul>   |
| Building modifications    | <ul style="list-style-type: none"><li>• Signs will be posted at all entrances clearly explaining that no one may enter if they have symptoms of respiratory illness or fever.</li><li>• Hand sanitizer stations will be placed close to exterior doors that are being used as entryways/exits.</li></ul>  |



## **A STRONG AND HEALTHY START - Safety and Health Guidance for Reopening Schools, Fall 2020**

**Issued and Revised: June 17, 2020**

### **Vermont AOE & Vermont DOH (Pg. 11)**

The following procedures must be in place:

- Signs must be posted at all entrances clearly indicating that no one may enter if they have symptoms of respiratory illness or fever.
- Hand sanitizing stations must be set up at the entrance of the facility or the entrance process could be rerouted through a different entrance nearest the sink, so that students can sanitize/wash their hands before they enter, or immediately upon entry into the facility.
- Assign students to use different entrances at arrival and departure times.
- Stagger arrival and drop off times.
- Students should go directly to their assigned classroom once they have completed all required screening.
- Parents/caregivers should not be allowed to enter the building with the student. Parents/caregivers should drop off their child outside and leave as soon as their child has safely entered the building to avoid congregating.

Preschool classrooms may need to identify a separate entrance and exit given the age of the student so the parent/caregiver may briefly walk the child into the classroom and leave.

o In the first few days of return to school, the parents/caregivers of younger students and students with anxiety may escort their children to the classroom in coordination with the school.

o If a parent/caregiver needs to talk with school personnel, they should make arrangements to do so in advance.

o All parents/caregivers who enter the school building must wear a facial covering, be screened upon entry (screening questions and temperature check) and must leave immediately upon completing drop-off.

• Individuals who are self-quarantining due to close contact with a COVID-19 positive individual should not do drop-off or pick-up.

## (2c) Hand Hygiene - BMU Procedure

The purpose of these procedures is to decrease the transmission of COVID-19 among staff and students. They must be followed.

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| <p><b>Handwashing expectations for Students</b></p> | <ul style="list-style-type: none"> <li>- Students will be asked to wash their hands at the following times:             <ul style="list-style-type: none"> <li>- Upon arrival to the building</li> <li>- Leaving the building</li> <li>- Before and after eating</li> <li>- After using the toilet</li> <li>- After blowing their nose</li> <li>- Before and after handling facial coverings/face shields</li> <li>- Before and after playing outdoors</li> <li>- Before and after handling items for sensory play</li> <li>- After handling garbage</li> <li>- Before and after cleaning their space, if they ever assist with this activity</li> <li>- Prior to switching rooms or locations</li> </ul> </li> <li>- Students will be provided with hand lotion and encouraged to use it to prevent skin breakdown associated with frequent hand washing.<br/>Students will be asked to wash hands with soap and water for at least 20 seconds.<br/>If hands are not visibly dirty, and a sink with soap and water are not available, alcohol-based hand sanitizers with at least 60% alcohol will be provided<br/>Staff will monitor for ingestion of hand sanitizer among young children.</li> <li>- Steps for proper hand washing will be taught to students at the beginning of the school year.</li> <li>- Developmentally appropriate posters outlining proper hand washing steps will be placed at all sinks and near the hand sanitizing stations.</li> </ul> |
| <p><b>Handwashing expectations for Staff</b></p>    | <p>Staff will wash their hands with soap and water OR hand sanitizer at the following times:</p> <ul style="list-style-type: none"> <li>- Arrival arrival to the building</li> <li>- Leaving the building</li> <li>- After staff breaks</li> <li>- Before and after preparing food or drinks</li> <li>- Before and after eating, handling food or feeding students</li> <li>- Before and after administering medication or medical ointment</li> <li>- After using the toilet or helping a child use the bathroom</li> <li>- After coming in contact with bodily fluid</li> <li>- Before and after handling facial coverings/face shields</li> <li>- After handling animals or cleaning up animal waste</li> <li>- After handling garbage</li> <li>- Before and after cleaning</li> <li>- Prior to switching rooms or locations</li> </ul>   |

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|  | <ul style="list-style-type: none"><li>- After assisting students with handwashing, staff will also wash their hands.</li><li>- Staff will wash hands with soap and water for at least 20 seconds.</li><li>- If hands are not visibly dirty, and a sink with soap and water are not available, alcohol-based hand sanitizers with at least 60% alcohol will be provided</li><li>- Staff will monitor for ingestion of hand sanitizer among young children.</li><li>- Steps for proper hand washing will be taught to staff at the beginning of the school year.</li><li>- Posters outlining proper hand washing steps will be placed at all sinks and near the hand sanitizing stations.</li><li>- Staff will be provided with hand lotion and encouraged to use it to prevent skin breakdown associated with frequent hand washing.</li><li>- Staff will be asked to wear gloves when cleaning and disinfecting.</li></ul> |
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## **A STRONG AND HEALTHY START - Safety and Health Guidance for Reopening Schools, Fall 2020**

**Issued and Revised: June 17, 2020**

**Vermont AOE & Vermont DOH (Pg. 12)**

*Schools must put the following procedures into practice to ensure effective hand hygiene:*

*• All students, staff and contracted service providers should engage in hand hygiene at the following times:*

*o Arrival to the facility*

*o After staff breaks*

*o Before and after preparing food or drinks*

*o Before and after eating, handling food or feeding students*

*o Before and after administering medication or medical ointment*

*o After using the toilet or helping a child use the bathroom*

*o After coming in contact with bodily fluid*

*o Before and after handling facial coverings/face shields*

*o After handling animals or cleaning up animal waste*

*o After playing outdoors*

*o Before and after playing with sand and sensory play*

*o After handling garbage*

*o Before and after cleaning*

*o Prior to switching rooms or locations*

*• Provide plenty of hand lotion to support healthy skin for students and staff.*

*• Wash hands with soap and water for at least 20 seconds. If hands are not visibly dirty,*

*alcohol-based hand sanitizers with at least 60% alcohol can be used if soap and water are not readily available (monitor for ingestion of hand sanitizer among young children).*

*Steps for proper hand washing can be found on the CDC website.*

*• After assisting students with handwashing, staff should also wash their hands.*

*• Place posters describing handwashing steps near sinks. Developmentally appropriate posters in multiple languages are available from CDC.*

## (2d) Facial Coverings and Personal Protective Equipment

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| Facial Coverings | <ul style="list-style-type: none"><li>• All staff and students will be required to wear facial coverings while in the building. Additionally, all staff and students will be required to wear facial coverings while outside when the 6 foot physical distancing space cannot be maintained.</li><li>• Children in PK and K should not have masks that tie with strings as they pose a choking hazard.</li><li>• Staff and students may remove facial coverings for eating or drinking.</li><li>• Staff working alone in a space (closed office or classroom) do not have to wear a mask.</li><li>• Mask fabric ideally is cotton to allow for breathability and increased efficacy.</li><li>• The use of a face shield in place of a mask is allowable if it meets the guidance on fit and coverage (see state guidelines below).</li><li>• The use of a face shield should be reserved when sustained close contact with a student is expected and a mask cannot be worn.</li><li>• N-95 masks will be reserved for nursing staff if the situation warrants increased protection in the presence of a student with COVID-19 symptoms.</li><li>• Surgical masks will be on hand for staff and students who forget their mask.</li><li>• Staff and students will prioritize wearing cloth masks as surgical masks should be reserved for healthcare/essential workers.</li><li>• If a staff or student has a medical or behavioral reason that would make them exempt from wearing a face mask, then they will need to provide this in writing from their healthcare provider. In this situation, a face shield will be acceptable with written guidance from their healthcare provider stating they are to wear the face shield in place of the face mask. The staff member or student's family will need to provide the face shield and proper fit will need to be checked by the school nurse.</li><li>• For outdoor activities like PE and the outdoor classroom spaces, masks must be worn if there is a chance students will not maintain physical distancing.</li><li>• Staff and students should have an extra mask with them to change into if their initial mask becomes damp with condensation that may occur throughout the day.</li><li>• Staff and students should take care not to touch their face or facial covering.</li><li>• Staff and students are encouraged to perform hand hygiene if/when they do touch their face or facial covering.</li></ul> |
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| <p>Personal Protective Equipment</p> | <ul style="list-style-type: none"> <li>● Staff who will be conducting health screenings must wear a mask, face shield and gloves.</li> <li>● PPE should be changed if it has any contact with a student during the health screening process.</li> <li>● A sick individual should wear a surgical mask until they are picked up from school or leave the building.</li> </ul> <p><b>Considerations for school nurses:</b></p> <ul style="list-style-type: none"> <li>● Staff Performing the following Highest Risk Duties, including the school nurse assessment of any individual suspected of having COVID-19, should wear full PPE (gloves, gown, face shield, N-95 mask).</li> <li>● Tasks that require close/direct contact with (i.e. within 6 feet of) people who are not known or suspected COVID-19 positive but are undergoing procedures with potential for aerosol generation or body fluid contact, such as, but not limited to: open suctioning of airways, sputum induction, non-invasive ventilation (e.g., BiPAP, CPAP), manual ventilation - all require the nurse to wear full PPE (gloves, gown, face shield, N-95 mask).</li> <li>● Procedures with high risk of generating aerosolized droplets should be done in a well ventilated room and isolated from others.</li> <li>● Ideally nebulizer treatments are done at home to avoid aerosolized generation.</li> <li>● Nursing staff can look to the National Association of School Nurses guidance on appropriate PPE for specific nursing tasks/situations within the school setting (See below).</li> </ul> |
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| <p>Disposing of PPE</p> | <ul style="list-style-type: none"> <li>● PPE worn by school nurses and health screeners can be disposed of in a regular trash receptacle.</li> <li>● Teachers performing their routine cleaning can dispose of their gloves and towels in a regular trash receptacle.</li> </ul> |
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| <p>N95</p> | <ul style="list-style-type: none"> <li>● The facemask should be removed and discarded if soiled, damaged, or hard to breathe through.</li> <li>● When practicing extended use of N95 respirators, the maximum recommended extended use period is 8–12 hours.</li> <li>● Respirators should not be worn for multiple work shifts and should not be reused after extended use.</li> <li>● N95 respirators should be removed (doffed) and discarded before activities such as meals and restroom breaks.</li> </ul> <p><b>Extending the use of a N95 respirator:</b><br/> <a href="https://www.cdc.gov/niosh/topics/hcwcontrols/recommendedguidanceextuse.html">https://www.cdc.gov/niosh/topics/hcwcontrols/recommendedguidanceextuse.html</a></p> |
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| Face shield   | <ul style="list-style-type: none"> <li>● Eye protection should be removed and cleaned if it becomes visibly soiled or difficult to see through</li> <li>● Eye protection should be discarded if damaged</li> <li>● Per the CDC, PPE reuse is not recommended but if this practice must be adopted to conserve supply the following steps should be taken:</li> <li>● If eye protection becomes visibly soiled, it should be removed using appropriate technique and set aside for cleaning or disposal</li> <li>● If eye protection is removed for any other reason such as taking a break or completing a shift, it should be cleaned or disposed of by following school protocols.</li> </ul> <p>Reuse: (per CDC guidelines)</p> <p>A. Cleaning and reusing disposable face shields for one staff member. This strategy is not consistent with best practices and therefore not recommended, but if adopted:</p> <ul style="list-style-type: none"> <li>● A face shield should be dedicated to one staff member.</li> <li>● They should be immediately cleaned when they are visibly soiled, whenever they are removed such as when leaving the isolation area, and at least daily (after every shift) prior to putting them back on.</li> <li>● After cleaning, a face shield should be stored in a transparent plastic container and labeled with the staff member's name to prevent accidental sharing between staff.</li> </ul> <p>- Note: The number of times a disposable face shield could potentially be reprocessed is unknown; therefore, face shields should be closely examined prior to each use to ensure the integrity of the foam pad, elastic strap, and clarity of the visor.</p> <p>- A chlorine-based disinfectant is preferred over alcohol based as it will not break down the material as quickly.</p> <p>- How to make the chlorine-based disinfectant and use it on a face shield:<br/> <a href="https://www.cdc.gov/coronavirus/2019-ncov/hcp/non-us-settings/emergency-considerations-ppe.html">-https://www.cdc.gov/coronavirus/2019-ncov/hcp/non-us-settings/emergency-considerations-ppe.html</a></p> |
| Gloves        | <ul style="list-style-type: none"> <li>● Gloves should never be reused between direct patient care where contact was made with the patient.</li> <li>● Teachers may consider gloves that are not medical grade (ie dishwashing gloves) when cleaning/disinfecting.</li> </ul>   |
| Gown          | <ul style="list-style-type: none"> <li>● Gowns should be removed and disposed of in between patients who are displaying any COVID-19 symptoms.</li> <li>● Gowns should be disposed of when visibly soiled.</li> <li>● Reusable cloth gowns will be placed in a plastic bag after use and sealed for laundering in hot water.</li> </ul>   |
| Surgical mask | <ul style="list-style-type: none"> <li>● The facemask should be removed and discarded if soiled, damaged, or hard to breathe through.</li> </ul>  |

Staff who will be routinely wearing PPE (School nurses, health monitors and custodial staff) should be trained on the proper way to put on and take off their PPE. The following CDC website has a tutorial:

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/using-ppe.html>

## **A STRONG AND HEALTHY START - Safety and Health Guidance for Reopening Schools, Fall 2020**

**Issued and Revised: June 17, 2020**

### **Vermont AOE & Vermont DOH (Pp. 12-13)**

*All staff and students are required to wear facial coverings while in the building, as well as outside where physical distancing cannot be maintained. CDC recommends facial coverings in settings where other physical distancing measures are difficult to maintain, especially in areas of significant community-based transmission. Adults doing drop-off and pick-up should wear facial coverings. Instructions for making, wearing and washing facial coverings can be found on the CDC website. PreK students require special consideration regarding age and child development. The following stipulations are for students, as well as staff, where applicable:*

- *Facial coverings are developmentally appropriate when children can properly put on, take off, and not touch or suck on the covering.*
- *Students who have a medical or behavioral reason for not wearing a facial covering should not be required to wear one. These decisions should be made in partnership with the health care provider and school nurse.*
- *Students/staff should not wear facial coverings while sleeping, eating or swimming (or when they would get wet).*
- *Facial coverings with ties are not recommended for young children as they pose a risk of choking or strangulation.*
- *Facial coverings may be removed during outdoor activities where students and staff can maintain physical distancing and have ready access to put them back as needed when activity stops.*
- *Staff may take off their facial covering in select circumstances when physical distancing cannot be maintained, such as when a parent/caregiver is hearing impaired and readslips to communicate. It is also recommended to use facial coverings with clear plastic windows to support communication when there is ongoing contact with individuals who are hearing impaired.*
- *The use of clear facial shields for students and adults is allowable as long as they meet all of the health guidance of the Vermont Department of Health. Face shields should extend below the chin and to the ears laterally, and there should be no exposed gap between the forehead and the shield's headpiece. Additional guidance regarding Personal Protective Equipment (PPE) for school nurses and other health professionals in the school building is forthcoming. This guidance will be posted on the Vermont Department of Health website. School nurses will need to determine appropriate PPE based on the care and tasks required.*

#### **Additional Sources:**

Operational Considerations for Personal Protective Equipment in the Context of Global Supply Shortages for Coronavirus Disease 2019 (COVID-19) Pandemic: non-US Healthcare Settings

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/non-us-settings/emergency-considerations-ppe.html>

#### **NASN - PPE Guidance for School Nurses**

<https://higherlogicdownload.s3.amazonaws.com/NASN/3870c72d-fff9-4ed7-833f-215de278d256/UploadedImages/PDFs/Guidance-for-Healthcare-Personnel-on-PPE-Use-in-Schools.pdf>



## (2e) Learning Options and Attendance - BMU Procedure

|                         |   |
|-------------------------|---|
| <p>Learning Options</p> | <ul style="list-style-type: none"> <li>- All students and staff are required to wear a cloth facial covering or face shield. <b>Special considerations will be made for preschool students.</b></li> <li>- <a href="#">Students will be given the option to attend school in person and/or virtually</a> following the live school day.</li> <li>- <b>Wednesday each week will be a remote learning day for all students. Students will be required to attend school in the morning and a modified schedule will be devised by the school. The afternoon will be available for teachers to plan, provide intervention to students, attend meetings if necessary, and complete all other professional responsibilities. No students or staff will be in the building, as the custodians will conduct a deep cleaning.</b></li> <li>- <b>Preschool only: Each 3 and 4 year old preschool student will attend either Monday and Tuesday (in person or remote) or Thursday and Friday (in person or remote). Our program will be considered full day and will meet the 10 hours per week minimum, per preschool regulations.</b></li> <li>- <b>On Monday, Tuesday, Thursday, and Friday, families choosing remote learning may access lunch and breakfast as a grab-n-go option. Parents must pick the meal up at the school in the morning and/or at lunch time. Wednesday meals will be delivered home on buses.</b></li> <li>- All teachers will follow the schedule and will not alter their teaching schedules.</li> <li>- The platforms to be used are zoom and google classroom only. Google Sites can be used for elementary.</li> <li>- To the best extent possible, classrooms need to be arranged/set up so that students participating via zoom are able to actively participate in class discussions/activities.</li> <li>- For middle school and high school teachers, course outlines/syllabus are to contain provisions for virtual attendance. Clear and consistent guidelines are to be established for late/missing work for students attending virtually.</li> <li>- Teachers will need to have all relevant and applicable materials prepared in advance for each class and accessible to students who participate via zoom.</li> <li>- PreK-8: Students are to remain in classrooms and teachers are to change locations, this includes Unified Arts teachers, interventionists and Special Education teachers.</li> <li>- Tier 2 and Tier 3 services must be delivered as much as possible in classrooms.</li> <li>- Classroom configurations must be approved by the principal and nurse.</li> <li>- Students must schedule an appointment with a teacher to meet 1:1.</li> <li>- All teachers will be required to do lesson planning on the assigned google folder and submitted prior to the lesson.</li> <li>- Only allow supervisors and staff who are required for instruction to be in the classrooms.</li> </ul> |
| <p>Attendance</p>       | <ul style="list-style-type: none"> <li>- Attendance, virtual or in person, is to be taken following school guidelines (as per policy). Students who attend classes live via zoom are to be considered as present.</li> <li>- Follow all normal guidelines for attendance and tardiness.</li> <li>- All mandated reporting stays in effect as normal.</li> <li>- BMU will encourage a closed campus for staff, except for scheduled appointments. Those returning from a scheduled appointment must complete another screening process.</li> </ul>   |

## **A STRONG AND HEALTHY START - Safety and Health Guidance for Reopening Schools, Fall 2020**

**Issued and Revised: June 17, 2020**

### **Vermont AOE & Vermont DOH (Pp. 14-15)**

*Physical distancing in order to reduce the frequency of close contact between individuals is still the single most effective way to slow the spread of the coronavirus. General principles to promote physical distancing and reduce viral spread:*

- *Students must be kept in groups, not to exceed the maximum number allowed by state guidance, including teachers and staff.*
- *Install physical barriers in reception areas and employee workspaces where the environment does not accommodate physical distancing.*
- *Students standing in line should be spaced apart (consider tape marks on the floor).*
- *Limit sharing of materials:*
  - o *Keep each student's belongings separated from others' and in individually labeled containers, cubbies or areas. Used items should be taken home each day and cleaned.*
  - o *Ensure adequate supplies to minimize sharing of high touch materials (art supplies, lab equipment, computer equipment etc. assigned to a single student) or limit use of supplies and equipment by one group of students at a time and clean and disinfect between use.*
  - o *Do not share electronic devices, toys, books, musical instruments, games or learning aids.*

#### *Step II Guidance:*

- *Whenever feasible, keep classes together to include the same group of students each day, and keep the same teachers and staff with the same group each day. This will need to be addressed differently to meet the education needs of high school (and maybe middle school) students.*
- *Restrict mixing between groups.*
- *Space seating/desks and bedding (head-to-toe positioning) to at least 6 feet apart.*
- *Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart.*
- *Require students to stay in an assigned section of the school yard as opposed to mingling with other classes.*
- *Close the staff/teacher's lounge.*
- *Hold virtual meetings with students, families and staff.*
- *Rearrange employee workstations to ensure they are separated by six feet.*

#### *Step III Guidance:*

- *Consider keeping classes together to include the same group of students each day.*
- *Continue to space out seating and bedding (head-to-toe positioning) to 6 feet apart, to the extent possible.*

*Additional strategies to consider:*

- *Move classes outdoors.*
- *Minimize students and employees traveling to different buildings; staff and students should wear facial coverings and avoid congregating during these transitions.*
- *Broadcast in-class instruction to multiple rooms to allow students to spread out.*
- *Implement a homeroom stay where the teachers rotate, as opposed to the students.*

- *Only allow supervisors and staff who are required for instruction to be in the classrooms.*
- *Discourage the use of attendance awards or perfect attendance incentives for students.*
- *Plan activities that do not require close physical contact between multiple students.*
- *Rearrange furniture to avoid clustering in common areas.*

### (3a) Cleaning and Disinfecting - BMU Procedure

|   |   |
|---|---|
| Modifications/Considerations                        | <ul style="list-style-type: none"> <li>- All nonessential furniture must be removed from the classroom.</li> <li>- All desks will face the same direction.</li> <li>- Staff will optimize class structure to strive for appropriate physical distancing of 3 to 6 feet (per AAP recommendations) in the seating arrangements of students.</li> </ul>  |
| Student cleaning responsibilities                   | <ul style="list-style-type: none"> <li>- Students may volunteer to assist with classroom cleaning under the supervision of the teacher and following all safety guidelines.</li> <li>- Students will perform hand hygiene before touching shared books</li> </ul>   |
| Staff cleaning responsibilities                     | <ul style="list-style-type: none"> <li>- Staff will use gloves to clean.</li> <li>- Staff will use proper hand hygiene procedures when cleaning.</li> <li>- Upon arrival to the classroom, staff should disinfect his/her personal cell phone.</li> <li>- Staff will use a school provided all purpose cleaner when cleaning and disinfecting the following items (including but not limited to) at least once in the middle of the day and at least once at the end of the day.:             <ul style="list-style-type: none"> <li>- Computer(s)</li> <li>- Phone</li> <li>- Tables</li> <li>- Toys</li> <li>- Classroom Materials</li> <li>- Other high touch areas</li> </ul> </li> <li>- Staff will clean tables before and after snack and lunch with a school provided cleaner (this does not have to be a disinfectant if the table/desk is assigned to one student only).</li> <li>- High School teachers will wipe down tables and chairs that were used between each class with the school provided cleaning materials (disinfectant).</li> <li>- Library tables and chairs will be wiped down after each use.</li> <li>- Playground equipment that was used during recess will be wiped down after each use.</li> </ul> |
| Daily/Customary Cleaning                            | <ul style="list-style-type: none"> <li>- Custodians will disinfect frequently touched objects and surfaces each day.</li> <li>- Custodians will clean interior bathrooms twice daily.</li> <li>- Custodians will vacuum, mop floors, collect garbage, and complete a deep clean twice weekly.</li> <li>- Custodians will disinfect playground equipment on a daily basis. If weather complicates the scheduled cleaning, the playground will be closed until the equipment is cleaned.</li> </ul>   |
| Cleaning steps for when student/staff goes home ill | <ul style="list-style-type: none"> <li>- Wait 24 hours before you clean or disinfect.</li> <li>- If 24 hours is not practical, wait as long as possible.</li> <li>- Open outside windows and use ventilating fans to increase air circulation in the area.</li> </ul>   |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>- Open the space for use after proper cleaning and disinfecting.</li> <li>- Clean and disinfect all areas used by the person who is sick, such as high-touch surfaces, and items they have touched</li> <li>- Wear gloves when cleaning</li> <li>- Wash hands after removing gloves.</li> </ul>  |
| Cleaning steps for when a student/staff has a confirmed COVID-19 positive test | <ul style="list-style-type: none"> <li>- In the event that a student or staff member tests positive for COVID-19 and was present at school with symptoms, the spaces occupied by the student or staff member will be cleaned as outlined below: <ul style="list-style-type: none"> <li>- The space(s) that was/were occupied by the student or staff member will sit for at least 24 hours, if possible, prior to cleaning.</li> <li>- All flat surfaces will be wiped down with a disinfectant.</li> <li>- The room will be thoroughly cleaned with a disinfectant spray/fogging. This will disinfect all materials/structures in the classroom. (This cleaning will be done when students and staff are not in the building).</li> <li>- When disinfecting the classroom, custodians will wear/use all necessary PPE. Including but not limited to a gown, gloves, N95 mask, etc.)</li> </ul> </li> </ul> |
| PPE Considerations   | <ul style="list-style-type: none"> <li>- Teachers should wear gloves (they can be non-medical grade) when wiping down hard surfaces where students have been sitting</li> <li>- Face shields that are issued to individual staff should be cleaned with a diluted bleach solution</li> </ul>  |
| Products/Solutions for cleaning  | <ul style="list-style-type: none"> <li>- To make a bleach solution, mix: ▪ 5 tablespoons (1/3 cup) of bleach per gallon of water OR ▪ 4 teaspoons of bleach per quart of water.</li> </ul>  |

## **A STRONG AND HEALTHY START - Safety and Health Guidance for Reopening Schools, Fall 2020**

**Issued and Revised: June 17, 2020**

### **Vermont AOE & Vermont DOH (Pp. 13-14)**

*Schools must engage in frequent thorough cleaning each day. All staff should be trained in proper cleaning and disinfecting. At a minimum, common spaces and frequently touched surfaces and doors should be cleaned and disinfected at the beginning, middle and end of each day. Schools shall continue to follow regulations regarding cleaning, sanitizing and disinfecting.*

- *Clean and disinfect frequently touched objects and surfaces such as:*
  - o *All surfaces, especially where students eat*
  - o *Bathrooms*
  - o *Frequently used equipment including electronic devices*
  - o *Door handles and handrails*
  - o *Items students place in their mouths, including toys*
  - o *Metal and plastic playground equipment*
- *Specifically, regarding shared bathrooms, bathroom use should be kept to the groups that are already in cohorts together. Schedule restroom breaks to avoid overcrowding.*
- *Toys that cannot be cleaned and sanitized should not be used, including items such as soft toys, dress-up clothes and puppets.*
- *Unnecessary cloth furniture should be removed from the classroom and other spaces.*
- *Students' books, art supplies and other paper-based materials such as mail or envelopes, are not considered high risk for transmission and do not need additional cleaning or disinfection procedures.*

*The following products may be used for disinfecting:*

- *Diluted household bleach solutions*
- *Alcohol solutions with at least 70% alcohol*
- *Most common EPA-registered household disinfectants*
- *See List N: Disinfectants for Use Against SARS-CoV-2 (Environmental Protection Agency)*

**(3b) Group Size, Integrity of Group/Cohort/Pod, Physical Distancing and Modified Layouts - BMU Procedure**

|   |  |
|---|--|
| <p>Group Size</p>                               | <ul style="list-style-type: none"> <li>- Students must be kept in groups pursuant to state guidelines, including staff.</li> <li>- Students will be given the option to attend school in person and/or virtually.</li> <li>- All teachers will follow the schedule and will not alter their teaching schedules.</li> <li>- All applicable materials are available to students both in person and remotely.</li> <li>- The staff room will only be used for collecting mail and using the bathroom.</li> </ul>  |
| <p>Integrity of Group/Cohort/Pod</p>            | <ul style="list-style-type: none"> <li>- If a student needs to see a student support adult, that adult will meet the student in the classroom. The teacher will call the main office to access the support.</li> <li>- No use of the cafeteria or gymnasium. However, lunch will still be served and specials will be offered in an alternative location.</li> <li>- Unified Arts teachers will meet with students in homeroom classrooms. (Elementary &amp; Middle School only)</li> <li>- No senior lounge.</li> <li>- Open senior lounge with limited capacity; no more than 6 seniors at a time (Stage 3)</li> <li>- Students will not share school materials.</li> <li>- All student belongings will stay separated from others.</li> <li>- PreK-8: Students are to remain in classrooms and teachers are to change locations.</li> <li>- Tier 2 and Tier 3 services must be delivered as much as possible in classrooms.</li> <li>- For any students pulled out for school services/appointments the provider will use a daily log documenting the time, location, and people in that shared space.</li> </ul> |
| <p>Physical Distancing and Modified Layouts</p> | <ul style="list-style-type: none"> <li>- The classroom must be set up with appropriate spacing, with students all facing the same direction, allowing for mobility, allowing for visibility through zoom, and allowing for efficient cleaning.</li> <li>- Hallways: Must have hallway monitors. Personnel will be assigned to cover this duty.</li> <li>- Create outside lanes down the Elementary, MS &amp; HS hallways.</li> <li>- Encourage the use of outdoor classrooms.</li> <li>- The classroom must be set up with students all facing the same direction, allowing for mobility, allowing for visibility through zoom, and allowing for efficient cleaning.</li> <li>- Classroom configurations must be approved by the principal and nurse.</li> <li>- For grades preK-4, floor markers will be used to help students understand and apply appropriate social distancing.</li> <li>- No more than one student out of a classroom is allowed.</li> <li>- Hold virtual meetings with parents/families.</li> </ul>  |

## **A STRONG AND HEALTHY START - Safety and Health Guidance for Reopening Schools, Fall 2020**

**Issued and Revised: June 17, 2020**

### **Vermont AOE & Vermont DOH (Pp. 14-15)**

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- *Students must be kept in groups, not to exceed the maximum number allowed by state guidance, including teachers and staff.*
- *Install physical barriers in reception areas and employee workspaces where the environment does not accommodate physical distancing.*
- *Students standing in line should be spaced apart (consider tape marks on the floor).*
- *Limit sharing of materials:*
  - o *Keep each student's belongings separated from others' and in individually labeled containers, cubbies or areas. Used items should be taken home each day and cleaned.*
  - o *Ensure adequate supplies to minimize sharing of high touch materials (art supplies, lab equipment, computer equipment etc. assigned to a single student) or limit use of supplies and equipment by one group of students at a time and clean and disinfect between use.*
  - o *Do not share electronic devices, toys, books, musical instruments, games or learning aids.*

#### *Step II Guidance:*

- *Whenever feasible, keep classes together to include the same group of students each day, and keep the same teachers and staff with the same group each day. This will need to be addressed differently to meet the education needs of high school (and maybe middle school) students.*
  - *Restrict mixing between groups.*
  - *Space seating/desks and bedding (head-to-toe positioning) to at least 6 feet apart.*
  - *Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart.*
  - *Require students to stay in an assigned section of the school yard as opposed to mingling with other classes.*
  - *Close the staff/teacher's lounge.*
  - *Hold virtual meetings with students, families and staff.*
  - *Rearrange employee workstations to ensure they are separated by six feet.*
- Step III Guidance:*
- *Consider keeping classes together to include the same group of students each day.*
  - *Continue to space out seating and bedding (head-to-toe positioning) to 6 feet apart, to the extent possible.*

#### *Additional strategies to consider:*

- *Move classes outdoors.*
- *Minimize students and employees traveling to different buildings; staff and students should wear facial coverings and avoid congregating during these transitions.*
- *Broadcast in-class instruction to multiple rooms to allow students to spread out.*
- *Implement a homeroom stay where the teachers rotate, as opposed to the students.*
- *Only allow supervisors and staff who are required for instruction to be in the classrooms.*
- *Discourage the use of attendance awards or perfect attendance incentives for students.*
- *Plan activities that do not require close physical contact between multiple students.*
- *Rearrange furniture to avoid clustering in common areas.*



**(3c) Communal Spaces, Large Group Activities and Public Use of Schools - BMU Procedure**

|                        |  |
|------------------------|--|
| Communal Spaces        | <ul style="list-style-type: none"> <li>- The library can be opened if physical distancing can be achieved (no congregating) and restricted to one consistent cohort of students (pods).</li> <li>- For grades 7-12, the use of the library is by appointment only scheduled in advance with the librarian. The librarian will provide the student with a written pass.</li> <li>- Staff will bring hand sanitizer to the playground for recess and will serve as the hand sanitizing station.</li> <li>- Staff and students may exit classroom doors, but will enter the building through an approved entrance with a hand sanitizing station.</li> <li>- All staff and students entering the building for the day (that have not been screened on the bus) will do so at the front entrance to complete the health screening.</li> <li>- Students on the bus will enter the building through the back entrance.</li> <li>- Students and staff who leave the building during the school day and return will need to go through the screening process to re-enter the building. Staff should limit their exits and returns to the building during the school day.</li> <li>- Attendance records of any in person after school meetings must be kept.</li> <li>- The gymnasiums and cafeteria will be closed for their intended uses.</li> <li>- Playground cleaning TBD.</li> </ul> |
| Large Group Activities | <ul style="list-style-type: none"> <li>- Large group activities must conform to the maximum number allowed by current state guidance.</li> <li>- Large group meetings (class meetings, Middle School's Town Meeting, etc.) can be held only if students can be spread out to maintain social distancing. All participants must wear masks. Such meetings are encouraged to be held outside (weather permitting).</li> <li>- No School Concerts or Musical for SY 2020/2021.</li> <li>- No (physical) annual open house. Virtual open house TBD.</li> <li>- Kindergarten Transition Night TBD.</li> <li>- All extracurricular activities scheduled to begin on the first day of school. Decisions will be made at the state level.</li> <li>- Fire drills/evacuation drills will follow the established protocols. There is an emphasis of social distancing once safely outside the building. Disposable masks will be added to our emergency backpacks.</li> </ul>  |
| Public Use of Schools  | <ul style="list-style-type: none"> <li>- With advanced permission, the public may use school grounds, but may not use school buildings, including restrooms. Signs should be posted about wearing facial coverings and physical distancing.</li> <li>- Playgrounds are off limits to public use. Playgrounds will only be open to students during the school day.</li> </ul>   |
| After School Program   | <ul style="list-style-type: none"> <li>- The Newbury After School Program will submit a plan to BMU for approval. The plan must align with state guidance and BMU's established procedures.</li> </ul>   |

## **A STRONG AND HEALTHY START - Safety and Health Guidance for Reopening Schools, Fall 2020**

**Issued and Revised: June 17, 2020**

### **Vermont AOE & Vermont DOH (Pp. 15-16)**

*General guidance (Step II and Step III):*

- *Large group activities must conform to the maximum number allowed by current state guidance.*
- *School sponsored or school supported before- and after-school programs may continue, but attendance records must be kept.*
- *Libraries can be opened if physical distancing can be achieved (no congregating) and restricted to one consistent cohort of students (pods). If the library cannot be opened or must be closed, schools need to work with librarians and officials to find alternative ways to ensure their students' access to library materials.*
- *Fire and safety drills must continue to occur according to state regulations. Administrators and school safety teams must develop protocols to do this safely in the context of this guidance and for physical distancing of staff and students.*
- *Outdoor recess space where students can keep physical distance may be opened.*
- *Group activities with the potential to generate increased respiratory droplets and aerosols should be avoided. This includes activities such as singing (e.g. choir, glee club, a cappella groups, musical theater, etc.) and music that involves woodwind or brass instruments.*
- *School-sponsored/associated events and extracurricular activities (sports, theater, etc.) may occur in accordance with parameters outlined by the Governor.*
  - o *Guidance on organized sports can be found on the ACCD's Restart website.*
  - *Students may use playground equipment only under the following conditions:*
    - o *Plastic and metal playground equipment must be cleaned frequently and routinely over the course of each day.*
    - o *The targeted use of disinfectants can be done effectively, efficiently and safely on outdoor hard surfaces and objects frequently touched by multiple people (e.g., handrails, benches); make sure disinfectant has thoroughly dried before allowing children to play.*
    - o *Staff should continue to reinforce physical distancing during playground play.*
    - o *Hand washing/sanitizing stations must be set up on the playground.*
  - *The public may use school grounds, but may not use school buildings, including restrooms. Signs should be posted about wearing facial coverings and physical distancing. Schools should also be aware that they might come back in the morning to find empty sanitizer dispensers.*
- *The Secretary of State's office has issued guidance on local elections, including use of facilities.*

*Step II Guidance:*

- *Communal spaces such as gymnasiums and cafeterias should be closed for their intended use; these spaces, however, may be used as an extension of the classroom to allow for physical distancing.*
- *Limit school-sponsored/school-associated gatherings, events and extracurricular activities to those that can maintain physical distancing, support proper hand hygiene and restrict attendance of those from higher transmission areas.*

*Step III Guidance:*

- *If possible, keep communal use spaces, such as cafeterias and gymnasiums, closed. However, these spaces may be used for their intended purposes in smaller groups, staggering use, and cleaning and disinfecting between uses.*

### (3d) Volunteers, Visitors, Field Trips - BMU Procedure

|                                   |   |
|-----------------------------------|---|
| Volunteers                        | <ul style="list-style-type: none"> <li>- There will be no volunteers in the building during the 2020/2021 school year. Volunteers may participate virtually, upon permission from school administration and the classroom teacher.</li> <li>- There will be no students volunteering in classrooms for the 2020/2021 school year.</li> </ul>  |
| Visitors                          | <ul style="list-style-type: none"> <li>- Visitors must have a scheduled appointment and prior approval in order to enter the building.</li> <li>- The person scheduling the appointment must notify the main office a minimum of 24 hours prior to the arrival.</li> <li>- Visitors approved to be in the building must go through a school approved screening process, go directly to the main office and will conduct business there.</li> <li>- With advanced permission, the public may use school grounds, but may not use school buildings, including restrooms. Signs should be posted about wearing facial coverings and physical distancing.</li> <li>- <b>Preschool Only:</b> Parents/Guardians dropping off or picking up a preschool student may enter the preschool classroom (through the classroom exterior door) with a mask on and after completing a screening. If preschool parents are in need of a meeting with the school staff, he/she must follow the normal visitor protocol. There will only be one parent allowed in the building for pick-up and drop-off at a time.</li> </ul> |
| Field Trips                       | <ul style="list-style-type: none"> <li>- There will be no in person field trips/class trips during the 2020/2021 school year. Virtual field trips are acceptable, but should be approved as normal by administration.</li> <li>- Outdoor education will take place on school grounds.</li> </ul>  |
| Substitutes and Service Providers | <ul style="list-style-type: none"> <li>- All substitutes and service providers must follow the school approved screening process before entering the building.</li> <li>- All substitutes and service providers must complete a contact tracing form.</li> <li>- All substitutes and service providers will follow BMU employee COVID-19 protection guidelines.</li> <li>- Occupancy guidelines will be enforced by administration.</li> </ul>  |

## ***A STRONG AND HEALTHY START - Safety and Health Guidance for Reopening Schools, Fall 2020***

***Issued and Revised: June 17, 2020***

### ***Vermont AOE & Vermont DOH (Pg. 16)***

*Schools must implement the following requirements for Volunteers, Visitors and Field Trips:*

- No outside visitors and volunteers except for employees or contracted service providers for the purpose of special education or required support services, as authorized by the school or district.*
- Field trips are only allowed if the program is able to maintain all health guidance, as well as guidance from the Agency of Commerce and Community Development, as it relates to public outdoor spaces and pools.*
- Minimize parent/family visits and require them to occur only in the school office.*
- Post maximum occupancy numbers on doors.*
- Restrict the number of people in the school building that are not students or staff to a minimal number and ensure that someone is assigned to enforce the rules.*

### (3e) Building Considerations/Modifications - BMU Procedure

|                                       |   |
|---------------------------------------|---|
| <p><b>Building Considerations</b></p> | <ul style="list-style-type: none"> <li>- There will be no more than 25 people in a single classroom at one time.</li> <li>- Create outside lanes down the Elementary, MS &amp; HS hallways.</li> <li>- Hand sanitizing stations will be set up at 5 different locations throughout the building. Upon entering the building, each person must go through the hand sanitizing station.</li> <li>- Buses will drop students off at the back of the building for entrance to the building. All other staff, students, and visitors will enter at the front of the building.</li> <li>- Water fountains may be used with frequent cleaning. Students will be encouraged to provide their own water bottle and fill in their classroom.</li> <li>- Teachers will utilize the UA teacher's spaces for their prep times while UA classes are being held in team/grade level classrooms.</li> <li>- There will be plexiglass installed at the reception desk in the main office and the serving lines in the cafeteria.</li> <li>- Prior to reopening, the school ventilation system will be properly cleaned and will meet all required operating standards per manufacturer.</li> <li>- The HVAC system will be running for longer hours to increase ventilation throughout the building (5:30am to 9:00pm).</li> </ul>                         |
| <p><b>Building Modifications</b></p>  | <p>Health Office</p> <ul style="list-style-type: none"> <li>- The school health office will serve as the school's clean office space to accommodate medication administration, triage, health screenings, injuries, skilled nursing care and other nursing duties that do not involve potential or suspected infectious disease.</li> </ul> <p>Isolation Room</p> <ul style="list-style-type: none"> <li>- Prior to the start of school, all buildings must secure two separate areas, clean and isolation, to serve the school population.</li> <li>- The purpose of an established isolation room is to decrease transmission of COVID-19 by accommodating symptomatic students and staff.</li> <li>- The isolation room will be a separate space, structured with a door, and will allow for ventilation to the outside; it should also have an adjacent bathroom or easy access to one with as little hallway exposure as possible.</li> <li>- In addition the isolation room should be big enough to allow two people to maintain a 6 foot physical distance and have adequate lighting, secondary nursing supplies and cleaning supplies.</li> <li>- The door to the isolation room should remain closed and signs should clearly identify this area. Anyone placed in the isolation room should be visually supervised.</li> </ul> |

## **A STRONG AND HEALTHY START - Safety and Health Guidance for Reopening Schools, Fall 2020**

**Issued and Revised: June 17, 2020**

### **Vermont AOE & Vermont DOH (Pp. 17-18)**

*Guidance for operating and modifying school buildings:*

- *Hand sanitizing stations must be set up at the entrance of the facility, or the entrance process could be rerouted through a different entrance nearest the sink, so that students can sanitize/wash their hands before they enter, or immediately upon entry into the facility.*
- *Open additional entrances for drop-off and pick-up.*
- *Make hallways or entrances one-way, when possible.*
- *Water fountains may be used with frequent cleaning.*
- *Prior to the restart of schools, all buildings must secure two separate areas (Clean and Isolation) to serve the school population.*

*o A Health Office should serve as the school's clean office space to accommodate medication administration, triage students, health screenings, etc.*

*o The school must have separate isolation spaces (the area must be structured with a door and must allow for ventilation to the outside) to serve as an extension of a Health Office to accommodate symptomatic students and staff. Isolate symptomatic students/staff as soon as possible. Set up separate, well-ventilated triage areas and place students/staff with suspected COVID-19 in an isolation room with the door closed.*

- *Add signage to clearly mark all closed areas.*
- *Place (tape) markings at all entrances so distancing is easy to establish.*
- *With regard to ventilation and HVAC, follow these recommendations:*

*o Prior to re-occupancy, ensure school ventilation system is properly cleaned and meets all required operating standards per manufacturer.*

*o Prior to re-occupancy, operate HVAC systems in occupied mode for a minimum period of one week while assuring the outside air dampers are open.*

*o Encourage staff to provide additional outside time and open windows frequently when air conditioning is not being used. Do not open windows and doors if they pose a safety or health risk (e.g., risk of falling, noise or triggering asthma symptoms).*

*o Ensure ventilation systems operate properly and increase circulation of outdoor air.*

*o The following modifications to building HVAC system operation should be considered, as recommended by the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE):*

*Increase outdoor air ventilation (disable demand-controlled ventilation and open outdoor air dampers to 100% as indoor and outdoor conditions permit).*

*Improve central air and other HVAC filtration to MERV-13 (ASHRAE 2017b) or the highest level achievable. Change filters every 3-4 months. Keep HVAC systems running longer hours (24/7 if possible, but a minimum of two hours prior to occupancy and through the duration of occupancy). Keep bathroom exhaust fans operating 24/7 on school days.*

*Ensure staff understand the importance of ventilation fans – they must run all day.*

*Add portable air cleaners to classrooms. Use HEPA or high-MERV filters with due consideration to the clean air delivery rate (AHAM 2015).*

*Maintain temperature and humidity as applicable to the infectious aerosol of concern. Typically temperature should be maintained between 68-78°F and humidity between 40-60%.*

- *Take appropriate precautions when servicing HVAC Systems and replacing filters (wear appropriate personal protective equipment (PPE), bag and dispose of filters in regular trash, immediately wash hands with soap and water or use an alcohol-based hand sanitizer).*
- *Where feasible, the school nurse's office/isolation room should have:*
  - o *Dedicated HVAC system*
  - o *Dedicated restroom (ideal)*
  - o *Exhaust directly outdoors*
  - o *Maintain negative pressure to adjoining spaces*
  - o *Nurse office suite design should follow health care facilities design practices as described in standards such as ASHRAE Standard 170 and other applicable guidelines and design information.*
- *For more information see ASHRAE Epidemic Taskforce Schools & Universities*

### (3f) Food Services - BMU Procedures

|                                 |   |
|---------------------------------|---|
| Food Service                    | <ul style="list-style-type: none"> <li>- BMU will continue to offer meals for purchase. However, BMU is not eligible for Universal Free Meals for the 2020/2021 school year.</li> <li>- Prepackaged foods are shareable. Non prepackaged foods are not to be shared.</li> <li>- Any food brought into the school by staff and students may not be shared.</li> <li>- The cafeteria and kitchen is off limits to all non-food service personnel.</li> <li>- <b>On Monday, Tuesday, Thursday, and Friday, families choosing remote learning may access lunch and breakfast as a grab-n-go option. Parents may purchase and pick up the meal up at the school in the morning and/or at lunch time. Wednesday meals will be delivered by buses.</b></li> <li>- School Food Service staff and substitutes will receive regular food safety training and are already knowledgeable about preventing foodborne illness.</li> <li>- Kitchen workstations will allow for physical distancing.</li> <li>- Vending machines will be closed for the 2020/2021 school year.</li> <li>- No cooking or baking in the classroom.</li> </ul>   |
| Breakfast                       | <ul style="list-style-type: none"> <li>- As a student enters the building, he/she will be offered a “grab-n-go” breakfast. If a student chooses to take a breakfast, he/she will take the breakfast with him/her to the classroom.</li> <li>- There will be no grab-n-go offered mid-morning.</li> </ul>  |
| Fresh Fruit & Vegetable Program | <ul style="list-style-type: none"> <li>- For grades PreK through 8: The Fresh Fruit &amp; Vegetable Program will continue during the 2020-2021 school year. Food items will be individually packaged and delivered to the classrooms. The food service program will provide disposable gloves which are to be worn when the food items are distributed.</li> </ul>  |
| Lunch                           | <ul style="list-style-type: none"> <li>- PreK through grade 6 - Each morning, teachers will complete a pre-lunch order form through the shared Google drive by 8:30am daily. This form will include two options for students to choose from. Lunches will be delivered to the elementary classrooms by the BMU food service team. Lunches may be eaten in the classroom or outside and will be determined by the classroom teacher.</li> <li>- Individual classrooms (school-wide) will be responsible for sorting compost, recycled materials, and trash. This will be delivered to a TBD location.</li> <li>- Grades 7-12 - Students will enter the cafeteria, through one door, accessing one serving line, pick up their meals and return to Advisory/classroom through the second cafeteria door, for eating lunch. Students who bring their own lunches to school will report directly to their Advisory/classroom to each lunch. They are not to report to the cafeteria, except if they need to purchase milk or other items to accompany their lunch.</li> <li>- Supervision of students during lunch: To Be Determined.</li> <li>- Students will give his/her number to food service staff verbally. Food service will give students napkins, silverware, and condiments upon check-out.</li> </ul> |



## **A STRONG AND HEALTHY START - Safety and Health Guidance for Reopening Schools, Fall 2020**

**Issued and Revised: June 17, 2020**

### **Vermont AOE & Vermont DOH (Pp. 18-21)**

*Because of the lifelong impacts on health and learning caused by malnutrition, it is important to ensure that students have uninterrupted access to adequate nutrition through the food service program, no matter whether the school is in Step I, II or III. This is particularly important because the ongoing economic impacts of COVID-19 may mean that many more children are currently facing food insecurity at home. Current information suggests that food and food packaging are not known sources of COVID-19 transmission. School Food Service staff receive regular food safety training and are already knowledgeable about preventing foodborne illness.*

*Ask for their input when designing food service models.*

*Communicate to households that school meals programs are a safe and nutritious source of food, and make school meals applications available to households throughout the year to ensure that households with changing economic circumstances are aware of this form of assistance. Because households are especially likely to be facing food insecurity this year, consider referring households to additional forms of food assistance, such as 3SquaresVT and WIC.*

*Consider offering free meals to all students (“Universal Meals”) using Provision 2 or the Community Eligibility Provision. Because of temporarily higher rates of household poverty this year, this may be more financially achievable for the SU/SD than in prior years.*

*General Guidance (Step I, II, and III):*

- *Continue to follow all food safety requirements in the Vermont Food Code. Have food service staff conduct frequent self-audits to ensure that these practices are being followed. Key areas to check include:*
  - o *Correct dishwasher temperatures for sanitization*
  - o *Employee handwashing*
  - o *Cleaning and sanitizing surfaces*
  - o *Procedures for employees to calling in sick or doing non-food related duties when sick*
  
- *HACCP plans may need to be adjusted to include new procedures.*
- *Consider how the kitchen receives deliveries of food and supplies. Often, delivery drivers enter the school through the kitchen entrance, so may not be subject to normal visitor procedures. In some cases, it may be usual practice for the delivery driver to bring food directly into the walk-in refrigerator or freezer. These are small spaces frequently entered by kitchen staff. Work with kitchen staff and vendors to determine the safest way to handle deliveries. If the vendor will now deposit deliveries outside of the entrance, consider investing in dollies or having other staff members assist kitchen staff with moving deliveries into the kitchen to avoid workplace injuries.*
  
- *Evaluate kitchen workstations and modify them to allow for physical distancing.*
  - o *If the kitchen is small, move workstations into the cafeteria/gym, if the cafeteria/gym is not in use.*
  - o *Face workstations away from each other, such as towards the wall instead of toward the center of the room.*
- *If there is a large food service staff, consider having the staff work in shifts during the day to reduce transmission opportunity. In Step I, consider two-week rotations with one shift working for two weeks, and the other shift staying at home.*
- *Consider methods for ensuring food service continuity if food service staff become sick or need to quarantine.*
  - o *This could include setting up coverage from other schools within the SU/SD, or even setting up a reciprocal agreement with a neighboring SU/SD to provide meals.*

*o The school could look into purchasing a supply of shelf-stable meals to be available in the event that food service staff need to stay home.*

*• Ensure that food service substitutes have food safety training. Free web-based food safety training is available at any time from the Institute for Child Nutrition. Child Nutrition Programs also recommends these very basic training videos on hygiene, temperature control and sanitization from Iowa State University Cooperative Extension.*

*Step I:*

*• Continue providing access to meals to students when the school building is closed, using the Summer Food Service Program during an unanticipated school closure. The AOE will be applying for USDA waivers to allow meal service to continue as it did in Spring 2020. These methods included:*

*o Sending meals home with students on the last day of school for days when school is not in session (short-term closures)*

*o Delivering meals to residences or bus stops*

*o Providing meals for pickup*

*• The AOE has issued extensive health and safety guidance on providing meals using these distribution methods.*

*• School food service staff are already very familiar with how to handle this situation. Discuss with them what additional resources they will need to be able to continue providing meals under this scenario.*

*Step II:*

*• With cafeterias closed, students should be offered school meals in their classrooms. If it is not feasible to provide service directly to classrooms, grab-and-go meal carts could be placed in dispersed locations for students from nearby classrooms to collect their meals in small groups. Or, students may go to the cafeteria classroom by classroom to collect their meals and return to their classroom to eat. If that method is used, sanitize all high touch surfaces in between groups.*

*• Food safety practices should be followed when serving perishable meals in the classroom. The best option is to serve meals immediately. However, if the meals will not be served immediately, hot holders and coolers should be used to keep hot foods hot and cold foods cold.*

*• Plan for sanitization of eating areas, such as desks or tables. Classroom teachers may need to be provided with appropriate supplies for sanitizing desks and tables.*

*• Additional trash and janitorial services may be necessary when serving meals in the classroom.*

*• Meals should not be self-serve.*

*• Meals should be unitized, or an advance ordering system can be used to allow student choice about meal components. Advance ordering could be done through a paper pre-order system in a smaller school, or web-based ordering systems are available from some food service software vendors.*

*• Food Service Programs may need to purchase additional equipment to package meals efficiently for delivery to classrooms. Many types of packaging systems are available. Speak to other food service programs, particularly those that have experience offering breakfast in the classroom or summer meals, about which equipment works best for them.*

*• Ideally, a designated staff member or student should place meals on students' desks, to avoid students congregating to collect their meals from one location.*

*Step III:*

*• While students may return to eating in the cafeteria, consider maintaining meals in the classroom if it is working well.*

*• Meals should not be self-serve. Staff members can serve students, or pre-portioned items could be provided for students to choose from.*

*• If students are eating in the cafeteria, assign seating so students eat with their classmates and do not mingle with other classes. If the building has multiple cafeterias or common areas where students may eat, consider consistently assigning classrooms to one area or the other to reduce interaction between cohorts*

*• Take steps to ensure social distancing when students are waiting to receive their meals.*

*• Stagger the classrooms going through the line or cafeteria to reduce interactions and number of students waiting at one time.*

*• If pin numbers are used, have a staff member enter the pin number on behalf of students.*

*• If student ID cards are handed in to count meals, sanitize the cards in between uses.*

- *Engineering controls such as sneeze guards should be installed in the cafeteria.*

*For both Step II and Step III:*

- *If staggered student schedules are used to reduce the number of students in the building at any one time, ensure that schedules allow students access to both breakfast and lunch. This may mean following Step I options for providing meals to students at home.*

- *Napkins and silverware should be provided directly by staff, not for individuals to grab.*

- *Pre-portion condiments and remove bulk condiment dispensers.*

- *Allow time for students to wash their hands prior to and after eating.*

- *Adults assisting students with their food should wash their hands before handling the student's plate or lunch box, and wash or use hand sanitizer between the handling of the next student's lunch box. This includes staff helping students open milk cartons or peel fruit.*

- *Prohibit or limit food-sharing activities. Unless further guidance on how to operate share tables safely is issued by AOE and the Health Department, schools should discontinue the use of share tables for unwanted foods.*

- *Vending machines, drinking fountains and water bottle fillers should be frequently sanitized. Determine which staff members in the school will be responsible for this, particularly for vending machines and drinking fountains that are not operated by the food service program.*

- *Additional COVID-19 guidance for food service programs can be found on the Agency of Education's COVID-19 webpage. The School Nutrition Association's Thought Starters in Reopening Schools for SY2020-21 is another good tool for thinking through all aspects of school food service during COVID-19.*

**(4a) Social-Emotional Health of Staff and Students - BMU Procedure**

|  |   |
|--|---|
| <p>Social-Emotional Health of Students</p> | <ul style="list-style-type: none"> <li>- Develop Plans for welcoming students to school each day.</li> <li>- Establish regular check-ins with students.</li> <li>- Grades K-8: Facilitate classroom meetings to allow students to process their experiences.</li> <li>- Embed an SEL Curriculum.             <ul style="list-style-type: none"> <li>- Grades PreK-6: Changing Perspectives with Sam Drazin.</li> <li>- Grades 7-12: EduGuide.</li> </ul> </li> <li>- Continue implementing school-wide PBIS and embed opportunities for SEL and trauma informed practices.</li> <li>- Grades K-8: Utilize the DESSA universal screener.</li> <li>- Teachers will schedule SEL time for students:             <ul style="list-style-type: none"> <li>- Grades PreK-6: 30-45 minutes daily.</li> <li>- Grades 7-12 (Advisory): 15 minutes weekly.</li> </ul> </li> <li>- For those students reluctant to return to school, BMU will offer a remote learning option. EduGuide and Changing Perspectives can be accessed virtually.</li> <li>- Utilize BMU's EST team to address any targeted needs that arise for individual students.</li> <li>- Encourage staff to continually discuss with students how school looks different due to COVID-19 response and planning.</li> <li>- Create and share a virtual opportunity for students to become oriented with modified building structures and staff. This video will support SEL, addressing any apprehension related with reopening.</li> <li>- Focus on what is reasonable and appropriate for student mental health needs. Decisions to support students with mental health needs will be made as a team, including parents. The school will connect students and families to community resources for a variety of needs (food, clothing, basic necessities, etc.)</li> <li>- Via the school nurse, the faculty and staff will provide opportunities for students to learn how to self-screen, take care of themselves, and protect themselves from COVID-19 that will align with the CDC and VT Department of Health guidelines.</li> <li>- If home visits are required for student needs, the school will follow state-wide guidance.</li> </ul> |
| <p>Social-Emotional Health of Staff</p>    | <ul style="list-style-type: none"> <li>- Create opportunities to integrate self-care and SEL into ALL school meetings: weekly team meetings and school staff meetings will begin with a check-in, and include a self-care/mindful moment practice.</li> <li>- Encourage staff to support each other through secondary traumatic stress and compassion fatigue by using a buddy system.</li> <li>- Increase communication efforts to ensure school staff are aware of the district's employee wellness benefits (e.g., employee assistance programs, mental health and wellness insurance coverage, FMLA, CCFRA, ADA).</li> <li>- BMU will continue to offer support to staff through the school's wellness program.</li> </ul>  |

## **A STRONG AND HEALTHY START - Safety and Health Guidance for Reopening Schools, Fall 2020**

**Issued and Revised: June 17, 2020**

**Vermont AOE & Vermont DOH (Pp. 21-23)**

*In general:*

*Schools will coordinate with families, school staff, and community and State resources to assess and assist in the psychological and emotional recovery of staff and students:*

- In partnership with mental health partners, develop and implement universal social and emotional screenings in order to identify students who need support.*
- Recognize that all students have had different experiences from COVID-19 and not everyone in the school will be in the same place. Be prepared to validate that some students are disappointed, some had fun, some are grieving, some are exhausted from added responsibilities at home, some have experienced trauma and some preferred remote learning and are reluctant to return.*
- Establish a process, including community, social services and mental health partners, to help identify and provide support to students or staff at potentially higher risk for significant stress or trauma from COVID-19. This should involve triage to see who needs crisis intervention and support. Consider:*
  - o Those who have experienced a death*
  - o Those with significant disruptions to their lifestyle (food insecurity, financial insecurity)*
  - o Those with a history of trauma and chronic stress or pre-existing mental health problems*
  - o Those with exposure to abuse and neglect*
  - o Those who have experienced significant anxiety, depression and/or suicidal ideation*
  
- Develop a referral system for individuals who need targeted supports and/or community services.*
- Develop strategies and supports for students, families and staff members for each phase of recovery (before reopening, immediately after reopening and long-term support).*
- Develop social emotional supports for the potential of schools re-closing and/or a need to stay home and isolate due to exposure to the virus or becoming infected with the virus.*
- Teach students how to screen themselves, take care of themselves and protect themselves during COVID-19.*
- Explain, in a developmentally appropriate way, to students why school looks different and how changes are linked to individual, family and community safety.*

*Addressing Staff Needs:*

*Schools recognize that the social emotional health and well-being of staff is important to the social emotional health and well-being of the students and their families:*

- Identify community resources available to support school staff.*
- Increase communication efforts to ensure school staff are aware of the district's employee wellness benefits (e.g., employee assistance programs, mental health and wellness insurance coverage, FMLA).*
- Work with human resources to determine procedures for staff to take sick leave due to COVID-19 concerns for themselves and/or their family.*
- Establish system-wide approaches to address secondary traumatic stress and compassion fatigue (e.g., tap in, tap out; buddy classrooms; boundary setting; self-care).*

*Addressing Family Needs:*

*Schools understand that families will need support to feel comfortable sending their children back to school and to help implement the new guidelines during COVID-19:*

- Ensure that all efforts to engage and communicate with families are culturally sensitive.*

*Ensure all written and oral communications are available in easily accessible formats, with multiple languages and translation services upon request.*

- Provide activities to help families feel comfortable sending their children back to school such as:
  - o Back-to-school open houses at the school or in the community, with the ability to ask questions, meet teachers and request opportunities to talk with school employed mental health staff, with appropriate COVID-19 precautions in place.*
  - o A dry run of getting to school before school starts.**
- Engage families to get a better understanding of their concerns regarding student needs and ways to collaborate to support a successful re-entry plan.*
- Work with families to identify those who may need assistance with food, clothing and other basic needs.*
- Determine and communicate procedures for schools conducting home visits.*

#### (4b) Communication Systems - BMU Procedure

|              |   |
|--------------|---|
| Staff        | <ul style="list-style-type: none"> <li>- When time allows, information will be shared with staff prior to sharing with families.</li> <li>- All official COVID-19 related school communications will be sent through the school system and will be posted on our school website for viewing.</li> <li>- Staff shall not share or repost official school communications through any form of social media.</li> <li>- All communications to families will be culturally and linguistically appropriate as well as accessible for individuals with disabilities.</li> <li>- Employee handbooks and student handbooks will be updated with all pertinent COVID-19 information and procedures.</li> <li>- BMU will post signs on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures and properly wear a face covering in visible areas for students and staff to view.</li> <li>- In the event of a positive COVID-19 case within BMU, all HIPPA and FERPA guidelines will be followed when information is communicated out publicly. This information will only be communicated from administration and/or public health officials.</li> </ul> |
| BMU Families | <ul style="list-style-type: none"> <li>- All official COVID-19 related school communications will be sent through the school system and will be posted on our school website for viewing.</li> <li>- All communications to families will be culturally and linguistically appropriate as well as accessible for individuals with disabilities.</li> <li>- BMU families will reference the student handbook for all related COVID-19 procedures.</li> <li>- BMU will post signs on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures and properly wear a face covering in visible areas for students and staff to view.</li> <li>- In the event of a positive COVID-19 case within BMU, all HIPPA and FERPA guidelines will be followed when information is communicated out publicly.</li> <li>- BMU will offer information about COVID-19 resources through the school webpage.</li> </ul>   |

## **A STRONG AND HEALTHY START - Safety and Health Guidance for Reopening Schools, Fall 2020**

**Issued and Revised: June 17, 2020**

### **Vermont AOE & Vermont DOH (Pp. 23-24)**

*Schools should have clear, consistent and regular communication with staff, students, families and community members during this time, including changes to policies and operations, such as health screenings, drop-off/pick-up, classroom arrangements, etc.*

*Communications should include:*

- *Post signs on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures and properly wear a face covering in visible areas for students and staff to view.*
- *Employee handbooks and student handbooks should include information on how to recognize the signs of infection and directives not to come to school if sick.*
- *Basic information on COVID-19 and measures families can take to stay safe when not at school.*
- *Clear direction in student handbooks on when to keep a student home and the process for notifying the school.*
- *Communicate your expectations for modeling respiratory etiquette, physical distancing, wearing facial coverings, refraining from touching their face, staying home when sick and supporting employees who need to take care of sick family members.*
- *The importance of mandatory immunizations and locations where they can be obtained, as well as the importance of flu vaccinations.*
- *Information on trauma-informed practices and helping students cope with stress and tragedies (see section on social emotional health).*
- *Availability of community resources, including:*
  - o *Mental health resources*
  - o *Food security*
  - o *Medical/dental providers*
  - o *Health insurance*
  - o *Economic aid*
  - o *Housing assistance*
- *Prepare communications to the public sharing the practices that the school is implementing to keep staff, students and community members healthy.*
- *Identify a school nurse leader for the SU/SD or independent school who is or works closely with the COVID-19 Coordinator. That nurse can develop consistent health forms for enrollment, illness, COVID-19 notices and return to school consistent across all schools in the SU/SD or independent school.*
- *Use all communication channels available to you, including direct communications (face-to-face, letters), electronic communications (your program's or school's website or social media pages), and remote parent meetings to share updates.*
- *Ensure all communications are culturally and linguistically appropriate as well as accessible for individuals with disabilities.*
- *Intentionally and persistently combat stigma. Misinformation about coronavirus and COVID-19 can create fear and hostility that hurts people and makes it harder to keep everyone healthy. We are stronger as a community when we stand together against discrimination. Take advantage of these resources from the CDC to prevent, interrupt and respond to stigma.*



### (4c) Contact Tracing - BMU Procedure

|               |  |
|---------------|--|
| Documentation | <ul style="list-style-type: none"><li>- All substitutes, visitors and service providers will complete an initial screening and contact tracing documentation before leaving the building.</li><li>- Students will follow their schedule and be accountable for all other movement throughout the building using the school provided sign in and sign out form. Teachers will keep, in addition to IC, paper attendance delineating the difference between being physically in class or through zoom or absent. All of these forms will be turned into the main office at the end of the day.</li><li>- Student Interior Bathrooms:<ul style="list-style-type: none"><li>- PreK-2 will use classroom bathrooms.</li><li>- Grades 3-6 will use the bathroom in the elementary hallway.</li><li>- Grades 7 &amp; 8 will use the bathroom in the MS/HS hallway.</li><li>- Grades 9-12 will use the bathroom in the main hallway.</li></ul></li><li>- Staff will be encouraged to use the same interior bathroom throughout each day.</li><li>- If there is a confirmed case of COVID-19, the Department of Health will contact us and we will follow their guidelines.</li><li>- For any students pulled out for school services/appointments the provider will use a daily log documenting the time, location, and people in that shared space.</li><li>- All classrooms will use assigned seating. Current and up-to-date seating charts will be kept in sub binders and made available to administration should there be a need for contact tracing.</li><li>- All buses will use assigned seating.</li><li>- All in-person meetings will include documentation of all participants physically at the meeting.</li><li>- BMU has a COVID coordinator. In the event that a student tests positive, the family will work with the COVID coordinator and may contact:<ul style="list-style-type: none"><li>- Kate Dunn - 1-802-757-2711, ext. 1123</li></ul></li></ul> |
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## **A STRONG AND HEALTHY START - Safety and Health Guidance for Reopening Schools, Fall 2020**

**Issued and Revised: June 17, 2020**

**Vermont AOE & Vermont DOH (Pp. 24-25)**

### *Role of the Health Department*

Contact tracing is a strategy used to determine the source of an infection and how it is spreading. Finding people who are close contacts to a person who has tested positive for COVID-19, and therefore are at higher risk of becoming infected themselves, can help prevent further spread of the virus. A contact tracing team from the Vermont Department of Health calls anyone who has tested positive for COVID-19. They ask the patient questions about their activities within a certain timeframe – to help identify anyone they have had close contact with. (Close contact means being closer than 6 feet apart for a long time while the person was infectious.) Those contacts might include family members, classmates or coworkers.

When there is a confirmed case of COVID-19 in the school, a member of the contact tracing team will reach out to the case to identify close contacts. The contacting tracing team will also reach out to school administration to determine next steps regarding exposure to students and staff. If there is a cluster of cases in the school, the Health Department will work with school administrators to address and mitigate the situation.

### *Role of Schools:*

Take measures so that persons exposed can be more easily traced:

- Use assigned seating for each class.
- Take attendance for every class and include all staff/contractors who were in the classroom
- Use sign-in sheets for in-person meetings to document attendees.
- Keep accurate records of any persons other than students and staff that enter the building, their reason for being there, names of the people they came within 6 feet of and the locations in the building they visit.
- Provide a name and contact number for the COVID Coordinator or school or SU/SD leadership when a family has a positive COVID-19 case to the family so they can notify the coordinator in off hours and share with contact tracing team.
- Staff should be encouraged to keep a daily list of other people they are in close contact with. As the state reopens, Vermonters should consider keeping a contact journal. If you do get sick, this will make it easier to get in touch with those people, and so they can take proper precautions to prevent further spreading of the coronavirus.

## BMU Remote Learning Guidelines

***While in Step 2 or Step 3, BMU defines remote learning as virtual learning. Access to learning will be through virtual means.***

**Statutory and Regulatory Framework:** State statute requires public schools to be “maintained and operated for ... 175 student attendance days,” with at least 51% of the student body “recorded ... as in attendance” per day (16 V.S.A. § 1071(a)). State Board of Education rules establish the minimum number of hours that “constitute a school day” as being between 2 and 5.5 hours, depending upon grade level(Rule 2312.1). Alternatively, a cumulative total of between 10 and 27.5 “hours of instructional time” in a calendar week constitutes five school days (Rule 2312.1). Regardless of the model used to provide instruction –in-person, remote or hybrid –**school districts must conform to the law as set out in statute and State Board rule.** However, the ways in which a district meets legal requirements might vary depending upon the mode of instruction.

**Attendance** is generally determined by a student’s physical presence in a school building’s classroom for a certain number of hours. Nevertheless, Vermont law provides flexibility in determining what constitutes a “school day.” For example, a day may be counted as a full day of school if the school board “send[s] the pupils home after school has begun due to emergencies such as the outbreak of a contagious disease”(Rule 2312.2(a)). In addition, the Secretary of Education may “permit alternate methods of counting the cumulative instructional hours” provided that students do not lose instructional time. Hybrid Learning During the 2020-2021 School Year(Updated: July 15, 2020 )Page 2of 3programs, and the alternate method is “otherwise in the interests of the students and the district”(Rule 2312.2(b)). (A Strong and Healthy Start:Hybrid Learning During the 2020-2021 School Year)Rev. July 15,2020, Vermont Agency of Education).

|  |  |
|--|--|
| <p>Remote Learning Guidelines for Students</p> | <p><b>It is important that I work to the best of my ability. Therefore, I shall strive to do the following:</b></p> <ul style="list-style-type: none"> <li>- If opting for virtual learning, you may commit to a maximum of 1 semester. My parent/guardian will communicate this decision to the school (main office) and to my teacher(s). Should there be a need to change this plan, my parent/guardian will provide the school with 24 hour advance notice prior to the change.</li> <li>- Communicate with teachers on a regular basis based upon my individual learning needs.</li> <li>- Establish a supportive, learning environment that is conducive to virtual learning. (Including, but not limited to adequate internet access and a quiet place to learn.)</li> <li>- Use online resources provided by teachers to access learning.</li> <li>- Attend school regularly for the entire instructional day, are well rested and on time.</li> <li>- Attend any support services offered through the school.</li> <li>- Be prepared for each class, including but not limited to, completing all assignments, logging into class on or before the start time, and participating actively.</li> <li>- Students will have cameras on during direct instruction.</li> </ul> |
|--|--|

|  |   |
|--|---|
| <p>Remote Learning Guidelines for Parents</p>  | <p><b>I want my child to achieve. Therefore, I will encourage them by doing the following:</b></p> <ul style="list-style-type: none"> <li>- If opting for virtual learning, you may commit to a maximum of 1 semester. Parent/guardian will communicate this decision to the school (main office) and to your child’s teacher(s). Should there be a need to change this plan, a parent/guardian will provide the school with 24 hour advance notice prior to the change.</li> <li>- Communicate with teachers on a regular basis based upon student’s needs.</li> <li>- Establish a supportive, learning environment that is conducive to virtual learning. (Including, but not limited to adequate internet access and a quiet place to learn.)</li> <li>- Use online resources provided by teachers to access learning.</li> <li>- Make certain my children attend school regularly for the entire instructional day, are well rested and on time</li> <li>- Make certain my children attend any support services offered through the school.</li> <li>- Provide age appropriate supervision and active facilitation for learning.</li> <li>- When a child is home due to illness and is able to access his/her education, parents will encourage virtual participation.</li> </ul> |
| <p>Remote Learning Guidelines for Teachers</p> | <p><b>It is important that students achieve. Therefore, I shall strive to do the following:</b></p> <ul style="list-style-type: none"> <li>- Virtual learning is limited to the use of zoom and school approved google sites. This includes the use of the Big Ideas online resources for all math classes.</li> <li>- Daily/Weekly Learning Intentions and Agendas are shared virtually.</li> <li>- Communicate regularly with parents as outlined in the 2020/2021 staff handbook.</li> <li>- Follow the schedule and school calendar.</li> <li>- Welcome and make adjustments to virtual learning based upon student, parent and administrative feedback.</li> <li>- Maintain academic and curricular fidelity by following the guidelines of the school’s policies and procedures (specific to, but not limited to) graduation requirements, proficiency based learning/grading, and adherence to BMU’s school board approved curricular frameworks.</li> </ul>   |
| <p>Attendance Guidelines for Students</p>      | <ul style="list-style-type: none"> <li>- Students will attend scheduled classes (full or partial depending on the direction of the teacher) unless they are unable to due to excused attendance reasons.</li> <li>- Students will arrive at virtual classes on time and remain in the classes until dismissed by the teacher. Students that arrive late to class will be marked tardy.</li> <li>- Students are responsible for any work missed due to excused absences and will follow the guidelines set forth by their teachers and the school.</li> </ul>  |

|  |  |
|--|--|
| <p>Attendance Guidelines for Parents</p> | <ul style="list-style-type: none"> <li>- Parents/guardians will ensure that students attend virtual classes and arrive on time, unless absent for an excusable reason (as outlined in the student handbook).</li> <li>- Parents will communicate with the school when their student(s) will be absent from school - in advance or the day of the absence.</li> <li>- Establish a supportive, learning environment that is conducive to virtual learning. (Including, but not limited to adequate internet access and a quiet place to learn.)</li> </ul>   |
| <p>Attendance Guidelines of Teachers</p> | <ul style="list-style-type: none"> <li>- Follow the school's current guidelines for attendance.</li> <li>- A student is to be marked present if physically present in your classroom and/or if participating in class via remote learning (Zoom). A student is to be marked absent if not physically present in your classroom and/or if not physically present remotely (through Zoom). A student is to be marked tardy if the student arrives to class (physically and/or through Zoom) late to class.</li> <li>- It is recommended that teachers communicate home to the student and parents when a student is absent from class without prior knowledge.</li> <li>- If a student is absent from class for three consecutive class meetings, the teacher is to notify the Dean of Students and the student's school counselor. The DOS and/or the school counselor will reach out to the student, the parents, and if necessary conduct a home visit and/or engage the services of the school's Truancy Officer to conduct a Child Welfare visit.</li> <li>- Students who leave and/or do not return to a virtual learning session without the teacher's permission will be referred to the Dean of Students following the school's procedures.</li> <li>- If a student is unable to attend school for medical reasons and does not have internet access, the student will be immediately referred to EST who will conduct an emergency meeting to put supports/accommodations in place.</li> </ul> |

# Blue Mountain Union School

## COVID-19 Opening of School and Operational Plan

School Year: 2020-2021



**STEP 2 and/or STEP 3**  
**SUPPORTING DOCUMENTS**

## Superintendent Letter

### Orange East Supervisory Union

Serving the towns of Bradford, Corinth, Groton, Newbury, Ryegate,  
Thetford, Topsham, and Wells River

64 Main Street  
P O Box 396  
Bradford, VT 05033  
Phone: 802.222.5216 Fax: 802.222.4451  
Web: [www.oesu.org](http://www.oesu.org)

July 20, 2020

Dear OESU Families,

I hope that this finds you well and enjoying our beautiful, and hot, Vermont summer. I am writing today with an update on school planning for the fall. We are working towards safely reopening schools for in-person instruction, in accordance with the directives from the Governor and the Agency of Education. The Supervisory Union developed an SU wide COVID response team, and each school developed a local COVID response team to help roll out a safe return to school. We know that the school year is quickly approaching, and we have been working tirelessly since school closed for the summer to plan for the fall.

Our Supervisory Union serves seven schools in total: Thetford Elementary, Waits River Valley School, Blue Mountain Union School, Bradford Elementary, Newbury Elementary, Oxbow High School, and River Bend Career and Technical Center. All of the configurations of these schools differ, and as a result, communications around the specifics and details of each school's plan will be communicated by the principals in the coming weeks. Schools are developing handbooks for families, and plan to hold informational meetings in the coming weeks to articulate the details of their plans and answer questions from the school community. Due to the requirements of school re-opening, there may be a need to alter the school's daily schedule to accommodate the needs of a safe re-opening. This will be communicated out by each school's principal.

Opening Guidelines from the State: [https://education.vermont.gov/sites/aoe/files/documents/edu-hybrid-learning-during-the-2020-2021-school-year\\_0.pdf](https://education.vermont.gov/sites/aoe/files/documents/edu-hybrid-learning-during-the-2020-2021-school-year_0.pdf)

If you have not read the opening guidelines from the State, I encourage you to do so. Here are some of the big ideas we are required to follow:

- Schools will open in-person in Step 2; busing will be considered in Step 3;
- Spots where students traditionally congregate (e.g. cafeteria, gym) cannot be used for their intended purposes;
- All students and adults must wear a mask;
- We must maintain a distance of 3 to 6 feet apart as much as possible;
- No outside visitors are allowed in our buildings and the buildings are not open for community usage after school hours;
- All students and adults must be health checked at the first point of contact-before riding the bus and before entering the school building. This includes a temperature check and answering COVID-related questions. Students who have been health checked cannot mingle with those who have not yet been health checked.
- Students will be returning to school in a pod model: students will be with the same group of students through the day at the primary grade level. Adults will move around the building and come to the classroom for art, music, physical education, student services and other activities. Lunch will be served in classrooms.

Remote learning may need to continue for students with specific health needs, in the case of a school closure due to an outbreak of COVID, or for families who would like to opt-out of in-person instruction. Schools are developing plans based on guidance that was received last week from the Agency of Education around hybrid learning. As these plans are finalized, they will be communicated to families. We appreciate the feedback that families gave us after the closing of our first period of remote learning. Each school is working to refine and improve their systems, to better serve the needs of students and families in the case of another closure. We hope that we won't need to close school again, but we need to plan for a continuum of educational scenarios for the next academic year. We realize that these are uncertain times for our school community. We know that school as we know it will not look the same when we enter the classroom this fall and we will need to adapt to a new normal in our community. I personally want to thank educators for their commitment to our students in face of all of these challenges, and thank them for all that they are being asked to do to teach our students. I also want to thank families for the support you have provided our schools, our staff, and our students since our closure in March.

Sincerely,

*Emilie Knisley*

Emilie Knisley  
Superintendent of Schools

**Creating learning communities... where students are engaged and successful**

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## Remote Learning Wednesdays – MS & HS Schedule

2020-2021

**Starting Wednesday, September 16, 2020 to reflect the Governor’s Executive Order for students to start school after Labor Day.**

| High School | Middle School | Meeting Times | Minutes    |
|-------------|---------------|---------------|------------|
| Block 1-2   | Block 1       | 7:45-8:30     | 45 minutes |
| Block 3-4   | Block 2       | 8:35-9:20     | 45 minutes |
| Block 5     | Block 3       | 9:25-10:10    | 45 minutes |
| Block 6-7   | Block 4       | 10:15-11:00   | 45 minutes |
| Block 8     | Block 5       | 11:05-11:50   | 45 minutes |

### Guidelines:

- High School and Middle School will follow the A-Day/B-Day Schedule (with no J-Term) as printed. This rotation will not change.
- Teachers are to follow this schedule. No variations.
- Teachers will take attendance for each remote learning session and log it into I.C., following school guidelines. (Present, Tardy, Absent).
- Teachers will have their video active at all times during the remote/virtual learning session.
- Teachers will need to set up Zoom sessions for each class.
- Only Zoom and Google Classroom sites are to be used. Virtual classes are to be held only through Zoom. You do not need to record you class/session.
- Study Halls/Advisory do not need to meet. Do not need to take attendance.
- Remote/virtual learning sessions must meet for a minimum of 30 minutes of the session.
- After “dismissal” (the end of the remote/virtual learning session) the time from 12:00pm until the end of the work day is to be used for planning and/or attending (virtual) meetings. Remember, IEP and 504 meetings are not optional. Time could also be used (through Zoom) for teachers to provide extra help/intervention with students.
- Para-educators will attend classes per the directions of the applicable special educator to continue to meet students’ IEP needs.
- Advisory for both MS and HS will be held on Wednesdays utilizing the first 15 minutes for EduGuide. This is a requirement in Advisory this year, therefore, attendance will need to be taken.
- College visits will be scheduled remotely for Wednesdays at 12:00 (noon) for students to opt to attend.



## BMU Substitute Teacher/Service Provider/Visitor – Screening & Contact Tracing Documentation

Today's Date: \_\_\_\_\_

Name: \_\_\_\_\_  
Please Print

### Please answer the following questions:

1. What is the purpose of your visit to BMU today?

- IEP/504 /Parent-Teacher Meeting
- Meeting with a member of the school administration.
- I am a service provider and have a scheduled meeting/appointment
- Other: (Please specify) \_\_\_\_\_

2. What is your current temperature? \_\_\_\_\_ Initials of Screener : \_\_\_\_\_

3. Do you have new or worsening on set of any of the following symptoms: fever, cough, shortness of breath, runny nose, sore throat, chills, body aches, fatigue, headache, loss of taste/smell, eye drainage or congestion? *(If you have none of these symptoms, leave this section unchecked.)*

- a. Fever Cough Shortness of Breath Runny Nose Sore Throat Chill
- Body Aches Fatigue Headache Lose of taste/smell Eye Drainage
- Congestion

4. Have you been exposed to someone being tested for COVID-19 or who has symptoms compatible with COVID-19? Yes\_\_\_ No\_\_\_

5. Are any members of your household or anyone you are in close contact with in quarantine for exposure to COVID-19? Yes\_\_\_ No\_\_\_

*I understand that if the answer to any of the above questions was YES I will not be able to remain in the school and/or physically participate in the scheduled meeting.*

*Furthermore, I agree to abide by all of the school's safety guidelines (restriction of movement within the school building and the wearing of a mask and/or face shield while I am physically in the school).*

Visitor's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Before leaving the building at the end of your meeting/visit to BMU, please complete the Contact Tracing portion of this form. Completed forms need to be turned into the main office prior to your departure from the building.

Thank you!

**CONTACT TRACING:**

Please indicate all areas of the building in which you visited/were physically present:

Completed Form Returned/Received By: \_\_\_\_\_

Date: \_\_\_\_\_

## DAILY HEALTH CHECK QUESTIONS & GUIDELINES

Each morning, prior to leaving for the bus stop and/or school, parents/guardians will ask their student(s) the following questions.

1. Have you been in close contact with anyone who has COVID-19?
2. How do you feel today?
3. Do you have a temperature, cough or chills?
4. Do you have any trouble breathing?
5. Do you have a headache, body aches, sore throat or have you lost your sense of taste or smell?
6. Do you have a runny nose, an upset stomach, diarrhea or have you recently vomited?
7. Do you have a new skin rash?
8. Have you traveled outside of Vermont (or been in contact with someone who has traveled outside of Vermont) in the last 2 weeks to an area considered to be a “risk area/zone” as defined by the **Cross State/Travel Information map** which can be located at: <https://accd.vermont.gov/covid-19/restart/cross-state-travel>

**If a child answers “yes” to any of these questions and/or answers that s/he is not feeling well to question #2, the child will not be sent to school.** The parent/guardian will call the school and report their child(ren) absent for the day and indicate that this is due to the response(s) to the daily health check questions.

**Note:** Students with a confirmed diagnosis and a medical treatment plan for well controlled asthma or environmental allergies, who do not have a temperature, may attend school with some expected coughing and clear nasal discharge. These students will be noted on the “Student List for COVID-19 Daily Health Check”. **This information will be shared on a need-to-know basis among bus/car monitors and the student’s teacher.**



**5. Do you have a headache, body aches, sore throat or have you lost your sense of taste or smell?**

Parent's/Guardian's Response: YES  No  Student's Response: YES  No

**6. Do you have a runny nose, an upset stomach, diarrhea or have you recently vomited?**

Parent's/Guardian's Response: YES  No  Student's Response: YES  No

**7. Do you have a new skin rash?**

Parent's/Guardian's Response: YES  No  Student's Response: YES  No

**8. Have you traveled outside of Vermont (or been in contact with someone who has traveled outside of Vermont) in the last 2 weeks to an area considered to be a "risk area/zone" as defined by the **Cross State/Travel Information map** which can be located at: <https://accd.vermont.gov/covid-19/restart/cross-state-travel>**

Parent's/Guardian's Response: YES  No  Student's Response: YES  No

**If a child answers "yes" to any of these questions and/or answers that s/he is not feeling well to question #2, the child will not be allowed to physically attend the BMU PreSchool Program.**

**Note:** Students with a confirmed diagnosis and a medical treatment plan for well controlled asthma or environmental allergies, who do not have a temperature, may attend school with some expected coughing and clear nasal discharge. These students will be noted on the "Student List for COVID-19 Daily Health Check". **This information will be shared on a need-to-know basis among bus/car monitors and the student's teacher.**

# Blue Mountain Union School

## COVID-19 Opening of School and Operational Plan

School Year: 2020-2021



**STEP 2 and/or STEP 3  
RESOURCES/REFERENCES**

**A Strong and Healthy Start: Guidance for Vermont Schools (Revised: June 17, 2020)**

<https://education.vermont.gov/sites/aoe/files/documents/edu-vdh-guidance-strong-healthy-start-school-health-rev-20200617.pdf>

**A Strong and Healthy Start: Guidance for Vermont Schools**

**(Revised: August 11, 2020)**

<https://education.vermont.gov/sites/aoe/files/documents/edu-vdh-guidance-strong-healthy-start-school-health-updated-8-11.pdf>

**Cross State/Travel Information map.**

<https://accd.vermont.gov/covid-19/restart/cross-state-travel>

**Strong and Healthy Start: Hybrid Learning During the 2020-2021 School Year**

[https://education.vermont.gov/sites/aoe/files/documents/edu-hybrid-learning-during-the-2020-2021-school-year\\_0.pdf](https://education.vermont.gov/sites/aoe/files/documents/edu-hybrid-learning-during-the-2020-2021-school-year_0.pdf)

Vermont Department of Health COVID-19 site

- Schools, Child Care and Summer Programs page
- Child Safety Fact Sheet
- Coping with Family Stress During COVID-19

Vermont Agency of Education COVID-19 Guidance for Vermont Schools

Help Me Grow Vermont

CDC Guidance for Schools and Day Camps

Let's Grow Kids: Coronavirus Resources

Vermont Federation of Families for Children's Mental Health COVID-19 Resources

Vermont Health Connect

National Association of School Nurses Coronavirus Disease 2019 Resources

National Association of School Psychologists COVID-19 Resource Center (including guidance for social-emotional health during reopening)

Parent and Caretaker guide for helping families cope with COVID 19

Just For Kids: A Comic Exploring The New Coronavirus

Talking to Children About COVID-19 (Coronavirus) - A Parent Resource (English Resource)

Talking to Children About COVID-19 (Coronavirus) - A Parent Resource (Spanish Resource)



# Waits River Valley School

## Learning Plan

### COVID-19 Response

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WRVS is committed to making sure that scholars continue to experience the care and commitment of our teachers and participate to the highest extent possible in the routine of our daily learning. We value the social interactions, in-person feedback, and the community building that occurs on a daily basis at WRVS. Providing your children with the most rigorous and enriching programming is always our priority and our teachers and staff are energized and excited to start a new school year.

In the event that a family chooses Distant Learning as their child(ren's) educational programming during this COVID-19 Pandemic (or WRVS is Directed to move into Step 2 of the guidelines), it is important that this Learning Plan describes WRVS' approach to distance learning. It includes how we will communicate with you and the online platforms we will use. As well, it includes the roles, responsibilities, and expectations we have for our staff, parents, and scholars, and guidelines for how parents/guardians can support their children's learning. Although our plan for distance learning cannot replicate the magic that happens in our school, we commit to components of each as part of your child's remote learning plan.

A family may choose to access their child(ren's) educational programming through distance learning if they do not want to access our in person instruction/reopening plan for WRVS (five full days of school a week). After reading both the WRVS Reopening Plan and this Learning Plan, please complete the enclosed form if you choose to have your child(ren) learn remotely from your home. This form needs to be returned to WRVS by August 10, 2020. If you will be sending your child(ren) for in person learning, no form or communication is necessary.

### Steps for Reopening at WRVS

WRVS will open on Plan 1. WRVS would move into Plan 2 or Plan 3 if we found our ability to implement Plan 1 was jeopardized, and Plan 4, if we were directed to do so.

**Plan 1 (Step 2 in Guidelines):** All scholars continue to access in-person learning five days per week per the daily schedule and school calendar. Due to the manageable current average class size and our ability to provide a classroom structure that promotes social distancing and safe and healthy patterns of practice (classroom pods), we are able to open with this model.

**Plans 2-4** would be determined necessary if we were in need to reduce class sizes (due to health concerns and/or an outbreak of COVID-19 and/or an inability to provide safe social distancing and guidelines) or directed to move into Step 1 of the Guidelines.

Parents may choose not to access live learning (Plan 1) and access full Distance Learning for the 2020-2021 school year. Those parents need to complete the enclosed documentation and return it to WRVS by August 10,2020.

**Plan 2 (Addendum to Step 2 in Guidelines):**

Reduce class sizes in those areas where the class size exceeds the ability to socially distance and/or provide safe and healthy patterns of practice. Access the additional staff within the building that are currently Vermont Elementary Education Certified and create smaller class sizes. (i.e.: Mrs. Jones (imaginary) is a teacher at WRVS in our outdoor education program (imaginary). Mrs. Jones is a certified classroom teacher. We could reduce a class size and make the gym into multiple classroom spaces having Mrs. Jones, and others who represent similar licensed opportunities teach smaller class sizes. (Those parents who choose Distant Learning described in Plan 1 would continue with that.)

**Plan 3 (Addendum to Step 2 in Guidelines)**

Blended Learning/Hybrid Learning is an alternating schedule that allows scholars to learn both in the classroom and at home. This model is flexible to change based on current health orders to increase or decrease the number of scholars learning within the school building. Scholars would participate in in-person instruction at school and will additionally participate in learning at home. The intent would be to have a smaller number of scholars in the building to reduce the health risks presented as it relates to COVID-19. When not in the classroom, scholars' learning would continue during school hours at home through synchronous (live) and/or asynchronous (not live) lessons. They would follow the expectations of the below outlined engagement/learning within Distant Learning. (Those parents who choose Distant Learning described in Plan 1 could continue with that or move to the Blended/Hybrid Learning option at the time of this Plan implementation.)

- Reduce class sizes across the entire K-8 by half.
  - 2 days - Group A
  - 2 days - Group B
  - Rotate the 5<sup>th</sup> day every other week.

When not in live educational programming, distant/remote learning is occurring from home. They would follow the expectations of the below outlined engagement/learning within Distant Learning. (Those parents who choose Distant Learning described in Plan 1 would continue with that.)

**Plan 4 (Step 1 in Guidelines):**

All scholars, K-8 are learning distantly/remotely. They would follow the expectations of the below outlined engagement/learning within Distant Learning. The instructional aspects of the plan, however, would be live instruction for all scholars for all outlined areas of learning (via Zoom, etc.) These sessions would be recorded.

## **WRVS Distance/Remote Learning Plan (DLP)**

(This plan will be implemented if a parent chooses this INSTEAD of sending their child for in-person learning. As well, this plan will be implemented if WRVS is directed to move to Plan 3 or Plan 4.)

WRVS' Distance Learning Plan (DLP) includes the following three goals for K-8 within our framework:

- Live Scholar-Teacher Contact Time
- Online Content Delivery
- Online Monitoring of Scholar Progress/Scholar Assessment

These same guidelines would be in place should WRVS as a whole learning community be DIRECTED to move into Step 1 of the Guidelines (Plan 4). ("Step 1: Schools are closed for in-person instruction. Remote learning opportunities should be provided for all students. Support provision of student services such as school meal programs, as feasible.") or we found we needed to move into Plan 3.

### **How will WRVS communicate with parents, scholars, and the community at large?**

WRVS will continue to use the same communication currently accessed for normal day-to-day communications with parents, scholars, and the community at large. All of these systems are remotely accessible. The table below describes these systems:

|                |                                  |   |
|----------------|----------------------------------|---|
| Email          | Staff, Parents, Scholars         | Email will be used for all major communications and announcements, including those from the OESU Central office. Teachers will also use email to communicate, although they will use other platforms to interact with their scholars as well. |
| Google G Suite | K-8 Scholars                     | Google G Suite (including Gmail, Docs, Classroom, etc.) will continue to be the platform used by many teachers.   |
| Zoom           | K-8 Scholars                     | Zoom is an online video conferencing platform that allows for live group meetings hosted by teachers.   |
| Seesaw         | Primarily Scholars in Grades K-2 | Lower grade teachers and scholars will continue to use Seesaw and other apps they are already familiar with.  |

|                |                     |   |
|----------------|---------------------|---|
| Public Website | General Public      | WRVS will maintain general information for the public at <a href="http://www.wrvschool.org">www.wrvschool.org</a> and our school <a href="#">Facebook</a> page. |
| Phone          | K-8, General Public | WRVS staff will always be available to contact families and the community at large by phone.  |

**How will WRVS ensure that students have access to these tools from home?**

All of our technology tools are not device-specific, which means scholars will be able to access learning through home devices, phones, etc. In the event that they cannot access a device at home, they will be loaned a Chromebook and charger for use with their distance learning needs.

Additionally, we will staff a “help desk” for Distance Learning questions. On a daily basis a staff member will take phone calls from 8:00 a.m. - 10:00 a.m. with questions or concerns. This staff member will work to find/contact the support you need and/or the answer to your questions. You will receive a call back from him/her with this information or next steps. Classroom teachers will not be able to talk to you directly during the school day as they will be teaching their class.

**Guidelines for parents supporting distance learning.**

The transition to distance learning may be challenging for families. Parents will need to think differently about how to support their children; how to create structures and routines that allow their children to be successful; and how to monitor and support their children’s learning. The guidelines provided below are intended to help parents think about what they can do to help their children find success in a distance learning environment.

**1 - Establish routines and expectations.**

From the first day of implementing WRVS’s DLP, parents need to establish routines and expectations. WRVS encourages parents to set regular hours for their children’s school work. K-8 scholars will have recorded live lessons to view and work to support that instruction completed and submitted. Additionally, daily Zoom morning meetings will need to be attended, allowing for the continued relationships and community building that is so imperative for the growth of your child. Keep normal bedtime routines for children; having them rise early and be available for our start to each day’s morning meeting. Your children should move regularly and take periodic breaks as they study. It is important that parents set these expectations for how their children will spend their days starting as soon as distance learning is implemented.

**2 - Define the physical space for your child’s study.**

We encourage families to establish a space/location where their children will learn most of the time. This should be a public/family space, not in a child's bedroom. It should be a place that can be quiet at times and have a strong wireless Internet signal if possible. This space should be free of distractions and allow the scholar to participate in the class (when they meet via Zoom) fully and without home "extras" (i.e. pets, siblings, toys, etc.). The space should encourage learning and engagement, allowing them to take their role as a learner seriously.

### **3 - Monitor communications from your children's teachers.**

Teachers will communicate with parents through email in most cases. (PARENT CHOICE FOR DISTANCE LEARNING: When you need to contact teachers, please remember that teachers will be teaching the traditional class and it may be after 3:00 p.m. when they respond to you). Teachers will create videos on how to access the online platforms and these will be available on their Google Classroom as well as our school's website. We also encourage parents to have their children explain the online platforms (i.e. Seesaw, Google G Suite, Zoom etc.) their teachers are using.

### **4 - Begin and end each day with a check-in.**

Parents are encouraged to start and finish each day with a simple check-in. In the morning, ask what is your child learning today? What are their learning targets or goals? How will they spend their time? What resources do they require? What support do they need? This brief conversation matters. It allows children to process the instructions they've received from their teachers. It helps them organize themselves and prepare for their day. At the end of the day, ask how their learning went. What was their favorite activity for the day? What do they still have questions about?

### **5 - Take an active role in helping your children process and own their learning.**

In the course of a regular school day at WRVS your son or daughter engages with other students and adults. These social interactions and opportunities include turning to a peer to exchange a thought or idea, participating in small or large group discussions, asking questions for clarification, collaborating on group projects, and so many other opportunities. While some of these social interactions will be re-created on virtual platforms, others will not. Human beings learn best when they have opportunities to process their learning with others. Beyond the check-ins recommended at the start and end of each day, parents should regularly engage with their children about what they're learning.

### **6 - Establish times for quiet and reflection.**

A huge challenge for families with multiple children will be how to manage all of their children's needs, especially when those children are different ages and have different needs. There may be times when siblings need to work in different rooms to avoid distraction.

### **7 - Encourage physical activity and/or exercise.**

Make sure your children remember to move and exercise. This is vitally important to their health, wellbeing, and to their learning. WRVS's physical education teacher, Mr. Graham, will recommend activities or exercises, but it is important for parents to model and encourage exercise.

### **8 - Remain mindful of your child's stress or worry.**

If you are implementing this DLP, you have likely had a conversation with your child(ren) about the concerns surrounding COVID-19. It is imperative for parents to help their children manage the worry, anxiety, and range of emotions they may experience. As difficult as it may be, do your best not to transfer your stress or worry to your children. They will be out of sorts, whether they admit it or not, and need as much normal routine as parents can provide. Please reach out to our counselor, Ms. Shaw, should your child(ren) experience high levels of stress or worry.

### **9 - Monitor how much time your child is spending online.**

WRVS staff will periodically check in with you to assess what you're seeing at home and what we need to adjust. We thank you in advance for your patience and partnership.

### **10 - Keep your children social, but set rules around their social media interactions.**

There's always excitement and uncertainty when there is a significant change to a routine, like school. Help your children maintain contact with friends and see them in person when circumstances permit. Please also monitor your children's social media use, especially during this Distant Learning Programming. Older students will rely more on social media to communicate with friends. Social media apps such as SnapChat, Instagram, or Facebook are not official, school-sanctioned channels of communication. WRVS asks parents to monitor their children's use of social media. Remind your children to be polite, respectful, and appropriate in their communications.

## **Roles and Responsibilities of Scholars**

- Establish daily routines for engaging in the learning experiences (i.e. following your daily schedule or establishing an 8:00 a.m. start).

- Identify a comfortable, quiet space in your home where you can work effectively and successfully.
- Regularly monitor online platforms (Seesaw, Google Classroom, email, etc.) to check for announcements and feedback from your teachers.
- For Grades K-8: Attend daily class meetings via Zoom according to your class schedule.
- For Grades K-8: Attend any live class assigned/scheduled for you (Intervention, a special lab, etc.) via Zoom.
- Zoom Class Expectations: When attending a Zoom class, students must:
  - Dress appropriately (not in sleepwear, etc.)
  - Sit at a desk or table with minimal distractions (not on a bed or while eating breakfast, or with your pet on your lap, etc.)
  - Communicate and behave with the same respect and consideration you would use in the classroom.
- Zoom Classes Will Be Recorded in order to provide additional resources for students and to monitor interactions.
- Complete assignments with integrity and academic honesty, doing your best work.
- Do your best to meet timelines, commitments, and due dates.
- Communicate with your teachers if you cannot meet deadlines or require additional support.
- When attending direct instruction, collaborate and support your WRVS peers in their learning.
- Comply with WRVS's Acceptable Use Policy, including expectations for online etiquette.
- Seek out and communicate with other adults at WRVS as different needs arise (see below).

| <b>If you need assistance with:</b> | <b>Contact:</b>  |
|-------------------------------------|--|
| A course assignment or resource     | The relevant teacher (they will respond to you when they are not teaching) |

|  |  |
|--|--|
| A technology related problem or issue            | The Help Desk (8:00 a.m. -10:00 a.m.)<br>or Mrs. Cramer <a href="mailto:amy.cramer@oesu.org">amy.cramer@oesu.org</a>   |
| A personal, academic or social-emotional concern | Ms. Shaw<br><a href="mailto:ann.shaw@oesu.org">ann.shaw@oesu.org</a>   |
| Other issues related to distance learning        | Mrs. Perantoni <a href="mailto:carlotta.simonds-perantoni@oesu.org">carlotta.simonds-perantoni@oesu.org</a><br><br>Mrs. Schaffer<br><a href="mailto:jessica.schaffer@oesu.org">jessica.schaffer@oesu.org</a> |

**Learning/Engagement Expectations for Distance Learning**

When not physically in school, scholars complete lessons and learning projects assigned by the teacher through virtual remote learning. Core instruction will be recorded and uploaded on Google Classroom/SeeSaw at the end of each day, as well as instructional materials and directions necessary to complete the assignments. Scholars will complete that day's work the following day, (i.e. on Monday, Friday's assignment/work, on Tuesday, Monday's assignment/work, on Wednesday, Tuesday's assignment/work, etc.).

Scholars will document their daily work completion in Google Classroom and/or SeeSaw. Grading will be the same for in person and distant learning. The first few days of distance learning (after morning meeting) will be teaching the platform/details and community building activities and be very similar to what we do to start every school year; building familiarity with what our new school year will look like, then transition into the academic regime. Many of our first day's activities are designed so we can get to know each other.

Throughout the implementation of Distance Learning (during implementation of Plan 1-4,) scholars will attend live (via Zoom) daily Morning Meetings and/or class meetings (as determined by grade level.) As well, scholars will be informed of any special events and/or unique learning events (i.e., a Science lab, etc.) and receive a Zoom link to attend/participate.

Support Services (EST, Intervention, Title Services, IEP services, etc.) will be provided as direct instruction to all scholars participating in Distant Learning. Our Title Team (and/or full staff if we were to be placed in step 1) will organize a daily scheduled time that you will Zoom and receive direct/targeted Math and Literacy Intervention.

Breakfast and lunch access will be designed to allow those scholars in distance learning to access the WRVS food program.

**Distant Learning Instructional Requirements**



To be implemented in Step 1-3 by parent choice and Step 3-4 by full school directive/need. Please refer to Plan 4 (above) for instructional implementation differences in that Step.

| <b>Kindergarten to Second Grade</b>               |  |
|---|--|
| 60 minutes per day of Reading/Writing             | <p>Teachers will record their core content daily instruction (instruction, not class period). At the end of WRVS' academic day, each teacher will upload their instructional videos and any materials and directions needed for scholar's distant engagement learning the following day.</p> <p>Grading/feedback will be given in a timely manner by each teacher. Scholars will complete assignments each day and submit his or her work in Seesaw.</p> |
| 40 minutes per day of Math                        | <p>Teachers will record their core content daily instruction (instruction, not class period). At the end of WRVS' academic day, each teacher will upload their instructional videos and any materials and directions needed for scholar's distant engagement learning the following day.</p> <p>Grading/feedback will be given in a timely manner by each teacher. Scholars will complete assignments each day and submit his or her work in Seesaw.</p> |
| 40 minutes daily of Science and/or Social Studies | <p>Teachers will record their core content daily instruction (instruction, not class period). At the end of WRVS' academic day, each teacher will upload their instructional videos and any materials and directions needed for scholar's distant engagement learning the following day.</p> <p>Grading/feedback will be given in a timely manner by each teacher. Scholars will complete assignments each day and submit his or her work in Seesaw.</p> |
| <b>Third to Fifth Grade</b>                       |  |
| 60 minutes daily of Reading/Writing               | <p>Teachers will record their core content daily instruction (instruction, not class period). At the end of WRVS' academic day, each teacher will upload their instructional</p>   |

|   |  |
|---|--|
|   | <p>videos and any materials and directions needed for scholar's distant engagement learning the following day.</p> <p>Grading/feedback will be given in a timely manner by each teacher. Scholars will complete assignments each day and submit his or her work in Google Classroom.</p>   |
| <p>60 minutes daily of Math (70 for 5th grade)</p>  | <p>Teachers will record their core content daily instruction (instruction, not class period). At the end of WRVS' academic day, each teacher will upload their instructional videos and any materials and directions needed for scholar's distant engagement learning the following day.</p> <p>Grading/feedback will be given in a timely manner by each teacher. Scholars will complete assignments each day and submit his or her work in Google Classroom.</p> |
| <p>Up to 40 minutes daily (average 30 minutes) of Science and/or Social Studies and/or Writer's Workshop. (varies by grade)</p> | <p>Teachers will record their core content daily instruction (instruction, not class period). At the end of WRVS' academic day, each teacher will upload their instructional videos and any materials and directions needed for scholar's distant engagement learning the following day.</p> <p>Grading/feedback will be given in a timely manner by each teacher. Scholars will complete assignments each day and submit his or her work in Google Classroom.</p> |
| <p><b>Sixth to Eighth Grade</b></p>   |  |
| <p>40 minutes each for Spanish, English/Language Arts, Math,</p>  | <p>Teachers will record their core content daily instruction (instruction, not class period). At the end of WRVS' academic day, each teacher will upload their instructional</p>   |

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| <p>Social Studies, Science, and Enrichment</p>                                       | <p>videos and any materials and directions needed for scholar's distant engagement learning the following day.</p> <p>Grading/feedback will be given in a timely manner by each teacher. Scholars will complete assignments each day and submit his or her work in Google Classroom.</p>   |
| <p><b>All K-8 Scholars</b></p>   |  |
| <p>Blended/Hybrid Learning opportunities are available for Plan 1-4 at all times</p> | <p>All scholars will be given the opportunity to participate in-person within any WRVS sponsored extracurricular programs offered during the 2020-2021 academic year. This includes athletic teams, field trips, clubs, etc. (i.e. basketball team, yearbook club, etc.). Additionally, any core academic content unique/specific presentations that are scheduled for the class (i.e. artist in residence programming, field trip, concert, museum visit (live or virtual), field trip (live or virtual), science lab presented by visitor (i.e. Montshire) (live or virtual, etc.) will be offered for live in-person or live virtual attendance.</p> <p>Classroom teachers and/or administration will notify families of upcoming events/opportunities and give opportunity for them to choose participating in the specific activity live or virtually (athletic team participation would require live attendance.) <b>NOTE: IF WRVS participates in Winter Activity Programming during the 2020-2021 year, live participation will be offered for all scholars.</b></p> |
| <p>Support Services</p>  | <p>All K-8 scholars/families, in all plans of learning implemented, will continue to access the teams/services of Title 1, EST (Educational Support Team), Special Education, and/or any support services offered.</p>   |
| <p>Parent/Team Meeting</p>   | <p>Prior to the start of Distant Learning, individual meetings will be developed with parent(s), scholar(s), teacher(s), Guidance, and the Administration to review the Plan and answer any questions. This will be done via Zoom.</p>   |

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| <p>Attendance</p>  | <p>Attendance will be taken during Morning Meeting for all scholars. If a scholar is absent from Morning Meeting, WRVS will contact parents to notify them of the absence. If parents are aware that their child will be absent on a given day, please call the school that morning at 439-5534. Students who are absent from school, whether excused or unexcused, will be expected to make up all missed academic work. Teachers will provide reasonable assistance to students in making up missed work. The time allowed for makeup work is equal to the time out of school. This attendance procedure (as it relates to work completion) is the same as it has been, and will be, for live instruction.</p> |
| <p>Lunch/Breakfast</p>   | <p>All scholars will have meals delivered to their homes. Once weekly we will deliver all ten meals needed for the week. The separate menu for distant learning will be published in advance.</p>  |
| <p>Materials/Supplies</p>  | <p>General supplies will be sent home and available the first day of school. Additional supplies/materials needed to complete specific assignments will be delivered on a weekly basis with the food.</p>  |
| <p>Specials – Art, Library, Music, Physical Education and Guidance. Each subject area will require 40 minutes of work concentration weekly. Physical Education will require 80 minutes of work concentration weekly.</p> | <p>Teachers will provide lessons, directions, assignments, and supplemental materials that continue to support the current program. Daily recorded instruction, directions, and assignments in all areas will be uploaded to Google Classroom/Seesaw at the end of each academic day. Scholars who are distance learners will submit their completed Specials assignments on the academic day after the recordings and directions are available. Grading and feedback will be given in a timely manner by each teacher.</p>  |

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| <p>Intervention - 30 minutes daily of Math and Reading</p>           | <p>Teachers will communicate with parents/scholars and create either 1:1 or small group Intervention daily in Math and Reading. This instruction is IN ADDITION to the above outlined Reading/Writing and Math expectations. The teacher/staff will work live via Zoom and these sessions will be recorded. Attendance counts, grading does not occur, but progress is monitored through assessments.</p>  |
| <p>Substitute Contingency</p>  | <p>If a planned or unexpected absence for any teacher outlined above was to occur, alternative online educational plans for that day(s) would be prepared via Google Classroom or Seesaw. That teacher's recorded live instructional components would not occur and the completion of the online details would be required. If an extended absence was necessary, families affected would be directly communicated with of our instructional plan during that time period.</p> |
| <p>Flexible Learning ideas for families to consider on their own</p> | <p>Reading aloud and independent reading: reading times are grades K-3: 20 minutes, 4-8: 30 minutes</p> <p>Board games &amp; challenges with math/strategy/critical thinking</p> <p>Be active</p> <p>Explore personal interests/passions</p>   |

**Resources**

Individual teachers will have regularly updated websites for you to access tutorials for digital platforms, technology programs referenced, and general contact information.

Additionally, these websites will offer you additional resources (for example: the WRVS Library site has multiple sites for you to access research and materials needed.) You can access these websites from our WRVS website.

If you find there are specific topics you believe would assist you and/or others, please email Mrs. Perantoni at [carlotta.simonds-perantoni@oesu.org](mailto:carlotta.simonds-perantoni@oesu.org) and we will attempt to create those in a timely manner.

The WRVS website will have links for tutorials when using Google Classroom and/or SeeSaw.

A Strong and Healthy Start: Guidance for Vermont Schools

<https://education.vermont.gov/sites/aoe/files/documents/edu-vdh-guidance-strong-healthy-start-school-health-rev-20200617.pdf>

Hybrid Learning During the 2020-2021

[https://education.vermont.gov/sites/aoe/files/documents/edu-hybrid-learning-during-the-2020-2021-school-year\\_0.pdf](https://education.vermont.gov/sites/aoe/files/documents/edu-hybrid-learning-during-the-2020-2021-school-year_0.pdf)

# Oxbow Unified Union School District

**Bradford Elementary 802-222-4077**  
143 Fairground Road, Bradford VT 05033

**Newbury Elementary 802-866-5621**  
214 Pulaski Street, Newbury VT 05051

**Oxbow High School 802-222-5214**  
36 Oxbow Drive, Bradford VT 05033

**River Bend Career & Tech Center 802-222-5212**  
36 Oxbow Drive, Bradford VT 05033

## **Bradford Elementary School Remote Learning Plan**

COVID-19 Response

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## Introduction

BES is committed to making sure that students continue to experience the care and commitment of our teachers and participate to the highest extent possible in the routine of our daily learning. We value the social interactions, in-person feedback, and the community building that occurs on a daily basis at BES. Providing your children with the most engaging, caring, and responsive school experience is our priority, and our teachers and staff are energized and excited to start a new school year.

In the event that a family chooses Remote Learning for their child(ren) during the COVID-19 pandemic (or if BES is directed to move into Step 1 of the VT Agency of Education guidelines), it is important that this 2020-2021 BES Remote Learning Plan describes BES' approach to remote learning. It includes how we will communicate with you and the online platforms we will use. It also includes the roles, responsibilities, and expectations we have for our staff, parents, and students, and guidelines for how parents/caregivers can support their children's learning. Although our plan for remote learning cannot replicate the quality of in-person instruction, we commit to providing the highest quality experience we can for your child's remote learning plan.

Please understand that if you choose the Remote Learning plan for your child, it will require a significant commitment from you or the child's other caregivers to support learning, as teachers will be focused on in-person instruction. There will be a Blended Learning Coordinator dedicated to supporting families with technical issues, and teachers will be available on Wednesdays to connect with remote learning students and provide feedback. Choosing this option will require that your child is able to work online, independently or with your supervision and support.

A family may choose remote learning if they do not want to send their child(ren) back to school in-person this fall. **After reading both the BES Family Handbook and this Learning Plan, please contact Kate Paxton ([kate.paxton@oesu.org](mailto:kate.paxton@oesu.org)), BES principal, by Monday, August 10th, if you choose to have your child(ren) learn remotely from your home.**

Please note that the guidance we are receiving from the Vermont Agency of Education continues to evolve, and this plan is new for all of us. We may need to make adjustments to this Remote Learning plan during the year in order to adjust to new circumstances or guidance, or to better support our BES students and staff.



## **Steps for Reopening at BES**

BES will open on Step 2 from the Vermont Agency of Education guidelines, and move to Step 1 or 3 if we are directed to do so by the Vermont Agency of Education.

### **Step 2 Guidelines**

All students continue to access in-person learning five days per week per the daily schedule and school calendar, with the exception of early release on Wednesdays (11:45 a.m.) We will provide a classroom structure that promotes physical distancing and safe and healthy patterns of practice (classroom pods).

Parents may choose not to access in-class learning, and instead opt for full-time Remote Learning during Step 2. Parents who select this option must contact Dr. Paxton by Monday, August 10th to initiate this plan. Families must choose either in-person or remote learning for the full trimester; they may not move between the two. If a student needs an extended absence due to sickness or COVID exposure, you may contact the principal to arrange to discuss moving to a remote learning plan. At the trimester break, families can again contact the principal to initiate a transition to in-person or remote learning.

### **Step 1 Guidelines**

All students, PK-6 are learning distantly/remotely. They would follow the Engagement/Learning Expectations for Remote Learning that are outlined later in this document.

### **BES Distance/Remote Learning Plan (DLP)**

This plan will be implemented if a parent chooses remote learning instead of sending their child to school. Additionally, this plan will be implemented if BES is directed to move to Step 1 for all students.

BES' Distance Learning Plan (DLP) includes the following three goals for PK-6 within our framework:

- Live Student-Teacher Contact Time
- Online Content Delivery
- Online Monitoring of Student Progress/Student Assessment

These same guidelines would be in place should BES as a whole learning community be directed to move into Step 1 by the VT Agency of Education. (“Step 1: Schools are closed for in-person instruction. Remote learning opportunities should be provided for all students. Support provision of student services such as school meal programs, as feasible.”)

## How will BES communicate with parents, students, and the community at large?

BES will continue to use the same communication currently accessed for normal day-to-day communications with parents, students, and the community at large. All of these systems are remotely accessible. The table below describes these systems:

|                  |                          |   |
|------------------|--------------------------|---|
| Email            | Staff, Parents, Students | Email will be used for all major communications and announcements, including those from the OESU Central office. Teachers will also use email to communicate, although they will use other platforms to interact with their students as well. |
| Zoom             | PK-6 Students            | Zoom is an online video conferencing platform that allows for live group meetings hosted by teachers.   |
| Seesaw           | Students in Grades K-2   | K-2 teachers will use Seesaw instead of Google Classroom to post all assignments/announcements/instruction, and collect all work.   |
| Google Classroom | Students in Grades 3-6   | 3-6 students will continue to use Google Classroom to post all assignments/announcements/instruction, and collect all work.   |
| Google G Suite   | PK-6 Students            | Google G Suite (including Gmail, Docs, Classroom, etc.) will continue to be the apps used by all teachers.  |
| Public Website   | General Public           | BES will maintain general information for the public at <a href="http://www.beschool.org">www.beschool.org</a> and our <a href="#">BES Facebook page</a> .  |
| Phone            | PK-6, General Public     | BES staff will always be available to contact families and the community-at-large by phone.   |

## How will BES ensure that students have access to these tools from home?

All students will be loaned a Chromebook and charger for use with their remote learning needs. Students should use the Chromebook during remote learning to provide the best experience for all students.

Additionally, we will staff a “help desk” for Remote Learning questions. On a daily basis, a staff member will take phone calls with questions or concerns and/or host Zoom meetings for questions. This staff member will work to find/contact the support you need and/or the answer to your questions. You will receive a call back from them with this information or next steps. Classroom teachers will not be able to talk to you directly during the school day as they will be engaged in in-person instruction.

## **Guidelines for Parents Supporting Remote Learning**

The transition to remote learning may be challenging for families. Parents will need to think differently about how to support their children; how to create structures and routines that allow their children to be successful; and how to monitor and support their children’s learning. The guidelines provided below are intended to help parents think about what they can do to help their children find success in a remote learning environment.

### **1. Establish Routines and Expectations**

From the first day of implementing BES’ DLP, parents need to establish routines and expectations. BES encourages parents to set regular hours for their children’s school work. PK-6 students will have recorded live lessons to view and work to support that instruction will need to be completed and submitted. Additionally, daily Zoom morning meetings will need to be attended, allowing for the continued relationships and community building that is so imperative for the growth of your child. Keep normal bedtime routines for children; have them rise early and be available for our start to each day’s morning meeting. Your children should move regularly and take periodic breaks as they study. It is important that parents set these expectations for how their children will spend their days starting as soon as remote learning is implemented.

### **2. Define the Physical Space for Your Child(ren)’s Study**

We encourage families to establish a space/location where their children will learn most of the time. This should be a public/family space, not in a child’s bedroom. It should be a place that can be quiet at times and have a strong wireless Internet signal if possible. This space should be free of distractions and allow the student to participate in the class (when they meet via Zoom) fully and without home “extras” (i.e. pets, siblings, toys, etc.). The space should encourage learning and engagement, allowing them to take their role as a learner seriously.

### **3. Monitor Communications from Your Children’s Teachers.**

All instruction/assignments will be posted on Google Classroom/SeeSaw, but teachers will communicate with parents through email in most cases. (DURING STEP 2: When you need to contact teachers, please remember that teachers will be teaching the traditional class and it may be after 3:00 p.m. when they respond to you).

Videos on how to access the online platforms will be available on SeeSaw/Google Classroom as well as our

school's website. We also encourage parents to have their children explain the online platforms (i.e. Seesaw, Google G Suite, Zoom etc.) their teachers are using.

#### **4. Begin and End Each Day with a Check-In**

Parents are encouraged to start and finish each day with a simple check-in. In the morning, talk with your child and discuss the following questions: “What are you learning today?” “What are your learning targets or goals?” “How will you spend your time?” “What materials or resources do you need?” “What support do you need from me?” This brief conversation matters. It allows children to process the instructions they have received from their teachers. It helps them organize themselves and prepare for their day. At the end of the day, ask how their learning went. “What was their favorite activity for the day?” “What do they still have questions about?” Remote learners will be expected to participate in their class Morning Meeting by Zoom each morning. This will provide your child with a consistent check-in with their teachers and peers, and indicate that your child is “present” that day.

#### **5. Take an Active Role in Helping Your Children Process and Own Their Learning**

In the course of a regular school day at BES, your student engages with other students and adults. These social interactions and opportunities include turning to a peer to exchange a thought or idea, participating in small or large group discussions, asking questions for clarification, collaborating on group projects, and many other opportunities. While some of these social interactions will be re-created on virtual platforms, others will not. Human beings learn best when they have opportunities to process their learning with others. Beyond the check-ins recommended at the start and end of each day, parents should regularly engage with their children about what they're learning. At the same time, parents need to allow their children to complete their own work, so teachers are able to accurately assess your child's understanding and provide more instruction and support when needed.

#### **6. Establish Times for Quiet and Reflection**

A huge challenge for families with multiple children will be how to manage all of their children's needs, especially when those children are different ages and have different needs. There may be times when siblings need to work in different rooms to avoid distraction.

#### **7. Encourage Physical Activity and/or Exercise**

Make sure your children remember to move and exercise. This is vitally important to their health, wellbeing, and to their learning. BES' physical education teacher, Mr. Aldrich, will recommend activities or exercises, but it is important for parents to model and encourage exercise.

#### **8. Remain Mindful of your Child's Stress or Worry**

If you are implementing this DLP, you have likely had a conversation with your child(ren) about the concerns surrounding COVID-19. It is imperative for parents to help their children manage the worry, anxiety, and range of emotions they may experience. As difficult as it may be, do your best not to transfer your stress or worry to your children. They will be out of sorts, whether they admit it or not, and need as much normal routine as parents can provide. Please reach out to our counselor, Ms. Amber, should your child(ren) experience high levels of stress or worry.

### **9. Monitor How Much Time Your Child Is Spending Online**

BES staff will periodically check in with you to assess what you're seeing at home and what we need to adjust. We thank you in advance for your patience and partnership. Please remember that the Remote Learning option is one that utilizes online technology. Families must be able to connect to the Internet. While assignments will include opportunities for students to work offline whenever possible, parents must be comfortable with their child(ren) spending a significant amount of time online each day. If you

### **10. Keep Your Children Social, But Set Rules Around Their Social Media Interactions**

There's always excitement and uncertainty when there is a significant change to a routine like school. Help your children maintain contact with friends and see them in person when circumstances permit. Please also monitor your children's social media use, especially during this Remote Learning time. Older students will rely more on social media to communicate with friends. Social media apps such as SnapChat, Instagram, or personal Facebook pages are not official, school-sanctioned channels of communication. Please monitor your children's use of social media. Remind your children to be polite, respectful, and appropriate in their communications.

Common Sense Media is a great resource for guidance for families on social media basics.

## **Roles and Responsibilities of Students**

- Establish daily routines for engaging in the learning experiences (i.e. following your daily schedule or establishing a 7:45 a.m. start).
- Identify a comfortable, quiet space in your home where you can work effectively and successfully.
- Regularly monitor online platforms (Seesaw, Google Classroom, email, etc.) to check for announcements and feedback from your teachers.
- For Grades PK-6: Attend daily class meetings via Zoom according to your class schedule.
- For Grades PK-6: Attend any live class assigned/scheduled for you (Intervention, etc.) via Zoom.
- Zoom Class Expectations: When attending a Zoom class, students must:
  - Dress appropriately (not in sleepwear, etc.)

- Sit at a desk or table with minimal distractions (not on a bed or while eating breakfast, or with your pet or younger sibling on your lap, etc.)
- Communicate and behave with the same respect and consideration you would use in the classroom.
- Live Zoom classes may be recorded per AOE guidelines.
- Complete assignments with integrity and academic honesty, doing your best work.
- Do your best to meet timelines, commitments, and due dates.
- Communicate with your teachers if you cannot meet deadlines or require additional support.
- When attending direct instruction, collaborate and support your BES peers in their learning.
- Comply with BES' Acceptable Use Policy, including expectations for online etiquette.
- Seek out and communicate with other adults at BES as different needs arise (see below).

| <b>If you need assistance with:</b>                     | <b>Contact:</b>  |
|---|--|
| A course assignment or resource, or an academic concern | The relevant teacher (they will respond to you after school or on Wednesday) or Mrs. Fogarty |
| A technology related problem or issue                   | Mrs. Fogarty<br>edith.fogarty@oesu.org   |
| A personal or social-emotional concern                  | Ms. Amber<br>robin.amber@oesu.org  |
| Other issues related to remote learning                 | Dr. Paxton<br>kate.paxton@oesu.org   |

### **Learning/Engagement Expectations for Remote Learning**

When not physically in school, students complete lessons and learning projects assigned by the teacher through virtual remote learning. Core instruction will be recorded and uploaded on Google Classroom/SeeSaw at the end of each day, as well as instructional materials and directions necessary to complete the assignments. Students will complete that day's work the following day, (i.e. on Monday, Friday's assignment/work, on Tuesday, Monday's assignment/work, on Wednesday, Tuesday's assignment/work, etc.). If teachers assign a longer project/due date, students should follow that schedule, and do not necessarily need to turn the work in the

following day. The first day of school, September 8th, students will work with Mrs. Fogarty on tech tools and norms for remote learning.

Students will document their daily work completion in Google Classroom or SeeSaw. Grading will be the same for in person and remote learning. The first few days of remote learning (after morning meeting) will be teaching the platform/details and community-building activities and be very similar to what we do to start every school year; building familiarity with what our new school year will look like, then transition into teaching and learning. Many of our first day's activities are designed so we can get to know each other.

Throughout the implementation of Remote Learning, students will attend live (via Zoom) daily Morning Meetings. Students will also be informed of any special events and/or unique learning events (i.e., a virtual field trip.) and receive a Zoom link to attend/participate.

Support Services (EST, Intervention, IEP services, etc.) may be provided to students participating in Remote Learning. If this is a support provided to your child, our Intervention Team (and/or full staff if we were to be placed in Step 1) will organize a daily scheduled time that you will Zoom and receive direct/targeted Math and Literacy Intervention.

Breakfast and lunch will be provided to allow those students learning from home to access the BES food program.

Materials and food will be available to pick up for the week on one day for all remote learning students. If you have any issues picking up materials and food, please contact Mrs. Sanborn ([darlene.sanborn@oesu.org](mailto:darlene.sanborn@oesu.org), or 802-222-4077) to discuss delivery options.

## Remote Learning Instructional Requirements

To be implemented in Steps 2 or 3 by parent choice, and Step 1 by full school directive/need.

| Kindergarten to Second Grade          |  |
|---------------------------------------|--|
| 60 minutes per day of Reading/Writing | Teachers will record their core content daily instruction (instruction, not class period). Recordings will typically be 10-20 minutes. At the end of BES' academic day, each teacher will upload their instructional videos and any materials and directions needed to SeeSaw.<br><br>Grading/feedback will be given in a timely manner by each teacher. |

|   |  |
|---|--|
|   | <p>Students will complete assignments each day and submit their work in Seesaw.</p>  |
| 40 minutes per day of Math                        | <p>Teachers will record their core content daily instruction (instruction, not class period). Recordings will typically be 10-20 minutes. At the end of BES' academic day, each teacher will upload their instructional videos and any materials and directions to SeeSaw.</p> <p>Grading/feedback will be given in a timely manner by each teacher. Students will complete assignments each day and submit their work in Seesaw.</p>  |
| 40 minutes daily of Science and/or Social Studies | <p>Teachers will record their core content daily instruction (instruction, not class period). Recordings will typically be 10-20 minutes. At the end of BES' academic day, each teacher will upload their instructional videos and any materials and directions to Seesaw.</p> <p>Grading/feedback will be given in a timely manner by each teacher. Students will complete assignments each day and submit their work in Seesaw.</p> <p>Sometimes, these subjects will be integrated into the literacy or math work mentioned above, and will not include a separate post/assignment.</p> |
| <b>Third to Sixth Grade</b>                       |  |
| 60 minutes daily of Reading/Writing               | <p>Teachers will record their core content daily instruction (instruction, not class period). Recordings will typically be 10-20 minutes. At the end of BES' academic day, each teacher will upload their instructional videos and any materials and directions needed to Google Classroom.</p> <p>Grading/feedback will be given in a timely manner by each teacher. Students will complete assignments each day and submit their work in Google Classroom.</p>   |



|  |  |
|--|--|
| 60-70 minutes daily of Math  | <p>Teachers will record their core content daily instruction (instruction, not class period). Recordings will typically be 10-20 minutes. At the end of BES' academic day, each teacher will upload their instructional videos and any materials and directions needed to Google Classroom.</p> <p>Grading/feedback will be given in a timely manner by each teacher. Students will complete assignments each day and submit their work in Google Classroom.</p>   |
| Up to 40 minutes daily (average 30 minutes) of Science and/or Social Studies and/or Writer's Workshop. (varies by grade) | <p>Teachers will record their core content daily instruction (instruction, not class period). Recordings will typically be 10-20 minutes. At the end of BES' academic day, each teacher will upload their instructional videos and any materials and directions needed to Google Classroom.</p> <p>Grading/feedback will be given in a timely manner by each teacher. Students will complete assignments each day and submit their work in Google Classroom.</p>   |
| <b>All PK-6 Students</b>   |  |
| Parent/Team Meeting  | <p>Prior to the start of Remote Learning, individual meetings will be developed with parent(s), student(s), teacher(s), Guidance, and the Administration to review the Plan and answer any questions. This will be done via Zoom.</p>  |
| Attendance   | <p>Attendance will be taken during Morning Meeting for all students. If a student is absent from Morning Meeting, BES will contact parents to notify them of the absence.</p> <p>If parents are aware that their child will be absent on a given day, please call the school that morning.</p> <p>Students who are absent from school, whether excused or unexcused, will be expected to make up all missed academic work. Teachers will provide reasonable assistance to students in making up missed work.</p> |

|   |  |
|---|--|
|   | <p>The time allowed for makeup work is equal to the time out of school.</p> <p>This attendance procedure (as it relates to work completion) is the same as it has been, and will be, for in-person instruction.</p>  |
| Lunch/Breakfast   | <p>All students will have access to school meals (breakfast and lunch). One day per week, we will have a time for families to pick up meals at school (for the entire week). The separate menu for remote learning will be published in advance. Meals can be delivered if you are unable to access transportation to the school. If you need assistance with this, please contact Mrs. Sanborn (<a href="mailto:darlene.sanborn@oesu.org">darlene.sanborn@oesu.org</a>).</p>  |
| Materials/Supplies  | <p>Supplies/materials needed to complete specific assignments will be available to pick up on a weekly basis with the meal pickup.</p>   |
| <p>Specials – Art, Library, Music, Physical Education and Social-Emotional Learning</p> <p>Each subject area will require 40 minutes of work concentration weekly. Physical Education will require 80 minutes of work concentration weekly.</p> | <p>Teachers will provide lessons, directions, assignments, and supplemental materials that continue to support the current program. Weekly recorded instruction, directions, and assignments in all areas will be uploaded to Google Classroom/Seesaw at the end of each academic day. Students who are remote learners will submit their completed Specials assignments on the academic day after the recordings and directions are available. Grading and feedback will be given in a timely manner by each teacher.</p> |
| Substitute Contingency  | <p>If there is a planned or unexpected absence for any teacher outlined above, alternative online educational plans for that day(s) will be prepared via Google Classroom or Seesaw. The teacher’s recorded live instructional components would not occur and the completion of the online details would be required. If an extended absence becomes necessary, parents will be contacted and informed about our instructional plan during that time period.</p>   |

Flexible learning ideas for families to consider on their own

- Reading aloud and independent reading: reading times are grades K-3: 20 minutes, 4-6: 30+ minutes
- Board games & challenges with math/strategy/critical thinking
- Be active
- Explore personal interests/passions



Per the Governor's order, school will begin on Tuesday September 8th, 2020. Our hope is that all students can return in person, but this handbook includes guidelines for students who return to campus, and those who need to continue remote learning.

Starting September 8th, the school campus will be open from 7:15am-2:45pm Monday, Tuesdays, Thursdays and Fridays during scheduled school days. No pickups or drop offs are allowed outside of this time. There is no morning recess. The school day is 7:45am-2:15pm. Students are marked tardy after 7:45am, and parent pick up is at 2:15pm, buses leave by 2:30pm.

Wednesdays will be an early release day each week. The school campus is open from 7:15-12:00pm on Wednesdays. No pickups or drop offs are allowed outside of this time. There is no morning recess. The school day is 7:45am-11:45am on Wednesdays. Students are marked tardy after 7:45am, and parent pick up is at 11:35am, buses leave at 11:45am..

Bus drivers will distance students as much as possible on the bus, and group students by age. Students must have a temperature check and health screening before entering the bus. Included in this packet are [health screening cards](#) - parents can fill these out for students to bring to the bus, which will help keep buses running on schedule. If students come to the bus without a card they will be asked the screening questions. All students will have their temperature checked by a staff member before getting on the bus, in case of staff absence the health screening will be done at school. Any student who does not meet the screening and temperature requirements will not be allowed on the bus, a family member must be present to assume responsibility for the student if this happens.

Parent drop off is 7:15-7:40. Families can not enter the building with their students, they must call ahead to request an appointment if a meeting is needed. Meetings will be held virtually. Families are encouraged to stay in their cars, if they do need to walk to the door they must wear masks and practice social distancing. No drop off is allowed before 7:15am.

High school students waiting for buses also can not be dropped off before 7:15am. If waiting for buses these students must social distance, wear masks, not congregate, and can not enter the building. To avoid mixing with elementary school students, high school students should wait for the bus at their designated spot and board the first high school bus available.

Parent pickup starts at 2:15pm Monday, Tuesday, Thursday and Friday, and at 11:35am on Wednesday. Parents should meet their student at the assigned door of entrance for their grade level (see below). The same teacher who screened them at the start of the day will be at that door, this staff member must see the family member and will check off that the student is being released to that adult. Family members must wear masks and practice social distancing during pick up. All students should be picked up by 2:30pm (or 11:50am on Wednesdays).

Students who walk home, without a parent, should walk with their teacher to their door of entrance and immediately walk home through this door. Any students walking home must have turned in a signed permission slip to the front office.

## **Attendance**

It is our intention that all students attend school starting on September 8th, 2020. NES will continue to use our existing [attendance policy](#), using the above times to determine absences and tardy counts.

If a family has a concern about sending their student to school due to an illness or the threat of COVID-19, they should follow the chronic illness section of the attendance policy. This includes notifying the principal of your concerns and convening a team meeting to discuss accommodations (both in and out of school) to best support the student. See the next section, Remote Learning, for more information.

If students arrive after the start of school, they should ring the bell and wait at the front door. A staff member will meet them at the door and perform the health screening (see below). Once the student passes the screening they should head directly to their classroom and the staff member will record the tardy information in the attendance.

## **Remote Learning**

Parents can either send their students to school in person, five days per week, following the guidelines detailed in this handbook, or opt into remote learning. Remote learning would also be five days per week, there is not an option to combine the two. Students who need an extended absence can contact Ms. Moore to discuss switching to remote learning. Families can also reach out to Ms. Moore before the start of a new trimester to switch between remote and in-person learning.

Remote learning students will be able to receive meals from school, through a weekly food pickup option at the school. At the same pick up time, families would need to pick up materials weekly for their child to complete remote learning tasks.

**If a family chooses to opt into remote learning they must first request this by contacting Morgan Moore, NES Principal at [morgan.moore@oesu.org](mailto:morgan.moore@oesu.org) (802) 866-5621 x6121. Ms. Moore will convene a team meeting to plan for the student's remote plan. If a student becomes sick and needs to miss school they should also contact Ms. Moore to initiate a remote learning plan. Please review the full [NES Remote Learning Plan](#) before contacting Ms. Moore.**

Remote learning will mean that teachers will use Google Classroom (grades 3-5) or SeeSaw (grades K-2), to give instruction and collect evidence of learning. All students will need to turn in their assignments on Google Classroom or SeeSaw. This option will require significant parental involvement as teachers will be teaching in-person, and not able to Zoom with students every day or respond immediately.

If a student is on an IEP or EST plan, the original principal meeting will initiate the creation of IEP amendments as needed, which will detail times and types of remote services available to the student.

Students must make contact with their teachers through Zoom, and by completing work on Google Classroom/SeeSaw each day to be counted present. Our attendance policy (linked above) will be followed.

During this time of remote instruction, our school district will be utilizing online resources to provide continuing classroom instruction to students. In order to ensure that every child in the class receives the instruction, general education classroom online instruction will be video and audio recorded so that it can be accessed at a later time. The primary focus of the video and audio recording will be on the instruction and the teacher, not on the students in the class.

Small group instruction under Student Services will not be recorded unless otherwise approved by the Director of Student Services. Counseling sessions will not be recorded unless otherwise approved by the Principal. Questions and comments asked and spoken by students will be part of the recording. Only students assigned to that specific class will have access to the video recording. The recordings will not be made public by the online vendor or the school district in any capacity.

### Health Screenings

All students and staff must be screened before entering the building each day. Students will have a new [entrance ticket](#) every day that families can fill out to report on symptoms; if they do not come to school with the ticket staff will ask them the screening questions. Students should walk from their car to the door wearing a mask and practicing social distancing during the entire health screening. All students will have their temperature taken before entering the building. If students do not meet the temperature or screening requirements they will not be allowed to enter the building and parents will be asked to take them home.

Please have your student enter through the following doors:

| Group                 | Entrance Location    | Notes  |
|-----------------------|----------------------|--|
| Bus Riders            | Front Door           | No screening necessary as it was already done before entering the bus. |
| K-2 Students          | Front Door           | Teachers will be available to walk young students to class.            |
| 3rd & 6th Grade       | Gym Door             |  |
| 4th Grade             | Recess Door          |  |
| 5th Grade & Preschool | Handicapped Entrance | Teachers will be available to walk young students to class.            |

After students are screened and enter the building they should sanitize their hands and report directly to class. Staff will monitor hallways and be able to assist students in getting to class.

### **Stay Home if Sick**

Per the AOE guidance, sick individuals must not enter the school bus or school building. Additionally, staff and students should review the Vermont Cross State Travel information before traveling out of state. If planning to travel out of state to an area above 400 active cases of COVID, staff and students should quarantine for 14 days upon return and will be excluded from school, per state guidelines.

Staff and students should also stay home if any of the following are true:

- Showing symptoms of COVID-19
  - Cough
  - Shortness of breath
  - Difficulty or painful breathing
  - Chills or repeated shaking with chills
  - Muscle Pain
  - Headache
  - Sore throat
  - Loss of taste or smell that is NEW
- Close contact with someone with COVID-19 in the last 14 days
- Fever (100.4 degrees F)
- A significant new rash
- Large amounts of nasal discharge in the absence of allergy diagnosis

Staff and students can be at school if the following is true:

- Allergy symptoms (with no fever) with medical diagnosis
- Well-controlled asthma

### **Students- Sick at School Procedure**

If a student needs to see the nurse for any reason during the school day, the nurse will be called to the classroom. If any signs and symptoms begin while at school, the student must be sent home as soon as possible. The nurse will coordinate keeping sick students separate from well students and limit staff contact as much as reasonably possible, while ensuring the safety and supervision of the sick student until they leave.

### **Confirmed Case of COVID-19**

If COVID-19 is confirmed in staff or student:



- Staff will close off areas used by a sick person and not use until after cleaning and disinfecting.
- Clean and disinfect all areas such as offices, bathrooms, common areas and shared electronic equipment used by the ill person.
- Participate in contact tracing as requested by the VT Dept of Health.
- Decisions about school closure will be made based on the guidance set forth by VT Agency of Education.

If staff or students are identified as close contact to someone diagnosed with COVID-19, they should self-quarantine (please refer to the health department website for instructions for isolation, quarantine, and self observation).

### **Hand Hygiene**

Students and staff will wash hands at arrival, after breaks, before and after eating, before and after administering medication, after toileting, after coming in contact with any body fluid, after handling garbage, before and after cleaning, before and after recess/playing outdoors, prior to moving locations, after assisting students with handwashing. Posters on proper handwashing will be posted in each room and hand lotion will be used frequently.

### **Facial Coverings and Personal Protective Equipment**

All staff and students are required to wear masks while in the building, as well as outside where physical distancing cannot be maintained. During the first six weeks of school, and ongoing as needed, classrooms will teach why face coverings are important, and how to properly wear them. Extra cloth masks will be available at school, but students and staff should plan to provide their own as well.

If a student has a medical or behavioral reason to not wear a mask they must contact the principal, who will coordinate with the parent and health care provider. Otherwise, masks must be worn. Face shields can be worn in addition to masks but not alone, without permission from the principal for a medical or behavioral need, or for essential teaching such as phonics and speech.

Anyone visiting the school, or dropping off/picking up students must also wear a mask.

### **Cleaning & Disinfecting**

The custodial staff will ensure that the building and playground equipment is frequently and thoroughly cleaned throughout each day. Teachers and students will assist by performing a daily learning of common spaces in their classroom, frequently touched surfaces, and doors. A deep cleaning will be done on Wednesdays, after the early release of students.

All cloth furniture and rugs will be removed from classrooms, as they can not be easily cleaned. Plastic puzzle mats, that can be easily cleaned, are available to replace carpet squares.

### **Group Size & Physical Distancing**

Students will be kept in groups of 25 or less people, including staff members. Students will be kept in their grade level class group, classes will not mix together during the school day. Teachers can rotate to the students but will follow a strict schedule to minimize exposure and allow contact tracing.

Students will be physically distanced, six feet apart (as much as possible), in the classroom, lines, and on the playground. Students should always walk on the right side of the hallway. Classrooms will explicitly teach how to line up and space in this way and provide extra supervision for long lines.

Fire drills will happen as normal, students will be properly spaced in lines during drills, so teachers will walk their lines further from the building to allow more space. When seated in class, students will be properly spaced and facing the same direction at all times.

Individual student belongings will be kept separate from other students, using cubbies and containers. Teachers will ensure that students have personal supplies, to eliminate sharing. Students should not share electronics, toys, books, instruments, games, or learning manipulatives.

The playground has been divided into four quadrants. Each class will be assigned a section of the playground with a supervising adult for recess and outdoor activities so that they do not mix with other students.

Masks must be worn on the playground, unless physical distancing can be ensured. Hand sanitizer should be used by all staff and students before re-entering the building. These rules will be taught regularly, and before students first use the playground/go to recess.

Teachers are encouraged to keep their windows open, take classes outside as much as possible. Schedules will be created so that students do not mix outside.

### **Visitors, Volunteers & Field Trips**

No visitors and volunteers are allowed in the building at this time. This does not include contracted services. This does include family members, no family members are allowed in the building during the school day, before, or after school for any reason.

Field trips will only be approved if the principal can ensure that the organization has proper safety protocols in place.

Parent meetings must also be held virtually, unless permission is granted by the principal or her designee. If approved, these meetings will only happen in the office.

### **Additional School Spaces**

In order to maintain the integrity of the class groups, teachers will travel to students including special educators, interventionists, counselors and specials teachers. The librarian can choose to have classes in the library, if cleaning can be ensured between groups. If a group needs to be pulled from a classroom, there will be a table outside of the room that should be used. If further privacy is

needed rooms will be designated for students from a singular class to use. These alternative spaces should also be used in case of a needed evacuation from a classroom.

### **Whole School Events**

Whole school events are not permitted at this time. Circle of Trust will not be held at this time, but the Peace Train will be awarded each week over the loudspeaker.

### **Cafeteria Use**

The cafeteria is closed; breakfast, snack and lunch will be served in the classrooms. Teachers will supervise meals in their classrooms. All students should wash their hands before and after eating. Students will have a few choices for lunch, food orders will be taken each morning or they can bring their own food. The cafeteria will bring lunch orders to the classrooms on a cart. Proportioned condiments, napkins and silverware will be given directly to each student. Students should not eat food during any meal or class celebration. Teachers and students should clean their classroom/desks after meals.

### **Instruction**

Students will be explicitly taught and supported on why school looks different and how the changes are linked to their own, their family, and their community's safety. The school counselor is available to assist staff with these lessons and conversations, as well as to identify community resources available to support staff and families.

Teachers will plan to include instruction on technology and virtual platforms into their daily routines, so that students are familiar with these tools in case of future school closure. Teachers will use the SeeSaw platform and all teachers will use Google Classroom. Any video conferencing will be done through Zoom. It is recommended that students who are in school still do work offline, and using paper, but upload evidence of their learning to these platforms, sometimes perform tasks on them, or receive assignments through them.

### **Dismissal**

The school day will end at 2:15pm (11:35 on Wednesdays). A staff member will walk a distanced line to the buses for dismissal and students should take their assigned seat. Students who are being picked up will be walked to the door they entered the building through. The staff member who screened them in the morning will have a clipboard to check off when they students are dismissed to families. Staff will stay with their students until they are dismissed, to ensure that they stay distanced from other student groups.

Students must be picked up by 2:30pm (11:50am on Wednesday) to avoid mixing with other students, staff, or parts of the building.

August 10, 2020

Dear Parents of Oxbow Students:

I hope you are doing well, staying healthy and enjoying the warm weather. Now is the time to make the decision regarding your child's learning plan for Fall 2020. This decision will be in effect for the first quarter (Sept. 8 - Oct. 30) and may be adjusted at that time, or if the Governor changes the state of emergency status. This document is intended to explain the Hybrid Learning Model; describe alternative models; announce the start up schedule and explain the purple/white schedule. Parents opting for an alternative model **MUST** fill out the form attached and return it to Oxbow by Monday, August 17, 2020.

Oxbow has created the Hybrid Learning Model to adhere to social distancing regulations, keep students in cohorts, and ensure our students are well prepared for remote learning should the Governor move the state into STEP 1 (remote learning only) in the future. This model is a combination of in-person learning and remote learning. Middle school students will attend in person, 4 days a week and work remotely 1 day; high school students will be assigned to a purple or white cohort and will attend in person 2 days a week and work remotely the other 3 days. When assigning cohorts, we will strive to keep family groups together. The Hybrid Learning Model is described in more detail later in this document.

Learning at Oxbow will resume on September 8, 2020 with a staggered start on September 8 - 11.

| Staggered Start -<br>First 4 Days of<br>School | Tuesday                 | Wednesday               | Thursday                | Friday                  |
|--|-------------------------|-------------------------|-------------------------|-------------------------|
|  | September 8             | September 9             | September 10            | September 11            |
| 7th grade                                      | Comes to school         | Does NOT come to school | Comes to school         | Comes to school         |
| 8th grade                                      | Comes to school         | Does NOT come to school | Comes to school         | Comes to school         |
| 9th - 12th grade<br>purple                     | Does NOT come to school | Does NOT come to school | Does NOT come to school | Comes to school         |
| 9th - 12th grade<br>white                      | Does NOT come to school | Does NOT come to school | Comes to school         | Does NOT come to school |

I wish you the best of health and a safe August.

Jean Wheeler, Principal

**Learner's Choices for Quarter One, School Year 20-21**  
**(Sept. 8, 2020 - Oct. 30, 2020):**

All students are expected to return to school on **September 8th in the Hybrid Learning Model**, unless their parents have chosen an alternative model described in this document or are in the process of applying for a Home Study waiver through the Vermont Agency of Education.

Please read each description carefully, complete the form attached and submit it to Also included is a form to complete with your choice for learning models for your child. This form **must be filled out and submitted to Oxbow by Monday, August 17, 2020 for ALL students, regardless of the learning model choice**. Choices made now will be in place for the full quarter unless there are extenuating circumstances or Governor Scott changes the state of emergency status.

**Hybrid Learning Model**

This is the learning model that all students are expected to choose unless there are extenuating circumstances. This model is a combination of in-person and remote learning. Students choosing the hybrid learning model will come to school on the days their cohort is assigned to “In class/in person” and stay home and participate in remote learning and/or complete learning tasks assigned by teachers on the days their cohort is assigned to “Remote learning day.” On remote learning days, students are expected to check into their class, remotely. Teachers will set up either full remote participation through Zoom, Google Classroom or provide pre-recorded instruction with a learning task. See the chart below:

**Hybrid Learning Model Schedule-** Starting on Monday, September 14th:

| School Year                           | Mondays                                  | Tuesdays                                 | Wednesdays                               | Thursdays                                | Fridays                                  |
|---------------------------------------|--|--|--|--|--|
| <b>7th grade ALL</b>                  | Comes to school for in-person learning   | Comes to school for in-person learning   | Does NOT come to school- Remote learning | Comes to school for in-person learning   | Comes to school for in-person learning   |
| <b>8th grade ALL</b>                  | Comes to school for in-person learning   | Comes to school for in-person learning   | Does NOT come to school- Remote learning | Comes to school for in-person learning   | Comes to school for in-person learning   |
| <b>9th - 12th grade PURPLE COHORT</b> | Comes to school for in-person learning   | Comes to school for in-person learning   | Does NOT come to school- Remote learning | Does NOT come to school- Remote learning | Does NOT come to school- Remote learning |
| <b>9th - 12th grade WHITE COHORT</b>  | Does NOT come to school- Remote learning | Does NOT come to school- Remote learning | Does NOT come to school- Remote learning | Comes to school for in-person learning   | Comes to school for in-person learning   |

**Alternative Learning Models**

**Remote Learning Model** - The student participates in learning from home, without coming into school, through a remote learning model. Students who choose the remote learning model will be expected to participate in the class remotely during the regularly scheduled class period, AND may be required to participate in a remote class on Wednesdays.

To be eligible for **REMOTE LEARNING MODEL**, the student must:

- have reliable Internet access
- be able to join the classes each period remotely, all 5 days a week

- have shown success with remote learning during Spring of 2020
- must be able to pick up and drop off supplies when needed
- Must be able to pick up meals

**In-Person Learning Model** - Students who do not have reliable Internet or struggle with learning remotely may be approved to come to school for in-person learning on Mondays, Tuesdays, Thursdays and Fridays; and, complete learning tasks assigned by teachers on Wednesdays.

To be eligible for the **IN-PERSON LEARNING MODEL**:

- The student does not have reliable Internet at home
- The student is eligible for specialized instruction and/or accommodations that cannot be met through the hybrid model
- The student was not successful during remote learning in the Spring 2020.

**On-line Learning Model** - The student is enrolled in VTVLC for 4 academic classes (providing space is available); Student does not come to school, but meets on Wednesdays - remotely - with our VTVLC coordinators to monitor progress with the course.

To be eligible for **ON-LINE LEARNING MODEL**, the student must:

- have reliable Internet access
- Must be able to pick up meals

**Home School** - A plan is submitted to the Vermont Agency of Education, and once approved, the student is withdrawn from Oxbow and the parent/guardian is responsible for the student's education based on the approved plan. THIS PROCESS SHOULD BEGIN IMMEDIATELY TO AVOID ANY ATTENDANCE ISSUES IN THE FALL.

**If you do not feel the Hybrid Model will meet your student's needs, please complete the Application for an Alternative Learning Model and return it by 2:30 PM on Monday, August 17, 2020.**

### **Application for an Alternative Learning Model**

Date: \_\_\_\_\_ Parent/Guardian Name: \_\_\_\_\_

My child's name is: \_\_\_\_\_

and grade level is \_\_\_\_\_. I do not feel that the Hybrid

Learning Model will meet my child's needs because: \_\_\_\_\_

---

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I feel the best learning model for my child is: \_\_\_\_\_  
because: \_\_\_\_\_

---

If I do not choose the Hybrid Learning Model, I understand that a school counselor will contact me during the week of August 17th to discuss my options. The best way to contact me is:  
\_\_\_\_ email address: \_\_\_\_\_  
\_\_\_\_ telephone number and best time to reach me: \_\_\_\_\_  
\_\_\_\_ other: Please describe \_\_\_\_\_

I understand that my child will be expected to remain with one learning model until October 30, 2020 unless there are extenuating circumstances or Governor Scott changes the State of Emergency status.

Signature of legal parent/guardian\* \_\_\_\_\_  
Printed name of legal parent/guardian: \_\_\_\_\_  
Date signed: \_\_\_\_\_

\* Students who are 18 years of age by August 17, 2020 may sign without parents signatures.

Return this to Oxbow by Monday, August 17, 2020 by one of the following methods:  
Mail your form to: Jean Wheeler, Oxbow High School, 36 Oxbow Drive, Bradford VT 05033

Scan it to: [jean.wheeler@oesu.org](mailto:jean.wheeler@oesu.org)

Fax it to 802-222-5847 (attention Jean Wheeler)

Drop it off at school between 8:30 - 2:30, Monday - Friday

For assistance, call 802-222-5214.





**THETFORD ELEMENTARY SCHOOL**  
*Together Everyone Succeeds*

# COVID-19 HANDBOOK

Last Revised July 31, 2020

July 31, 2020

Dear TES families,

We are here and so ready to come back together! This virus has challenged the world, but our awareness of health, technology, social justice, and environmental justice has flourished. We're coming back to school better than before. We're coming back with remote learning experience, outdoor classrooms already set up for all, and partnerships with the Montshire Museum and Cedar Circle Farm to develop our project-based learning opportunities. We are so excited to be welcoming everyone back to school, inside and outside of the building, while at the same time keeping everyone as safe and healthy as possible.

I want to thank Nurse Kate and the teachers for being an astonishing example of resilience and tenacity. I want to thank the parents for the same. And, most importantly, I want to acknowledge the kind, respectful, and specific feedback that this entire community has practiced. You're all so informed, aware, caring, and involved that the accuracy of the long standing statement, "Together Everyone Succeeds" is shining with truth in this difficult adventure.

We have created a handbook that explains most of the changes to our school day. Please also know that these practices will be continuously updated as more research and guidance comes from the Vermont Department of Health and the Agency of Education. As this happens, we will shift our practices, revise this document, and make sure you have the most up-to-date version. We will use whatever happens to grow and this will take your kind, respectful, and specific feedback.

Please take the time to read this carefully, and ask questions about anything that you don't understand. We'll be holding a Q/A forum on Zoom on Wednesday, August 5th from 6:00-7:00 pm before our School Board Meeting on Thursday, August 6th at 7:00 pm. We look forward to seeing you all soon!

Sincerely,

Chance Lindsley and the TES Staff

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**THETFORD ELEMENTARY SCHOOL**  
**NEW WEEKLY SCHEDULE AND DISTANCE LEARNING OPTION**

| <b>MONDAY</b> | <b>TUESDAY</b> | <b>WEDNESDAY</b>               | <b>THURSDAY</b> | <b>FRIDAY</b> |
|---------------|----------------|--------------------------------|-----------------|---------------|
| 8:30- 3:00    | 8:30-3:00      | 8:30-12:30<br>EARLY<br>RELEASE | 8:30-3:00       | 8:30-3:00     |

**Where are we learning?**

| <b>In Person/At School</b>       | <b>Digital<br/>Schoolhouse</b> | <b>State-Mandated Remote<br/>Learning</b> |
|----------------------------------|--------------------------------|---|
| *Classroom<br>*Outdoor Classroom | At home                        | At home                                   |

**Quick Definitions**

**In-person Learning:** In-person instruction lead by classroom teacher within class pods. To limit the potential spread of disease and to make contact tracing easier, all students from one class and their teachers will be kept together for the entire day and be limited from interacting with other classes. This groups of students and teachers, will be referred to as "the pod." We will be following all health procedures, cleaning recommendations, and safety guidelines as documented in the Strong and Healthy Start document as issued by the VT Agency of Education and the VT Department of Health. Plans are laid out in this handbook, and may change based on changes to the guidance offered by state officials. We will communicate changes to these plans.

**Digital Schoolhouse:** Families can choose to learn exclusively online (in the Digital Schoolhouse) this school year. Students participating in this option will not be participating in school in-person. Students will learn from home in a separate online classroom with other TES Digital Schoolhouse students and a digital classroom teacher. They will remain in this virtual classroom group regardless of whether in-person learning continues or we transition to state-mandated remote learning.

**State-Mandated Remote Learning:** Learning from home online due to the spread of COVID-19

**Parent/School Learning Compact:** Upon committing to the TES Digital Schoolhouse, parents will be asked to sign a Learning Compact with TES, making them partners in their child's education and understanding the responsibilities involved in that commitment.

| <b>Thetford Elementary's In-Person Outline<br/>2020-2021 School Year</b> |  |
|--|--|
| What is it?  | <ul style="list-style-type: none"> <li>• In-person instruction lead by classroom teacher within class pods Monday, Tuesday, Thursday, Friday 8:30 to 2:45</li> <li>Wednesday - Half Day Dismissal at 12:30</li> <li>• We will be following all health procedures, cleaning recommendations, and safety guidelines as documented in the Strong and Healthy Start document as issued by the VT Agency of Education and the VT Department of Health. Plans are laid out in our TES Covid-19 Handbook.</li> </ul>                                      |
| Attendance   | <ul style="list-style-type: none"> <li>• Expectation to attend in-person 5 days a week</li> <li>• Plans created by classroom teacher and other school staff as necessary if a student needs to be absent from school for an extended period of time.</li> </ul>  |
| Classroom Learning   | <ul style="list-style-type: none"> <li>• Increased use of outdoor learning spaces daily.</li> <li>• Content and curriculum as found on curriculum maps in addition to theme based education and project-based learning.</li> <li>• Use of Responsive Classroom, Positive Behavior Interventions and Supports (PBIS), and other social emotional programs within the school day.</li> <li>• Teacher emphasis on maintaining classroom spaces as welcoming environments for all while still adhering to all health and safety guidelines.</li> </ul> |
| Virtual Platforms  | <ul style="list-style-type: none"> <li>• Moderate use of virtual platforms when in-person in order to build fluency and comfort with online apps.<br/>(Seesaw app for K-4, and Google Classroom for 5-6)</li> <li>• 1:1 device accessibility at all grade levels.</li> </ul>   |
| Specials   | <ul style="list-style-type: none"> <li>• Specials “push-in” into the class pod, with an emphasis on outdoor learning when possible</li> </ul>  |
| Commitment   | <ul style="list-style-type: none"> <li>• Commitment to either in-person instruction or the Digital SchoolHouse through the end of December.</li> </ul>   |

|                 |  |
|-----------------|--|
| Remote Learning | <ul style="list-style-type: none"><li>• Remote Learning may become necessary when recommended by the State of Vermont or when health concerns within the building arise. Students will use pre-established apps and online routines to shift into Remote Learning as needed. Their in-person classroom teacher will also be their Remote Learning teacher.</li></ul> |
|-----------------|--|

| <b>Thetford Elementary Digital Schoolhouse Outline<br/>2020-2021 School Year</b> |  |
|--|--|
| What is the Thetford Elementary Digital Schoolhouse?                             | <p><i>Families can choose to learn exclusively online (in the Digital Schoolhouse) this school year. Students participating in this option will not be participating in school in-person. Students will learn from home in a separate online classroom with other TES Digital Schoolhouse students and a digital classroom teacher. They will remain in this virtual classroom group regardless of whether in-person learning continues or we transition to state-mandated remote learning.</i></p> <ul style="list-style-type: none"> <li>• Digital Schoolhouse teachers will be dedicated to virtual learning only.</li> <li>• Number of Digital Schoolhouse teachers will depend on the number of students enrolled in the Digital Schoolhouse</li> </ul> |
| Attendance   | <ul style="list-style-type: none"> <li>• Expectation to attend 5 days a week</li> <li>• Attendance expectations include daily Zoom meeting with Digital Schoolhouse Group and check-ins on virtual platforms</li> <li>• Opportunities for social connection with other virtual students</li> </ul>   |
| Curriculum & Content   | <ul style="list-style-type: none"> <li>• Regular academic assignments with specific expectations and feedback given by TES Digital Schoolhouse teacher</li> <li>• Students and families will be held accountable for school work and have opportunities for conferencing, academic coaching and support, etc.</li> <li>• Coordination and alignment between Digital Schoolhouse teachers and In-Person Classroom teachers around curriculum, content, and assessment</li> <li>• Content and curriculum as found on curriculum maps in addition to theme based education and project-based learning</li> </ul>  |
| Virtual Platform   | <ul style="list-style-type: none"> <li>• Use of virtual platforms in alignment with the classrooms and additional virtual platforms to be determined by Digital Schoolhouse teachers.</li> </ul> <p><b>(Seesaw app for K-4, and Google Classroom for 5-6)</b></p>  |



|            |  |
|------------|--|
| Specials   | • Assignments offered but supplies and materials will need to be flexibly planned  |
| Commitment | • Commitment to either in-person instruction or the Digital Schoolhouse through the end of December, 2020. We will reevaluate options for learning in 2021 as more information becomes available from the state.<br>• Parent/School Learning Compact upon enrollment in order to support student learning. |

| <b>Thetford Elementary's State-Mandated Remote Learning Outline<br/>2020-2021 School Year</b> |  |
|---|--|
| What is state-mandated remote learning?   | <ul style="list-style-type: none"> <li>• Learning from home online due to the spread of COVID-19</li> <li>• Digital Schoolhouse teachers will continue their groups.</li> <li>• Classroom teachers will continue their groups while moving to an online platform.</li> </ul>   |
| Attendance  | <ul style="list-style-type: none"> <li>• Class Zoom meetings</li> <li>• Virtual platform check-ins and assignment completion as designed by teacher</li> </ul>   |
| Curriculum, Content, & Grading  | <ul style="list-style-type: none"> <li>• Regular academic assignments with specific expectations and feedback given by teacher.</li> <li>• Students and families will be held accountable for school work and have opportunities for conferencing, academic coaching and support, etc.</li> <li>• Content and curriculum as found on curriculum maps in addition to theme based education and project-based learning.</li> </ul> |
| Technology  | <p>Students will have access to a device as needed.</p> <p><b>K-4: Seesaw app</b></p> <p><b>5-6: Google Classroom</b></p>  |
| Specials  | <ul style="list-style-type: none"> <li>• Assignments offered but supplies and materials will need to be flexibly planned</li> </ul>  |
| Commitment  | <ul style="list-style-type: none"> <li>• Participate in Remote Learning until reentry to In-Person Learning.</li> </ul>  |

## **Attendance**

### **In Person Learning**

Students are expected to attend school in-person five days a week as long as they are well and able. Attendance will be taken within the homeroom classroom and submitted to the office for recording purposes. If a child is going to be absent, both the classroom teacher and the office should be alerted. If the reason is medical, the nurse should also be copied on the notification. Plans will be created by the classroom teacher and other school staff as necessary if a student needs to be absent from school for an extended period of time.

### **Digital Schoolhouse**

• Students are expected to attend online learning five days a week as long as they are well and able. Attendance will be taken within the Digital Schoolhouse and submitted to the office for recording purposes. If a child is going to be absent, both the classroom teacher and the office should be alerted. If the reason is medical, the nurse should also be copied on the notification.

- Daily Zoom meeting with Digital Schoolhouse Group
- Virtual platform check-ins and assignment completion as designed by Digital Schoolhouse teacher
- Families that do not attend for five consecutive days will receive a welfare visit from a school representative or designee.
- Families that do not respond to a welfare visit from a school representative or designee will be subject to the TES Policy on Attendance.

### **State-Mandated Remote Learning**

Students are expected to attend remotely five days per week as long as they are well and able. If a child is going to be absent, both the classroom teacher and the office should be notified.

- Zoom meetings
- Virtual platform check-ins and assignment completion as designed by teacher
- Families that do not attend for five consecutive days will receive a welfare visit from a school representative or designee.
- Families that do not respond to a welfare visit from a school representative or designee will be subject to the TES Policy on Attendance.

### **Administrative Responsibilities**

The principal is responsible for maintaining accurate and up-to-date records of student attendance.

The principal is responsible for ensuring that the school has the appropriate family information to contact parent(s) or guardian(s) of all students whenever necessary.

### **Morning Arrival at School and Daily Health Check (Bus and Car Arrival)**

The purpose of this protocol is to decrease the risk of individuals infected with COVID-19 from entering the school building. All students and staff must have a Daily Health Check at the first point of contact. Students arriving by bus should have the screening prior to/upon boarding the bus to reduce potential spread of the virus. Schools should ensure that students arriving by bus are not “mixing” with students arriving by other means who have not yet been screened. Bus and car monitors will be available to greet students and conduct the required Daily Health Check. They are expected to have already completed their own Daily Health Check upon arriving at school.

All students, staff and bus drivers are required to wear a cloth face covering/mask at the first point of contact with a monitor. If a student does not have a mask they will be given a cloth mask.

#### ***Process for bus transportation:***

Seating on buses will distance students as much as possible and group students by age. Students will wear masks while being screened and riding the bus. Students and adults at the bus stop are encouraged to wear a cloth face mask and practice physical distancing. **A parent/caregiver is required to be at the bus stop to wait with their child.**

- A parent may choose to designate another adult to assume the care of their child at the bus stop and take the child home if he/she does not pass the Daily Health Check.

When the bus pulls up the monitor will greet students. Students will maintain a six-foot separation from one another as they approach the bus.

Students who do not pass the Daily Health Check will not be allowed to get on the bus and are excluded from school that day. The monitor will document students excluded from school each day, and the school nurse (or designee) will follow up later in the day. The parent/caregiver or designee should be instructed to call the student’s primary healthcare provider for further guidance.

Once arriving at school, students may proceed directly from bus to outside classroom doors, where they will enter their classrooms. Students from the bus will not mix with students being dropped off until they enter their classrooms.

#### ***Process for car transportation:***

Students arriving by car, bicycle, or walking are expected to wear a cloth mask for the Daily Health Check. Parents and passengers are strongly encouraged to wear a cloth mask as well. When the parent pulls up to the drop-off area in the TES parking lot, the student should stay inside the car seated next to the window closest to school. The

monitor will approach the car and proceed with the Daily Health Check while the student remains in the car.

All students will have their temperature checked while remaining in the car. Students who answer “yes” to any of the questions or have a temperature greater than or equal to 100.4°F must be excluded from school and return home. The parent/caregiver should be instructed to call the student’s Primary Healthcare Provider for further guidance.

Students arriving on foot or bicycle should proceed to the car drop-off area to receive a Daily Health Check.

### **THE DAILY HEALTH CHECK**

The screening questions are:

1. Have you been in close contact with anyone who has COVID-19?
2. How do you feel today?
3. Do you have a temperature, cough or chills?
4. Do you have any trouble breathing?
5. Do you have a headache, body aches, sore throat or have you lost your sense of taste or smell?
6. Do you have a runny nose, an upset stomach, diarrhea or have you recently thrown up?
7. Do you have a new skin rash?
8. Have you traveled outside of the Upper Valley in the last 2 weeks?

Each student will then have their temperature taken with a non-contact thermometer. Students who answer “yes” to any of the above questions or have a temperature greater than or equal to 100.4°F will be excluded from school, and must be returned to their parent/caregiver as soon as possible. The parent/caregiver should be instructed to call the student’s Primary Healthcare Provider for further guidance.

Note: Students with a confirmed diagnosis and a medical treatment plan for well controlled asthma or environmental allergies, who do not have a temperature may attend school with some expected mild coughing and clear nasal discharge. These students will be noted on the “Student List for COVID-19 Daily Health Check”.

Once arriving at school, students may proceed directly to their outside classroom doors, where they will enter their classrooms. Students from the bus will not mix with students being dropped off until they enter their classrooms.

## Dismissal

### Pick Up

- There will be two timed pick ups: Students with last names beginning A-N will be picked up between 2:45-2:50. Students with last names beginning O-Z will be picked up between 2:50-2:55. All students will be expected to be picked up by 3:00pm.
  - Pick-up students will exit out of classroom exterior doors. If a classroom door exits to the road, the group will not exit through their exterior door. They will instead wait for the class directly across the hall to vacate their exterior door, and then follow, while masked, in a single file line following social distancing measures out that external door towards the playground. They will then proceed, in a line single file, masked and socially distanced, directly across the hall and out that classroom's exterior door towards the playground.
    - Lower grade students will proceed with their class down the walkway to the basketball court in their socially distant classroom lines.
      - Students will line up by class with their classroom teacher, similar to a fire drill.
      - Notes or communications relaying changes to a student's after school pick-up routine will be brought out by classroom teachers.
      - Parents/guardians will drive up to the parking lot circle.
      - Staff will line the circle, announcing students being picked up by families. This staff will also have the Master Dismissal list from the office.
      - Student(s) will be escorted to the appropriate vehicle.
    - Upper-grade students will be dismissed through their exterior doors with their classroom teacher.
      - Students will follow in a single file, socially distant line down the dirt walkway around the building to the basketball court.
      - Students will line up by class with their classroom teacher, similar to a fire drill while maintaining social distancing.
      - Notes or communications relaying changes to a student's after school pick-up routine will be brought out by the classroom teacher.
      - Parents/guardians will drive up to the parking lot circle.
      - Staff will line the circle, announcing students being picked up by families. This staff will also have the Master Dismissal List.
      - Student(s) will be escorted to the appropriate vehicle.

### Dismissal by Buses

- Students will be dismissed at 3:00 pm.

- Bus students will exit their classrooms by exterior doors, escorted by school staff.
- Students will proceed to a designated outdoor area outside the Art Room.
- Students will stay lined up, socially distant, by class, as they would in a fire drill.
- Students will proceed to their assigned bus when called, grade by grade.
  - Assigned seating should take into account the grade dismissal process in an attempt to minimize group mixing on the bus.
- Considerations:
  - Students will maintain their assigned seat to and from school.
  - Students will continue to wear masks on the bus.
  - Students will be socially distanced from each other as best as they are able.



## Integrity of the Pod

Physical distancing in order to reduce the frequency of close contact between individuals is the single most effective way to slow the spread of COVID-19. To limit the potential spread of disease and to make contact tracing easier, all students from one class and their teachers will be kept together for the entire day and be limited from interacting with other classes. These groups of students and teachers, will be referred to as "the pod."

- Students and teachers will be kept in their "pod." We will be restricting mixing between the pods. The total number of students and staff will not exceed the size of gatherings set forth by the State of Vermont.
- Physical barriers will be installed in reception areas and workspaces where the environment does not allow for physical distancing.
- Students standing in line will be spaced apart approximately six feet.
- Student's belongings will be separated from others in individually labeled containers, cubbies, or areas. Belongings will be stored in the classrooms. Used items will be taken home each day and should be cleaned.
- Adequate supplies will be provided to limit sharing of high touch materials (art supplies such as paint brushes, paints, etc., science equipment, and technology). These tools will either be assigned to each student or will be collected and disinfected between student uses. Please see individual teacher supply lists for specific details on what your student will need for school. As always, please contact the school if you need help purchasing or supplying what's asked. We are happy to help.
- We will not be sharing electronic devices, toys, books, musical instruments, games, or learning manipulatives.
- Students will not be allowed to bring non-academic items (toys, stuffed animals, etc) to school.
- Seating arrangements and desks will be kept six feet apart.
- Recess
  - We will not be gathering on the playground before school. Students will, after screening, go directly to their classroom.
  - At recess time(s) during the day, students will go outdoors to their pod's designated area on the grounds. These areas will include a variety of activities/spaces.
  - Students will need to stay within their pod's area for the duration of recess. These areas will be rotated regularly to allow all students the opportunity to play with all equipment.
  - Any metal or plastic equipment will be cleaned by the teacher/supervising adult following use per procedure.
  - Students will then return to their classrooms through their exterior doors, follow hand hygiene as described, and transition to the next activity.
- There will be no staff or teachers' lounge to minimize adults congregating. Socially distanced spaces for staff lunches and planning will be determined.

- Meetings with staff and families will be held virtually when at all possible. There will be no weekly assemblies or gatherings in the traditional sense. Every effort will be made to continue the traditions of Thetford Elementary, but to transition many of them into an online or socially distanced format, depending on the guidance of the State of Vermont.
- There will be an increase in outdoor activities, including an increase in spaces for outdoor classrooms. Students will be expected to have appropriate gear for all weather.

## **Food Services**

We want families to know that school meals programs are a safe and nutritious source of food. Our Food Services team is working hard to get ready for the school year. Work is currently being done to finalize our payment structure. Families are encouraged to submit applications for Free and Reduced Lunch. This program is available to families now and throughout the year to be sure that households with changing economic circumstances have access to this help. Please also reach out if your family could also benefit from information on 3SquaresVT and WIC.

Our Thetford Elementary Food Service program will continue to follow all food safety requirements in the Vermont Food Code. Frequent self-audits will be conducted to ensure that safety practices are being followed. These safety practices include ensuring correct dishwasher temperatures, employee hand washing, cleaning and sanitizing surfaces, and daily employee health screenings.

Due to our changing lunch process, it is important that a student who would like a school lunch let their teacher know at the beginning of each day. Breakfast should be eaten at home. Lunch menus will be planned on a weekly rotating basis.

- We will not be using our cafeteria this year for lunches. Students will eat lunch in their classrooms.
- Children may bring in their own snacks and lunches, taking care to adhere to food allergy requests if designated in classrooms.
- No food will be shared or traded between children.
- Food will be brought to a table in the hallway at each grade's determined lunch time.
- Adults will receive the food from the table, and will distribute it to students in their classes who have indicated that they would like lunch.
- Adults in the classroom will keep track of students who receive lunches, and will deliver this list to the cafeteria weekly for appropriate billing.
- Dishes from each classroom will be left on the table to be collected by TES Food Service staff.

Future information can be expected for lunch availability for those who qualify and choose Digital Schoolhouse learning.

## **Addressing the Social/Emotional Needs of Students**

Thetford Elementary School holds its responsibility to educate the whole child very seriously, which includes addressing the social-emotional needs of all students. We understand that members of our community may have had vastly different experiences during the last few months due to the COVID-19 pandemic. During this increased time of stress and upheaval to many aspects of “normal” life, addressing the social-emotional wellbeing of the students and their family is especially important to us. It is the mission of the Counseling Department to help support all TES students and families as they cope with this difficult time and connect them to the necessary resources to ensure that their needs are met.

The TES Counseling Department is made up of our school counselor, Sara Bailey and our school psychologist, Cindy Dale. We are available to support students with regular classroom lessons focused on social/emotional skills, individual and group counseling, and consultation with teachers. We are also able to provide parent support, to provide families with counseling referrals to community agencies, and to connect families with resources (ie; food, clothing, housing, etc).

Once school is back in session, the counseling department will assess all TES students' social/emotional needs and provide the appropriate support for students and families in need of assistance. We will do this in collaboration with our community partners, which include: Clara Martin Center, Little Rivers Healthcare and other local community agencies.

### **How to get help?**

The referral process for the TES counseling department is designed to be as easy as possible. Families or students can refer themselves or be referred by school staff. In order to access support, students or families should contact Sara Bailey or Cindy Dale to share their concerns. Requests for support can be made via email, phone or in person.

Once we have received a request for services, we will work with the family to determine the best way to proceed. Depending on the needs of the individual student and family, we often partner with other mental health professionals to further assist the child and family.

We encourage all families who have questions or concerns to reach out to us. We are always happy to hear from you!

Sara Bailey 785-2426 X122 [sara.bailey@oesu.org](mailto:sara.bailey@oesu.org)  
Cindy Dale 785-2426 X121 [cindy.dale@oesu.org](mailto:cindy.dale@oesu.org)

### **How to access additional providers/resources?**

Please see the list below for some helpful resources:

Clara Martin Number for new referrals: (802) 222-4477

Clara Martin Emergency Number: (800) 639-6360

Little Rivers Healthcare, Bradford VT (802) 222-9317

Upper Valley Strong (A collection of local resources covering a broad range of topics)  
uvstrong.org

Vermont 211 (dial 211 from any VT phone)

Deer Creek Psychological Associates, Thetford VT (802)785-2903

Dartmouth-Hitchcock Medical Center, Lebanon NH (603)650-5000

Orange County Parent-Child Center, Tunbridge VT (802)685-2264

Vermont Department of Mental Health, Children, Youth & Family (802)241-0090

Vermont Federation of Families for Children's Mental Health (800)639-6071

Vermont Assistive Technology, Waterbury VT (800)750-6355

Department of Children and Families:

- Child Development Division (800)649-2642
- Economic Services Division (800)479-6151
- Family Services Division (800)649-5285

### **VT Helplink ([vthelplink.org](http://vthelplink.org))**

Free and confidential alcohol and drug support and referral services (802)565-LINK (toll free at 833-565-LINK)

### **National Suicide Prevention Lifeline ([suicidepreventionlifeline.org](http://suicidepreventionlifeline.org))**

1-800-273-8255. Trained helpers are available 24/7. Or text VT to 741741 to talk to someone at the Crisis Text Line

### **COVID Support VT ([covidsupportvt.org](http://covidsupportvt.org))**

Offers self-help tips, resources, and a way to connect to existing mental health and community services. COVID Support VT can be found on Instagram, Facebook, and Twitter. For more information and resources, visit [covidsupportvt.org](http://covidsupportvt.org), call 802.828.7368 or email [info@covidsupportvt.org](mailto:info@covidsupportvt.org).

## **Students with Special Educational or Health Needs**

The psychological, physical, and emotional safety of all students is a priority at Thetford Elementary School. This also means considering the risks for our most vulnerable students and the staff that support them. These vulnerable students include, but are not limited to, students with compromised immune systems, impulse control issues, or other developmental or behavioral issues or disabilities who cannot follow public health guidance. We will engage in thoughtful planning with individual families and their care teams around specific students' needs.

In these cases, the focus will be on what is reasonable and appropriate in the school building, including

- It may be necessary to plan for transitioning students between options of remote learning, blended learning, virtual learning, and/or alternating parallel waves of each.
- Any plan must reflect special education regulatory guidance, health guidance, federal and state guidance, and school operations.
- We will prioritize mental health and social-emotional supports for vulnerable students.
- All students, regardless of ability, will have access to facilities required for safety (i.e. hand washing/sanitizing stations).

A team-based approach will be employed to assess the individual risks to our most vulnerable students. This team will include the student's parents/caregivers, IEP or 504 team members, teachers, school nurse, healthcare provider, and paraprofessionals as appropriate to each situation. Shared goals will be created to achieve education that is safe, effective, student-centered, timely, efficient, and equitable. The school nurse will provide any continuity of care between students and their medical providers.

## Hand Hygiene

Students, staff, and contracted service providers entering the Thetford Elementary School building will practice hand hygiene (hand washing with soap and water, or use of hand sanitizer). Thetford Elementary School is fortunate to have sinks for hand washing in our classrooms. Hand sanitizer dispensers are installed at every exterior door, as well as at each indoor space that does not have a sink. Hand washing will happen at the following times:

- Upon entering the building
- After changing settings - Staff will perform hand hygiene upon entering and before leaving each classroom. Students will perform hand hygiene anytime they leave or enter their classroom.
- Before and after preparing food or drinks, eating, handling food, or feeding students.
- Before and after handling any medication.
- After using or helping a student to use the bathroom.
- After any contact with bodily fluid.
- Before and after handling face coverings, masks, or shields.
- After handling any animals or handling any animal waste.
- After playing outdoors.
- Before and after engaging in sensory play with sand, putty, etc.
- After handling garbage.
- Before and after cleaning.
- After assisting others with hand washing.

At each of the above transitions, students and staff will wash their hands for at least twenty seconds with soap and water, following Center for Disease Control and Vermont Department of Health hand washing recommended technique. If soap and water are not available, and hands are not visibly dirty, alcohol-based hand sanitizers with at least 60% alcohol may be used.

## Cleaning and Disinfecting

Special attention will be given to ensuring our school, particularly high touch surfaces and shared spaces, remain clean. These spaces will be cleaned midday, and in the evening after students leave. Thetford Elementary School will continue to follow regulations regarding cleaning, sanitizing, and disinfection.

- Cleaning and disinfecting frequently touched surfaces include, but are not limited to:
  - All surfaces, particularly where students/staff eat.
  - Bathrooms
  - Frequently used equipment, including electronic devices.
  - Door handles/handrails
  - Items students put in their mouths, including toys. Thought and planning is also being done to help manage previously shared classroom resources, such as plastic building bricks and other manipulatives.
  - Metal and plastic playground equipment. This equipment should be cleaned between each group of students using it. Wooden playground equipment does not need to be sanitized following use. Any sanitizers or cleansers used on playground equipment must be completely dried before allowing the next group of children to use it.
  - Children will not be involved in the cleaning and sanitizing process.
- Bathroom breaks should be kept to groups of students that are already in the same pod/classroom together. Bathroom breaks should be scheduled when possible to avoid hallway crowding and congregating in the bathroom.
- We will be minimizing the use of toys that cannot be cleaned and sanitized, such as soft items, dress up materials, and puppets.
- Unnecessary cloth furniture will be removed from classrooms and other spaces.
- Students' books and other paper-based materials such as paper art supplies, worksheets, mail, and envelopes are not considered high-risk for transmission, and do not need additional disinfection precautions.
- Hand-sanitizing dispensers have been installed at all external entrances of the building. Please see guidance on hand hygiene.



## **Communal Spaces, Public Use of School, and Large Group Activities**

- Please look for communication from TASP regarding after school programming.
- The library space will be closed to students. Students will access the resources within the library with the assistance of the Librarian. The Librarian will work with classroom teachers to provide an assortment of developmentally appropriate and complimentary books and resources to each classroom.
- Activities with the potential to significantly spread respiratory droplets and aerosols will be avoided. This includes the use of woodwind instruments. Singing may be done outdoors, six feet apart, wearing masks.
- Metal and plastic playground equipment should be cleaned between each group of students using it. Wooden playground equipment does not need to be sanitized following use. Any sanitizers or cleansers used on playground equipment must be completely dried before allowing the next group of children to use it.
- Staff will continue to reinforce social distancing guidelines during free and outdoor play.
- Hand hygiene will be performed before and after going out to play.
- The grounds of Thetford Elementary School will be available for public or group use. The building, including the bathrooms, will not be available to groups using the outdoor spaces. Signs will be posted on the grounds to remind the public about the use of masks and the importance of social distancing.
- The gym and the cafeteria will not be used for their intended use.
- Water fountains will be closed, with the exception of the water bottle filling station next to the gym. Students will be encouraged to bring water bottles from home and to return them home for cleaning nightly. Cups will be available for those who forget or do not have access to a water bottle.
- We will work hard to minimize students traveling in the hallways more than absolutely necessary. If students are in the hallways, they will maintain travel in a line, socially distanced, on the right side of the hallway.
- We will be limiting school sponsored gatherings and events to those that can support social distancing guidelines and gathering limits. Emphasis will be placed on ensuring social distancing and hand hygiene. Those individuals coming from higher areas of transmission who have not quarantined according to Vermont Department of Health guidelines, or who are experiencing any signs or symptoms of illness will be restricted.

**Volunteers, Visitors, Field Trips**

To maintain the integrity of our groups, it is vital that we limit the number of people in our school building to those who need to be there. To this end, it is important to note that no outside visitors or volunteers, including parents, will be allowed in our building this year. The only exception to this rule will be for employees or contracted service providers necessary for special education or required support services, and those must be approved by the school or district. If a parent absolutely must be in the building, they will be given access to a designated area that will be positioned away from others in the building. This area will be sanitized after use.

Other important considerations:

- There will be no field trips this year.
- Maximum occupancy numbers will be placed on the interior doors to inform individuals of social distancing limitations.

## Sick Day Guidance During COVID-19

Below are some specific instructions from the School Health Office that are intended to help you navigate these “Stay Home When Sick” requirements.

If your child answers yes to any of the Daily Health Check questions, has symptoms listed below or a temperature of 100.4°F or greater, please keep him/her home and contact your child’s healthcare provider.. Please make sure you have a thermometer at home.

Please keep in mind that a temperature reading is only one piece of a COVID-19 health assessment. While a child’s temperature may be in the normal range they may have other symptoms that warrant staying home and/or seeing a healthcare provider. **A doctor’s note will be required for returning to school.** Please note that this requirement may be changed based on recommendations from the Vermont Department of Health.

We appreciate your help to keep everyone in our school community well and our students ready to learn.

When you call the school to report your child’s absence please specify what type of symptoms he/she has: fever, respiratory, gastrointestinal, or other. This will support our efforts to monitor the frequency and number of illnesses. We thank you in advance for your assistance with this important aspect of school health.

| Stay At Home Symptoms                       | Return to School  |   |
|---|---|---|
|   | If NOT COVID-19 as determined by Primary Healthcare Provider                                    | If COVID-19 Positive as confirmed by the Vermont Department of Health   |
| Temperature of 100.4°F or greater<br>Chills | No fever for 24 hours without the use of fever reducing medicine (Tylenol, Advil, Motrin, etc). | Follow guidance given by the Vermont Department of Health and your health care provider. This guidance may change as more treatments and information are discovered about this virus.<br><br>As of July 30, you may return to |
| Sore throat                                 | Healthcare provider’s guidance or 24 hours after starting antibiotics.                          |   |

|                      |  |
|----------------------|--|
| Cough                | Follow healthcare provider's guidance. Cough must be non-productive.   |
| Swollen, sore glands | Follow healthcare provider's guidance.   |
| Difficulty breathing | Follow healthcare provider's guidance. Breathing is normal and the use of a nebulizer is not needed during the school day.           |
| Fatigue              | When fatigue is minimal to none and student is able to participate in all school day activities including recess.                    |
| Headache             | Follow healthcare provider's guidance or when headache is minimal to none without the use of medicine (Tylenol, Motrin, Advil, etc). |
| Body aches           | Follow healthcare provider's guidance or when aches are minimal to none without the use of medicine (Tylenol, Motrin, Advil, etc).   |

work/school in most cases after

- You have remained fever free for 24 hours without the use of medicine (Tylenol, Advil, Motrin, etc) AND
- Your symptoms have improved AND
- At least ten days have passed since the first day of your symptoms.

As previously stated, please follow guidance issued by the Vermont Department of Health and your healthcare provider.

|   |   |
|---|---|
| Nasal congestion/<br>drainage <i>without</i><br>diagnosis of<br>environmental allergies<br>(like hay-fever) | Follow healthcare<br>provider's guidance.<br>Minimal to no nasal<br>congestion or runny nose<br>without the use of<br>medicine (Tylenol, Motrin,<br>Advil, etc).  |
| Nausea/Vomiting   | No nausea or vomiting for<br>24 hours.  |
| Diarrhea  | No diarrhea for 24 hours.   |
| Ear ache  | Resolved or infection<br>treated.   |
| Eye drainage  | Resolved or infection<br>treated.   |
| Significant, unexplained<br>new rash  | Follow health care<br>provider's guidance.<br>Minimal to no rash.   |
| Child has been in close<br>contact with someone with<br>COVID-19 in the last 14<br>days                     | Follow <a href="#">Vermont<br/>Department of Health's<br/>guidance</a> for what it<br>means to be in close<br>contact, as well as for<br>instructions for isolating,<br>quarantine, and self<br>observation. Follow<br>health- care provider's<br>guidance and guidance<br>from the VT Department<br>of Health. |

|                                 |  |  |
|---------------------------------|--|--|
| Travel outside the Upper Valley | Please follow the Vermont Department of Health's travel guidance, updated weekly on Fridays with areas that require quarantine. Travel to those areas will require the family to quarantine. |  |
|---------------------------------|--|--|

## Students Becoming Ill at School/Isolation Space

Even with the best screenings and intentions, a student will develop a fever or one of the above symptoms at school. Due to COVID-19 recommendations, students who develop any of the below symptoms must be picked up at school by parents or emergency contacts as soon as possible.

- Temperature of 100.4° or higher
- Chills
- Sore throat, swollen and sore glands
- Cough (mild cough is ok if student has a diagnosis of *well controlled* asthma)
- Difficulty breathing
- Fatigue
- Headache
- Body aches
- Nasal congestion/drainage *without* a diagnosis of environmental allergies (like hay fever)
- Nausea/Vomiting/Diarrhea
- Ear ache
- Eye drainage
- Significant, unexplained new rash

TES will have a Health Office and Isolation Room, to serve the school. The purpose of an established isolation room is to decrease transmission of COVID-19 by accommodating symptomatic students and staff.

The school health office will serve as the school's clean office space to accommodate medication administration, triage, health screenings, injuries, skilled nursing care and other nursing duties that do not involve potential or suspected infectious disease.

The isolation room must be a separate space, structured with a door, and must allow for ventilation to the outside; either through a ventilation system or outside window/door. Students with any of the above symptoms should be isolated as soon as possible based on a nursing assessment in the classroom. As the assessment warrants, students should be given a surgical mask and immediately escorted to the isolation room. The door to the isolation room should remain closed and signs should clearly identify this area. Anyone placed in the isolation room will be supervised.

Following an ill student or staff person being sent home, the student's class will go outdoors. The surfaces in the classroom will then be sanitized by custodial or maintenance personnel. Students will return to the classroom when the cleaning is complete.

## **Confirmed Cases of COVID-19 in School**

Anyone diagnosed with COVID-19, or in close contact with someone diagnosed with COVID-19 should self-isolate as guided by the Vermont Department of Health and their health care provider. Guidance from the Vermont Department of Health is available [here](#).

If COVID-19 is confirmed in a student or staff member, Thetford Elementary will:

- Close off all areas used by the sick person and do not use these areas until cleaning and disinfecting is completed.
- Wait twenty-four hours, or as long as practical before cleaning and disinfecting to allow droplets to settle.
- Open outside doors (if adult supervision of door is possible) and windows, and use ventilating fans to increase air circulation in the areas.
- Clean and disinfect all areas such as offices, bathrooms, common areas, and shared electronic equipment used by the person with COVID-19, focusing especially on frequently touched surfaces.
- Ensure safe and correct usage and storage of cleaning and disinfecting products. Students should not participate in cleaning.
- Participate in contact tracing as requested by the VT Department of Health.
- Communicate with staff and parents/caregivers with general information about the situation, with care to maintain confidentiality.

Decisions about school closure will be made based on guidance from the Agency of Education and the Vermont Department of Health.



## Contact Tracing

Contact tracing is a public health strategy used to determine the source of an infection and how it is spreading. Finding people who are close contacts to a person who has tested positive for COVID-19, and therefore are at higher risk of becoming infected themselves, can help prevent further spread of the virus. A contact tracing team from the Vermont Department of Health calls anyone who has tested positive for COVID-19. They ask the patient questions about their activities within a certain timeframe – to help identify anyone they have had close contact with. (Close contact means being closer than 6 feet apart for more than about fifteen minutes while the person was infectious.) Those contacts might include family members, classmates or coworkers.

When there is a confirmed case of COVID-19 in the school, a member of the contact tracing team will reach out to the positive person to identify close contacts. The contacting tracing team will also reach out to school administration to determine next steps regarding exposure to students and staff. If there is a cluster of cases in the school, the Health Department will work with school administrators to address and mitigate the situation.

Thetford Elementary School will be taking measures to assist the Vermont Department of Health in their Contact Tracing efforts. These measures include:

- Using assigned seating on busses and in classrooms.
- Taking attendance for every class, including any adults that may enter the classrooms.
- Adhering to sign-in practices for the building and any meetings that need to happen in person
- Keeping accurate records of anyone other than students and staff (i.e. contractors, clinicians contracted to provide Special Education services, etc) that entered the building, as well as their reason for being in the building, the names of people they came within six feet of, and the locations they went in the building.
- Encouraging staff to keep a daily log of people they come into close contact with. The Vermont Department of Health is encouraging all Vermonters to keep a similar “contact journal,” as this will help with more accurate and easier contact tracing.

If a Thetford Elementary School student tests positive or has a family member test positive for COVID-19, please notify Kate DalPra, School Nurse at [kathryn.dalpra@oesu.org](mailto:kathryn.dalpra@oesu.org) or at 802-785-2426 between the hours of 8:00 am and 3:00 pm. Email and voicemail are available 24/7. This will help us to be more prepared in our response, as well as to expedite the Contact Tracing process.

## **Resources**

[AOE Guidance for a Strong and Healthy Start](#)

[Vermont Department of Health; COVID-19 Public Health Response](#)

[Centers for Disease Control and Prevention Coronavirus Disease 2019](#)

[AOE Vermont Free and Reduced Lunch Program](#)

[3SquaresVT](#)

[VT WIC](#)

Clara Martin Number for new referrals: (802) 222-4477

Clara Martin Emergency Number: (800) 639-6360

Little Rivers Healthcare, Bradford VT (802) 222-9317

Upper Valley Strong (A collection of local resources covering a broad range of topics)  
uvstrong.org

Vermont 211 (dial 211 from any VT phone)

Deer Creek Psychological Associates, Thetford VT (802)785-2903

Dartmouth-Hitchcock Medical Center, Lebanon NH (603)650-5000

Orange County Parent-Child Center, Tunbridge VT (802)685-2264

Vermont Department of Mental Health, Children, Youth & Family (802)241-0090

Vermont Federation of Families for Children's Mental Health (800)639-6071

Vermont Assistive Technology, Waterbury VT (800)750-6355

Department of Children and Families:

- Child Development Division (800)649-2642
- Economic Services Division (800)479-6151
- Family Services Division (800)649-5285