



Reopening SBSD





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Section 1: Introduction

Note from Superintendent David Young

Since March, administrators and staff have been working hard to ensure plans are in place to safely reopen our schools. We have working Task Forces at each of our five schools that have been meeting to discuss how best to reopen on September 8th, per the Governor's directive. Our Task force groups are represented by educators, administrators, and staff throughout the district. Our planning process has been and continues to be thoughtful and is centered around safety for students and staff.

The Vermont Agency of Education (AOE) guidance, [A Strong and Healthy Start](#), is the primary guiding document that informs our decision making. The AOE and Vermont Department of Health (DOH) have directed that we start in Step II of the guidance, which states, “schools are open for in-person instruction with enhanced physical distancing measures” (see page 4), and includes the following recommendations:

- 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 educational needs of high school and maybe middle school students.
- Restrict mixing between groups.
- Space seating/desks and bedding (head-to-toe positioning) to 3-6 feet apart when possible.
- 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.

Given the AOE’s recommendations for Step II, the Champlain Valley Superintendents Association (including SBSB) decided to implement hybrid, alternating-day models, with half of all students attending on “Blue” days, and the other half of all students attending on “Gray” days, with Wednesdays typically designated as “Green” days for online learning, team meetings, and cleaning. Districts made this decision after carefully considering the AOE guidance which recommends three- to six-foot physical distancing whenever possible. The only way to achieve this is to have fewer students in any one building or classroom at all five of our schools.

It’s important to remember that as State and Federal guidance is updated, we will also need to make changes to this document. Please visit our District [website](#) for the latest updates.



I would like to personally thank the staff that have been working non-stop to help prepare for getting us back to school while facing some unbelievable challenges. We have a lot of work ahead of us, however I know that the South Burlington community can do this. Please reach out if you have questions and concerns.

Sincerely,
David Young

Reopening Task Forces

We are incredibly grateful to the teachers, principals, and staff who helped craft the components of this plan. This has been a truly collaborative process led by people passionate about student learning, safety, and equity!

Thank you to our Reopening Task Force Groups

District: Superintendent David Young, Business Manager Amadee Denton, Director of Operation and Finance Gary Marckres, Office of Learning Meg Collins, Nutritional Services Director Rhonda Ketner, HR Director Karen Dantscher, HR/Benefits Manager, Maura Sawtelle, School's Out Director Leigh Lamphere, Gertrude E. Chamberlin School teacher Cindy Tan, SBEA, Noah Everitt, Director of Education Support Systems Joanne Godek, FHTMS principal Karsten Schlenter, SBHS Principal Patrick Burke, Health Services, Kara Cassani and Caryl Davidson, RMCS, Michelle Cannon, Crisis Team, Christa Chambers, Transportation, Kathy LaRock, IT, Steve Walker, Facilities, Bart Miceli, Student Activities, Michael Jabour, Psychologist Julie Herr, and Security, Ron Bliss

SBHS: Patrick Burke HS Principal, Kim Kimball HS Art, Stephen Rizner, HS Science, Renee' Gardner HS Spec. Ed, Aimee Bushey HS Music, Delilah Kramer BPSB '22, Genevieve Gallagher HS Library, Zach Rhoads LEAP Program (SB), Meghan Sweet* HS Guidance Dir., Damian DiGiulian Parent, Emily Gilmore HS Social Studies, Drew Gordon* HS Social Studies, Janette Hanenecz Parent, Jen Savas Parent, Michelle Boyer Parent, Abby Crocker Parent, Jason Lorentz HS English, Holly Margulius SB '21, Caryl Davidson HS Nurse, Nathaniel Moore HS Science, Aaron Murakami SB '21, Katherine Hanks SB '21, Denise Weaver HS 9th Grade dean, John Craig HS Asst. Principal, Jim Shields* HS Explore/Big Picture, Karine Poulin HS French, Mollie Allen SB '21, Tenzin Mentsang SB '21, Gail Kilkelly HS VAPA CAS, Delaney Rosner SB '21, Christine Lundie HS Explore/CDC, Lissa McDonald HS Asst. Principal, Hanna Holm SB '22, Jean Ohlson HS Math, Alysia Backman HS Literacy, Jennifer Burton HS ITE, Sayre Ludlow* HS Spec. Ed CAS, Raphaela Sulley SB '23, Steve Barner HS Technology, and Nyasha Rutanhira SB '23. * Denotes also a SBHS parent

FHTMS: Teachers Andy Weis, Liz Siddle, Kris Manazir, Lizzy Stockbridge, Christie Nold, Karola Troidl, Karsten Schlenter/ David Hyatt - Administration, Glen Button - Activities Coordinator/OR, Erin Phelan - School Nurse, Matt Guyette Guidance, Mike Hoffman Kristin Romick Special Education, Margaret Pasqual - Main Office, Ted Godfrey, Greg Wolf, Amelia Lutz Team Teachers, Anjie Soucy/ Gail Kilkelly PE/ VAPA, Alexis Seraus - Maintenance, Amy Blauvelt - Library, Rhonda Ketner and Stephanie Edwards - Nutritional Service, Lauralee Keach - BCBA, Tara Gauding - Support Staff, and Sgt. Dennis Ward - SRO/SBPD

GECS: Holly Rouelle, Principal, Cindy Tan, Special Educator, Kerry Farrell, Nurse, Diane Lampman, Custodian, Dean Melen, Counselor, Lisa Finlayson, Music Teacher, Lisa Rundle, Behavior Coach, Lynne Baechle, Administrative Assistant, Christina Brown, Classroom Teacher, Rochelle McGurn, English Language Teacher, Suzanne McKegney, Classroom Teacher, Allison Monniere, School's Out Director, Sally Zimmer, Classroom Teacher, Mike Schmidt, District Board Certified Behavior Analyst, Sharon Davis, Howard Center School Based Clinician



Orchard: Sue O'Brien, Mark Trifilio Administration, Abby Hill, Audrey Merrill, and Rebecca Peterson Support Staff, Raechel Barone, Nicole Bauman, Aili Beeli, and Lolly Bliss Classroom Teachers, Susie Ely and Donna Sullivan-Macdonald Arts Teachers, Carrie Premsagar, Sarah Waterman Student Support Teachers, Kara Cassani and Darcy Mazlish Nurses, and Lobsang Norbu Custodial team

RMCS: Principal Kathleen Kilbourne, Nurse Michelle Cannon, Brigid Kulhowick K-2 teacher, Annick Cooper 3-5 teacher, Kait Hale special educator and RMCS parent, Carol Blakely ELL, Kelsey Lewis art teacher, Andrea Donoghue interventionist and RMCS parent

Hybrid Model

As explained above, SBSB will implement a **hybrid model PreK-12** along with the other districts in the region. However, not all districts will follow the exact same model.

In South Burlington, we have decided to utilize a model in which roughly half of students will attend school on Mondays and Tuesdays (Blue Day for pre-K-8 and 9-12) and the other half of students will attend on Thursday and Fridays (Gray Day for pre-K-8 and 9-12).

Any hybrid model has significant drawbacks and we are sensitive to the challenges this presents for families. Our goal is to have success with the hybrid model early on and build confidence among our staff, community, and leaders so that we can safely increase the number of in-person days if the state continues to manage the disease favorably and the updated guidance allows.

Section 2: Student and Staff Health Considerations

Recognizing that community (not school) transmission will be the primary mode of infection, and due to the 14-day incubation of Coronavirus, students, families and staff should make extra effort to **avoid large gatherings** and other situations that put them at greater risk for Coronavirus exposure. This will help to create the safest environment possible for returning to school.

Daily Health Screenings

Before Arrival

All students/their families and staff should conduct daily monitoring for COVID-19 exposure and symptoms. Student temperatures should be checked before leaving home. If a student/staff member has a temperature of 100.4 or greater, that person has to stay home.

If a child or adult meets any of the following conditions, that individual **must STAY HOME and contact their primary care provider:**

1. Anyone who has **had exposure*** with a person who has tested positive for COVID-19 within the last 14 days.
2. Anyone who is **currently quarantining** with COVID-like symptoms.
3. Anyone who **has any signs/symptoms** listed below or is feeling generally unwell:
 - Cough
 - Fever (100.4 or greater)
 - Shortness of breath
 - Chills



- Fatigue
- Muscle pain or body aches
- Headache
- Sore throat
- Loss of taste or smell
- Congestion or runny nose
- Nausea, vomiting or diarrhea (diarrhea is defined as frequent loose or watery stools compared to child's normal pattern)

Based on the VDH's current knowledge, a **close contact is someone who was within 6 feet of an infected person for at least 15 minutes starting from 48 hours before illness onset until the time the patient is isolated.*

If a student is staying home due to quarantining or illness, parents/guardians need to notify the school to report the absence. School staff may then ask follow-up questions regarding symptoms and exposure.

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*
 - Children with documented allergies or well-controlled asthma do NOT require a medical clearance note from a healthcare provider to enter school. However, a child with a new diagnosis of asthma during the school year does require written confirmation from the student's healthcare provider.

Upon Arrival

Health screenings will need to be completed for all students and staff on entrance to any school building. Health screening includes answering a health questionnaire, having a temperature reading with a touchless thermometer and hand sanitizing.

All staff and students will be required to fill out online health screening questions each morning before arrival to school, this includes students arriving by bus, walkers, bikers or parent/guardian drop-off. Staff may conduct temperature screenings at home, in addition to the health questions and report this information as directed.

Temperature check protocol:

Temperature checks will occur upon entrance at a designated location at each school, using a non-contact thermometer; hand sanitizer will be available.

- Wash/sanitize hands
- Wear a facial covering, eye protection (goggles* or a face shield), and a single pair of disposable gloves
- Check each student's temperature
 - ◆ Non-contact thermometers must be cleaned routinely.



Students who have COVID-19 exposure, or signs/symptoms of COVID-19 must not come to school or should be returned to their parent/guardian as soon as possible.

If above signs and symptoms begin while at school:

The student (or staff member) must be sent home as soon as possible. Students will be assessed and isolated from well students, with limited staff contact, as much as reasonably possible, while ensuring the safety and supervision of the sick student(s) until they leave (see isolation section below). The student (or staff member) will be given a surgical mask to wear while in the isolation room.

To maintain safety precautions, at this time, only staff and students are permitted in the schools at this time, unless there is a scheduled appointment.

Pre-K - Grade 5

Elementary school parents/guardians will be instructed on how to self-screen at home.

Upon arrival at school, students will proceed to the designated area to have their temperature taken (each elementary school will determine specific steps and locations for temperature screenings). Students will:

- wear a facial covering
- practice social distancing by standing on designated 6' apart marks placed on the floor
- have the health screening completed by school staff

Students who pass the screening will:

- use the hand sanitizer
- follow the designated path to exit the space
- proceed to their classroom

In the case that the student does not pass the health screening (fever ≥ 100.4 or answered yes to any of the health screening questions), the student will:

- be taken to the isolation space
- wear a surgical mask
- wait until a parent/guardian is notified and a dismissal plan is established

*Students who do not pass the health screening **must contact their primary care provider prior to returning to school.** If a medical provider has not been established, the student should be assessed at an urgent care or walk-in clinic, prior to returning to school. All "return to school plans," after an absence for illness, should involve the school nurse.*

Middle School and High School

Middle and high school students and parents/guardians will be instructed on how to self-screen at home.

Upon arrival at school, students will proceed to the gym to have their temperature taken. Students will:

- wear a facial covering
- enter the gym via the designated door
- use hand sanitizer
- practice physical distancing by standing on designated 6' apart marks placed on the gym floor



- have the health screening completed by school staff

Students who pass the screening will:

- follow the designated path to exit the gym
- proceed to their first class of the day

In the case that the student does not pass the health screening (fever ≥ 100.4 or answered yes to any of the health screening questions), the student will:

- be taken to the isolation space
- wear a surgical mask
- wait until a parent/guardian is notified and a dismissal plan is established

*Students who do not pass the health screening **must** contact their primary care provider prior to returning to school. If a medical provider has not been established, the student should be assessed at an urgent care or walk-in clinic, prior to returning to school. All "return to school plans," after an absence for illness, should involve the school nurse.*

Late Arrivals

Once the beginning of the day health screenings have been done, all exterior doors will be locked. If a student is late, the student will check-in at the main office and have the health screening done.

- If a bus is late, the temperature screening will occur upon entrance to the school building.

Isolation Room Procedures

Separate from the health offices, which are considered 'clean' areas (and serve to accommodate medication administration, first aid, triage of students, health screenings, etc.), all schools will have a designated room/rooms, to accommodate symptomatic students and staff, until a parent/guardian/emergency contact can pick-up the student.

The isolation spaces are structured with a door, allow for ventilation to the outside, and serve as an extension of a health office. Isolation space use includes:

- Placing a surgical mask on the student's face (and staff member's face if needed).
- Isolating symptomatic students/staff as soon as possible, with the door closed.
- Monitoring students' symptoms, by the school nurse, as needed.
- Posting sign(s) to mark closed areas.
- Providing school-specific directions for staff, regarding symptomatic individuals accessing the school nurse and isolation space.

Parents/guardians are expected to arrange pick-up for their students immediately after being called. If a parent/guardian cannot come, then another emergency contact should be designated to pick-up the student.

Return to School Procedures

- The pediatric health care community is working with school nurses to determine return to school decision-making algorithms after illness and also working with adult health care providers to develop similar pathways.



- The Health Department is currently drafting a symptom and testing protocol to support return-to-school determinations for students with COVID-like symptoms. Once finalized, this will be posted on the [Health Department website](#).
- If COVID-19 is confirmed in a student or staff member, schools will work with the Department of Health to determine next steps.

Guidelines for safe return to school following exclusion due to illness:

- **Students and staff MUST STAY HOME WHEN SICK.**
 - Students and staff with fever greater than or equal to 100.4°F and no specific diagnosis should remain at home until they no longer have a fever or signs of a fever (chills, feeling very warm, flushed appearance, or sweating) **FOR 24 HOURS WITHOUT** the use of fever reducing medications (e.g., Ibuprofen [Advil], acetaminophen [Tylenol], etc).
- For those who tested positive or have been diagnosed with COVID-like symptoms, according to [VDH guidelines](#), return to in-person activities will occur (unless different instructions are given by the medical provider):
 1. If it's been 24 hours of no fever without the use of fever-reducing medication, **AND**
 2. Other symptoms have improved (such as coughing/breathing symptoms), **AND**
 3. At least 10 days have passed since any symptoms appeared **OR**
 4. If you didn't have symptoms when you were tested, recovery is when 10 days have passed since the date of your first positive test and you continued to have no symptoms.
- Anyone who has been diagnosed with an illness or disease *other than COVID* should follow provider directions, treatment, and return guidance.
- Respiratory symptoms (i.e. cough, shortness of breath, congestion, or runny nose) should subside before returning to school.
- Parents/guardians of students must consult with their student's primary care provider regarding symptoms, to help determine what medical course to take (e.g. whether or not they think COVID-19 testing may be necessary).
- **The School Nurse must be notified of the outcome of communication with the primary care provider (televisit, telephone call, or office visit) *prior* to school return.**

[Cases of COVID-19 in School and Contact Tracing](#)

If COVID-19 is confirmed in a student or staff member, SBSD will follow the AOE's "Strong and Healthy Start Guidelines":

Individuals:

- The person diagnosed with COVID-19 should isolate according to [guidelines set forth by the Vermont Department of Health](#).
- Staff or students that have been identified as a [close contact](#) should [quarantine](#).

Schools:

- Close off areas used by a sick person (e.g. offices, bathrooms, classrooms and common areas) and keep them closed until disinfected according to the following protocol:
 - If possible, wait 24 hours since the person has been in the space before cleaning.
 - Focus on frequently touched surfaces and shared electronic equipment.



- 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 (while ensuring 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, while maintaining confidentiality.

The Department of Health is developing materials and algorithms to use with schools to support response actions and decisions.

COVID-19 Testing

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

Closing Schools for In-Person Instruction

According to the AOE guidelines if COVID-19 is confirmed in a student or staff member, SBSD will work with the Department of Health to determine next steps. Identification of a student or adult with COVID-19 in the school is not an indication to close the entire school. Per the AOE Guidelines, other than under Step I, the decision to close schools or certain classrooms for in-person instruction will be made by David Young, Superintendent, after consulting with the Department of Health. The Department of Health epidemiologists will provide guidance based on a number of factors, including:

- ➔ the level of community transmission,
- ➔ the number of students, teachers, or staff infected,
- ➔ other indicators the Health Department uses to assess the status of COVID-19,
- ➔ the ability of the school to implement mitigation strategies.

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

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

The Health Department will use this time to gather the facts about the situation, including the period of time in which the individual was at school while infectious. The Health Department will convene a rapid response team with the school and will initiate the investigation, including contact tracing. Based on this information, the Health



Department will make further recommendations regarding further closure for in-person instruction and other infection control measures.

Contact Tracing

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. See Vermont Department of Health contact tracing information [here](#).

- 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

SBSD will take the following 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 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.
- Notification can be made to the school principal by a parent/guardian of a student who has tested positive for COVID-19.
- Staff will be encouraged to keep a daily list of other people they are in close contact with during the day.

Section 3: School Day Considerations

Schedules

See our schedules below:



[Elementary Hybrid Learning Schedule](#)

[Middle School Hybrid Learning Schedule](#)

[High School Sample Hybrid Learning Schedule](#)

[Buses and Transportation](#)

Transportation will be provided for all students whose families have requested transportation through the District transportation survey. Route information will be posted here: [Bus Schedules](#) by August 31st.

To maximize student safety, the following measures have been implemented for reopening in Step II:

- The Superintendent has requested that parents transport students if possible
- Seating on buses - one student per seat unless students are from the same household
- Facial coverings are required for everyone on the bus / van
- All riders will have assigned seats
- Hand sanitizer will be available in the bus entrances
- Touch-points on buses will be disinfected after each run
- Barrier material to be placed behind the driver is currently under evaluation
- Buses / vans will be cleaned and disinfected at the end of each day

[Physical Distancing and Modified Layouts](#)

Students and teachers in grades PreK-12 will be assigned into two groups (Blue, PK-8 and 9-12) will be students with the first initial of their last name **A-K**. Group (Gray, PK-8 and 9-12) will be students with the first initial of their last name between **L-Z**. This will allow for better physical distancing as well as easy contact tracing should a positive COVID-19 case arise in the building.

Additionally:

- Student desks will be spaced apart in the classroom.
- Tape marks may be placed where students will need to line up to indicate physical distancing.
- There will be markings on the floor to show travel flow and distance.
- Traffic patterns will be established and scheduling modifications will be made that provide for maximum physical distancing among groups and allow for one-way travel in corridors.
- Sharing of materials will be limited.
- Student's belongings will be separated from others and in individually labeled containers, cubbies, or areas.
- Student supplies will be assigned to a single student (art supplies, lab equipment, computer equipment) or cleaned in-between use.
- Electronic devices, toys, non-wind musical instruments, games, or learning aids can be shared after appropriate cleaning processes for each. See: SBSD [Educational Materials in the Classroom: Cleaning/Disinfecting](#).
- Students will remain in their class throughout the school day in grades PreK-5 but some teachers (i.e., special education, English Learner, unified arts, etc.) will rotate to provide instruction across multiple subjects, enrich our curricular offerings for students and provide specialized student supports.



PreK

Preschool students will return to school beginning on September 10th for the blue cohort and September 11th for the gray cohort.

- Teachers will contact families to connect with children and go over this year's schedule.
- PreK students will follow the District policy regarding masks.
- Teachers are working creatively within the Health and Safety guidance to ensure High-Quality preschool can still be the heart of our program.
- We are creating extended schedules of outdoor time and creative classroom layouts, and incorporating more individual tools so children have their own materials.
- We will use our Restorative Practice models and circle times to teach tolerance, kindness, deep breathing, and self-regulation to help children understand the health and safety guidelines.

Electronic Devices

All SBSB students in grades 2-12 will be issued District devices to support learning this school year. Some devices may need to be returned during the school year as devices become available, but all devices will need to be returned at the end of the year.

Early Dismissals

Early pickup procedure for Parent/Guardians:

- Only use the main entrance.
- Parents/guardians will not enter the building for pick-up.
- Students will be escorted from class to the school's main entrance for release to parent/guardian upon parent/guardian arrival.

Hand Hygiene

During the COVID-19 pandemic, [keeping hands clean is especially important to help prevent the virus from spreading](#). Handwashing is one of the best ways to protect yourself and others from getting sick. Washing hands with soap and water is the best way to get rid of germs in most situations. If hands are not visibly dirty and soap and water are not readily available, you can use an alcohol-based [hand sanitizer](#) that contains at least 60% alcohol (monitor for ingestion of hand sanitizer among young children).

Per the Safety and Health Guidance for Reopening Schools, schools should ensure that all staff and students receive education/training on proper hand hygiene. To ensure effective hand hygiene, all students, staff and contracted service providers should engage in hand hygiene at the following times:

- Arrival to the facility
- After staff breaks
- Before and after preparing food or drinks
- Before and after eating, handling food or feeding students
- Before and after administering medication or medical ointment
- After using the toilet or helping a child use the bathroom



- After coming in contact with bodily fluid
- Before and after handling facial coverings/face shields
- After handling animals or cleaning up animal waste
- After playing outdoors
- Before and after playing with sand and sensory play
- After handling garbage
- Before and after cleaning
- Prior to switching rooms or locations

Entering the Building

Use the hand sanitizer located at the entrance of the building.

Entering Classroom Spaces

Use the hand sanitizer, located inside the classrooms and other work spaces.

When in the Classroom

Use soap and water when they are readily available. When not readily available, use hand sanitizer. Sanitizers can quickly reduce the number of germs on hands in many situations.

However, sanitizer:

- does not get rid of all types of germs.
- may not be as effective when hands are visibly dirty or greasy.
- might not remove harmful chemicals from hands like pesticides and heavy metals.
- does not remove food proteins (of common food allergens).

Facial Coverings and Personal Protective Equipment

Per the “Strong and Healthy Start” AOE guidelines:

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.

- ★ Instructions for making, wearing and washing facial coverings can be found on the [CDC](#) and [VDH websites](#).
- ★ See the following link for: [Facial Coverings and Masks: SBSD Descriptions and Instructions for Use for Students](#).

Cloth facial coverings or masks will be provided to any student who needs one. Students and staff can provide their own cloth facial coverings or masks as long as it covers their nose, mouth, and chin. We have a facial covering/mask [resource guide](#) on our district website as well which provides links to where facial coverings/masks can be acquired locally and how to make one's own. **Bandanas, gaiters and buffs are not acceptable.**

The following stipulations are for students, as well as staff, where applicable:

- Children must exit their vehicle or bus wearing a facial covering.
- Adults doing drop-off and pick-up should wear facial coverings.



- Facial coverings are developmentally appropriate when children can properly put on, take off, and not touch or suck on the covering. PreK students require special consideration regarding age and child development.
- Students/staff should not wear facial coverings while sleeping, eating or swimming (or when they would get wet)—reinforce physical distancing during these times.
- It is recommended that children have at least two facial coverings at school each day.
- Facial coverings may be removed during outdoor activities where students and staff can maintain physical distancing and have ready access to put them back on as needed when activity stops.
- Facial coverings with ties are not recommended for young children as they pose a risk of choking or strangulation.
- Staff will teach about and reinforce the use of cloth facial coverings among each other and students.
- AOE guidelines indicate that students should not wear face shields, however a face shield may be used as a second option if a facial covering is not tolerated. This option can be explored with the school team.

Storage and Cleaning of Facial Coverings:

- Students' cloth face coverings will be clearly identified with their names or initials, to avoid confusion or swapping.
- Students' face coverings *may* also be labeled to indicate top/bottom and front/back.
- Wet or soiled masks will be replaced, bagged, and sent home for washing.
- When not in use, facial coverings will be stored in individually labeled containers or paper bags.
 - ◆ **Video-** [Storing mask in brown paper bag when not in use.](#)
- Face coverings should be washed after every day of use and/or before being used again, or if visibly soiled.

Facial Covering Refusal/Exemption:

As stated in the AOE guidelines, [A Strong and Healthy Start](#), *“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.”*

- ★ There will be a few students, who for medical and/or behavioral/sensory reasons, will be unable to wear a facial covering. While these instances will be rare, school personnel will strive to ensure that appropriate safety measures/health considerations for all students and staff involved are considered.
- ★ While we will have to keep each situation confidential, please know that stigma, discrimination, or bullying will be addressed if these harmful or inappropriate behaviors are directed towards those (wearing or) not wearing a facial covering.

Meals During the School Day

The South Burlington School District Nutritional Services Department is looking forward to welcoming students back!

The U.S. Department of Agriculture has extended its waivers on meal pattern flexibility, congregate meals, meal times, and parent and guardian meal pickup through June 30, 2021. This will allow us to continue to operate smoothly in the event of another school closure as well as serve meals in nontraditional areas, such as the classroom.

The HACCP plan (Hazardous Area Critical Control Point) is being reviewed and any new procedures specific to the pandemic and increased sanitation will be added in a separate COVID specific addendum.

All staff will receive the required enhanced food safety and sanitation training prior to the first day of service.

Based on guidance from the USDA and VT AOE and in an effort to limit touch points, the following changes in meal service will occur.

Breakfast

- Unitized, bagged breakfasts will be available at one or more locations adjacent to the health screening area at all schools. The student may take their breakfast to the classroom to eat. There will be at least two options daily.

Lunch

- Pre-K through 5th grade meals will be eaten in the classroom.
- Middle and high school students will go to the cafeteria to pick up their meal and eat in the gym/cafeteria or classrooms, with required social distancing in place.
- Meals will be unitized and packaged in recyclable, covered, meal trays or containers. This will allow for easy service in or outside of the cafeteria. Silverware will be prepackaged with napkins and condiments will be served in individual portions.
- Salad bars and self-service stations will be closed. Share tables will be eliminated.
- We are working with building administrators to ensure proper physical distancing and safety through staggered meal times and allowing for appropriate physical distancing in service lines.
- Families that pay full price will be asked to keep funds on their accounts to cover the cost of these meals. Cashiers will not be handling cash during meal service. No payments will be processed at the registers. You may send a check to fund your student's account but, it must be in an envelope, clearly marked with the students' name and grade. All deposits will be handled after meal service.

Food Access on Non-Instructional Days

SBSD Nutrition Services is committed to providing equal access to meals for all students, whether onsite or off. Meals will be available via bus delivery, to all students on the days they are engaged in online learning. Meals need to be ordered in advance, via an online ordering survey that will be sent to parents on a weekly basis. Daily delivery will occur between 10:30-11:45 AM. Families choosing to participate in delivery will be charged based on their student's eligibility. There is no charge for delivery, only for the meals ordered.

Support for Students with Educational or Health Needs

Whether in school buildings or in virtual settings, students with dis/abilities¹ will receive services and accommodations as determined by the student's Individualized Education Plan (IEP) team. Parents will have input in the development of the plan and student participation is strongly encouraged whenever possible.

Services and accommodations will be provided in accordance with the student's IEP as developed by the IEP team. The team will convene to review the student's plan to determine what amendments or revisions to services, if any, are necessary for in-person and online learning. Case managers will be contacting parents prior to school start. Guidance has been provided by the AOE describing [considerations for IEPs in the fall of 2020](#).

Students will follow district-wide safety precautions, including the use of masks in school, as much as possible. Exceptions will be made when the student's pediatrician believes wearing a mask is a health or safety risk for the student. Students who do not have special health risks and who are uncomfortable wearing masks will be provided with instruction and a plan to improve the student's understanding and compliance with these safety measures.

Students with dis/abilities with 504 Plans under the Americans with Disabilities Act (ADA) will be provided with services and accommodations to access the general education curriculum as prescribed by the ADA. All 504 Plans will be reviewed to determine whether modifications are required in the student's plan to ensure access to learning in the hybrid, building-based, and virtual learning modalities.

Students with dis/abilities under IDEA and ADA will be provided with the same choice for online instruction as offered to students without dis/abilities. Students with health concerns not addressed in an IEP or 504 Plan will be provided with a health plan developed with the school nurse and family. This health plan will be reviewed as necessary to ensure student safety and access to education. An evaluation under ADA or IDEA should be considered.

Students without identified dis/abilities who have previously needed services within the District's Multi-Tiered System of Supports will be assessed on their skills this fall. Supports will be provided as necessary in each school.

Support for EL Students

Students who are English Learners (EL) will continue to receive the supports they need to succeed in the hybrid model. Working with school principals and counselors, EL Teachers will continue to actively engage families to ensure effective communication as parents and students navigate new online structures and expectations. District updates will be posted to a webpage with built-in translation tools, and schools will provide translated versions of handbooks and other key documents as needed. In addition, the district will be hosting a series of information nights to familiarize families with hybrid and online learning structures. EL learners will continue to receive targeted small group or individual instruction when there is an identified need, online or in-person as required.

¹ Annamma, Subini (2018). *The Pedagogy of Pathologization*, New York, NY: Routledge, p. 7 "The slash in dis/ability (and its forms such as dis/abled, dis/abilities is included to address the ways dis/ability is not a thing to find and fix, but a process. That is, to be dis/abled is about the ways an environment is constructed and maintained in ways that support or hinder access. Being dis/abled is not simply a fact that people carry with them, but a fluid process dependent upon social context."

Co-Curriculars and Clubs

This [Link \(Co-Curricular Digest\)](#) contains important information regarding policies for activities at South Burlington Schools. Please familiarize yourself with them and discuss them with your student in order to understand and accept responsibility for them. Feel free to contact the Student Activities Department if you have any questions.

Section 4: Student Achievement

Curriculum Expectations

In the Hybrid Learning Model, SBSB students will have access to the full range of course offerings of our curriculum, modified as needed in order to adapt learning activities and assessments to this approach. Students who attend school with the hybrid model will receive direct instruction in accordance with the Vermont statutory guidelines² and receive course credit and grades as in the past. Students will still be working towards the grade-level or course-specific proficiencies that are established in SBSB curriculum maps, however, some learning targets and learning resources may be modified in order to adapt the curriculum to a hybrid learning context.

Learning Expectations Thru VTVLC

The Vermont Virtual Learning Cooperative (VTVLC) works with the South Burlington School District and other Vermont schools to facilitate online courses for students statewide. All of the courses are taught by Vermont licensed educators who are currently employed with a Vermont school. Accordingly, VTVLC courses are considered on par with its equivalent course offering in SBSB schools. Students participating in VTVLC will receive grades through the program and will be able to recommence their SBSB academic career when they are ready to return to their local school.

SBSB will provide guidance counselors, student support services, and a school-based liaison to support families who have chosen VTVLC as a remote learning option.

Enrollment in VTVLC is a long term commitment for your child to participate for a minimum of half the school year. Parents and Guardians that have recently enrolled children in VTVLC k-12 and have questions should direct them to their school's principal.

Learning Expectations for Hybrid Model

In the hybrid model, students will receive in-person learning two days per week and online learning three days per week. For the most part, online learning activities will be provided to students ahead of the in-person meeting times so that teachers can provide feedback on student work in person and continue the area of inquiry with students. The learning prompts posted online prior to class meetings will address the same learning objectives that are the focus of class time together. During in-person class time, students and teachers will delve more deeply into the area of

² A cumulative total of between 10 and 27.5 "hours of instructional time" in a calendar week will constitute five school days (16 V.S.A. § 1071(a)). State Board of Education rules (Rule 2312.1).



investigation that was initially started with the online learning prompt. These prompts will be made available through the online learning platforms (e.g., SeeSaw, Google Classroom, NEO) used across the District this year, so that they are easy for parents to find, follow, and access. Students will be able to submit school work to their teachers online through these platforms, and teachers will also be able to provide feedback on student work in the same way. Online learning lessons may include both offline (outdoor activities, books, project materials, etc.) and online instruction (videos, tutorials, and other online resources).

During most weeks, Wednesdays will be “Green Days”. On Green Days, students will participate in virtual advisory and/or class meetings at scheduled times so that they can connect with their teachers and classmates online. Teachers will also provide targeted support for students who have identified needs or appear to be struggling with online learning structures. Wednesday will also be the designated time for team meetings and posting online learning prompts for the following week.

An overview of hybrid learning weekly schedules for each level can be found on page 12 of this document. In the event of a need for schools to move to Step 1: Remote Learning for reasons of health and safety, your child’s school will follow the same hybrid schedule, however, in-person class meetings will be conducted online at the scheduled time.

Grading & Attendance

Regardless of whether schools are in Step 2: Hybrid Learning, Step 1: Remote Learning, or Step 3: Modified In-Person Learning, teachers will provide grade-level instruction based on state and national standards that are aligned with SBSB curriculum maps and scope & sequence documents. Students will receive feedback on their work, which will form the basis for assessment and grading to be reported after each marking period. Teachers will share grading expectations at the start of the school year. Parents can expect to grade reports that assess student progress towards meeting proficiencies, including transferable skills, known as Student Learning Expectations in Grades 6-12.

Daily attendance will be recorded for all regularly scheduled class meeting times, whether online or in person. For days when students are working online on their own, attendance will be based on the following indicators of engagement in learning, including, but not limited to: work submitted online, activity in online learning platforms (e.g., discussion forums, tutorials, etc.), peer collaboration, and communication with the teacher.

Section 5: Operational and Facilities Considerations

Cleaning and Disinfecting

SBSD is committed to maintaining clean and healthy school environments for our students and staff members. To this end, SBSB schools will engage in frequent cleaning throughout the day per state regulations regarding cleaning, sanitizing, and disinfecting. To ensure that our school buildings and facilities are properly cleaned each day, all SBSB faculty and staff will be provided with training and cleaning supplies to implement procedures that will result in our buildings and facilities being maintained at the necessary levels of cleanliness. Special attention will be paid to high-touch surfaces including door handles, light switches, and bathrooms. Students, other than our youngest ones, will wipe down their own work area and seats several times a day.



Cleaning, disinfecting and promoting hand hygiene are important everyday actions schools can take to protect students and staff. In general and as often as feasible, limit the use of shared materials and ensure adequate supplies to minimize sharing. Practice common sense around the regular cleaning and disinfecting of materials.

The following guidelines for use of materials in the classroom will be followed and implemented with reasonable diligence:

- Each student must have their own set of high frequency use and regular use materials. (Examples: pencil case with pencils, crayons, scissors, glue stick).
- The use of hard materials such as toys like legos, wooden trains, blocks and teaching manipulatives can be shared with careful attention to hand hygiene before and after use and frequent cleaning and disinfecting.
- Toys or materials that cannot be cleaned and sanitized should not be used, including items such as soft toys, dress-up clothes and puppets.
- Paper-based materials such as books and paper-based art supplies are not considered high risk for transmission and do not need additional cleaning or disinfection when proper hand hygiene is practiced.
- Non paper-based art supplies should be limited to one cohort at a time with frequent cleaning and disinfecting between cohort use or taken out of rotation for 3 days.
- Classroom books can be shared with careful attention to hand hygiene before and after browsing or group reading.
- Classroom books or other materials that have been sent home must be quarantined for 4 days once back at school before they are put back in circulation.

Communal Spaces and Large Group Activities and Public Use of Schools

- Large group activities will conform to the maximum number allowed by current state guidance, currently 50 outside and 25 inside.
- Libraries can be opened if physical distancing can be achieved (this will vary from school to school) and restricted to one consistent cohort of students (learning pods). If the library cannot be opened or must be closed, schools will work with librarians to find alternative ways to ensure student access to library materials.
- Group activities with the potential to generate increased respiratory droplets and aerosols will be avoided. This includes activities such as indoor singing and music that involves woodwind or brass instruments (outdoor singing can occur with 6' spacing, students facing in the same direction and facial coverings being worn).
- Playgrounds: Playgrounds will be open for student use during the school day with cleaning schedules in place in accordance with AOE guidance. Proper hand hygiene practices must be followed before and after use.

Student Teachers

SBSD will continue to provide field experiences for student teachers working in our schools this year. The District is working closely with our partner colleges and universities to ensure that student teachers meet the necessary health and safety precautions. All student teachers must undergo the SBSD employee onboarding process and training, and will be required to complete daily health screenings, as well as adhere to all precautions and directives as outlined in this, and future, guidance.

Volunteers, Visitors, Field Trips

No outside visitors or volunteers will be allowed in the schools this year, 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 can maintain all health guidance, as well as guidance from the Agency of Commerce and Community Development.

Mentor Program Serving Students

SB Mentoring will implement the “remote friendship” model that was initiated in March when we closed our schools. Since no outside visitors/volunteers will be allowed in school buildings, mentors and student leaders will not be having in-person meetings during this phase. Maintaining the valuable mentoring friendships between the mentors and young leaders in the program remains the number one priority at SB Mentoring. Becky Fontana will be working with our mentors and staff members to coordinate online communications between the mentors, student leaders, their teachers, and their families during this phase of school reopening and throughout the school year.

Building Considerations/Modifications

SBSD has carefully examined all of our buildings and facilities to ensure that they comply with federal and state guidelines related to providing safe and healthy school environments for our students, staff, and community members. The district is making many modifications to our schools, facilities, and offices to provide healthy spaces for all. Following are examples of changes or adjustments we are making to meet federal and state standards and guidance:

- Ensuring that our school and facility heating and ventilation systems are properly cleaned and meet all required operating standards per manufacturer.
- 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.
- Encourage staff to provide additional outside time and open windows frequently when air conditioning is not being used.
- Ensure ventilation systems operate properly and increase circulation of outdoor air.
- Setting classroom capacity limits to ensure proper physical distancing that is aligned with guidance from federal and state authorities.
- Removing furniture and other items from classrooms to provide open space for physical distancing.
- Installing barriers to allow for wellness, provision of special services and EL services, closer student support, and visibility.
- We will not be using lockers
- Replacing commonly used soft-cushioned furniture with hard-surface furniture to allow for surface cleaning.
- Posting signage with photos that direct movement, provide reference points for proper physical distancing, instructions for proper handwashing, and other important information and direction.
- Modifying school schedules to maximize learning time and provide for physical distancing.
- Repurposing our gymnasiums, auditoriums, and cafeterias.
- Putting up tents at each school and program site to allow for outdoor classroom instruction.
- Suspending large gatherings until the COVID-19 crisis has passed.

Section 6: Additional Considerations

Social-Emotional Health of Staff and Students

The South Burlington School District continues to work with our community partners to provide supportive services to meet the social/emotional needs of our students and their families.

The district will follow AOE, DOH, and CDC guidelines to support as much in-person learning as possible so that we can best meet the social-emotional needs of students. As the [American Academy of Pediatrics states](#), “Lengthy time away from school and associated interruption of supportive services often results in social isolation; making it difficult for schools to identify and address important learning deficits as well as child and adolescent physical or sexual abuse, substance use, depression, and suicidal ideation.” For this reason, we believe our schedule will support whole student health (including food access for physical health as well as social-emotional stability) by providing two days of school back to back each week.

SBSD recognizes that social-emotional health and the well-being of our staff is important to the social-emotional health and well-being of students and their families. We encourage all staff to use the valuable resources provided by the District’s Employee Assistance Program, ’s [Invest EAP](#) program at all times.

To address students’ overall well-being, SBSBD is continuing our longstanding partnership with the Howard Center to ensure that we are attending to students’ social-emotional needs and that those students who need specialized mental health services are provided with them to ensure student wellness and to help students and families successfully overcome the additional stresses caused by COVID-19.

Child Care

School’s Out will operate childcare and enrichment opportunities for children currently enrolled in the School’s Out after school program. After school programs will operate for School’s Out children on their instructional days. Camps will be available to support online learning for children on their non-instructional days. Programs will run in rooms not used for instruction such as the gymnasium and cafeteria. Staff and participants will strictly adhere to the guidelines set forth by the Vermont Department of Health including physical distancing and mask wearing.

Capacity is limited due to space restrictions and staffing. Families interested in enrollment should visit www.sbschoolsout.com for more information.

- Families can access child care through the state-wide child care referral network. Find more information: [here](#).
- Families can receive financial support for child care by talking with an eligibility specialist. Find more information: [here](#).

Communication Systems

SBSD is committed to providing regular and frequent communication regarding the District’s reopening plans. We will continue to publish weekly updates from the Superintendent and will update our reopening guidance as more



information becomes available. This information will be sent to families via email and will be posted on the SBSB website.

Resources for Parents

- CDC Posters:
 - [Symptoms of COVID](#)
 - [10 Ways to Manage COVID-like Symptoms at home.](#)
 - Both posters are available [in various languages.](#)

Appendix A: School District 2020-2021 Calendar