

[VT Safety and Health Guidance on Reopening Schools](#)

[VTSCA SEL Guidance for Re-opening Schools](#)

[BFP Summary Article on Opening Schools](#)

[Articles and Resources Shared](#)

DRAFT VERSION FOR WORKING ON- NOT FINAL DOCUMENT!

RNESU Task Force on Reopening Schools

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Share document with para assoc and admin assistant rep for additional input as needed

The purpose of this group is to prepare for reopening schools (and for possible reclosures) for August 2020.

We will walk through each section of the guidance and determine what needs to be done, by whom and by when, then refine

3 Steps of Reopening Schools

Step 1: School closed for in- person instruction. Remote learning for all

Step 2: Schools open for in -person with physical distancing and only for kids in the local geographic area

Step 3: Schools open for in-person instruction with physical distancing and attendance for students from limited transmission areas

IT IS ANTICIPATED WE WILL OPEN AT STEP 2, THOUGH TRANSPORTATION WILL BE AT STEP 3

OPERATIONS

COORDINATION AND TRAINING

COVID Coordinator	will establish, review and implement health and safety protocols	Nurse Liaison- Melanie Parker
COVID Team	Review and implement health and safety protocols	COVID19 Team
Facilities	Plan for safety and health protocols in all facilities	Facilities Directors Steve Eaton and Kyle Watrous
Transportation	Plan transportation needs for health and safety	Transportation Director Rich Vigue
Food Service	Plan for feeding children in	Business Manager Brenda

	<p>eating, sleeping, not developmentally appropriate, behavioral or health issues as discussed with school nurse and doctor</p> <p>*Face shields may be used if meet guidance</p> <p>*Masks should not have ties. *Masks can be around the neck version</p> <p>*Masks need to be washed at school each day. This means we need many more so we can trade them out. Students who do not return with a clean mask will be given a paper one for the ride home and the next morning so we can give a clean one.</p> <p>* If a child does not wear mask on bus, we need to provide one. If refusal, send home and not allow back on the bus without parental support and child compliance.</p>	
At risk employees	<p>Responsibility of EE to check with own doctor as to restrictions on work. Guidance defines who might qualify to not report to work. Need to understand federal protections as well as VT protections</p> <p><u>Supervisors should direct all employees with personal health concerns to Brooke to follow process.</u></p>	HR Coordinator
At risk children	<p>Parents to coordinate needs with PCP and School Nurse</p> <p><u>The school nurse is to be lead on all student health needs.</u> Principals should connect the parent with the school nurse if a student health concern arises</p>	
Exclusion from in-person	<p>*Shows symptoms of COVID such as cough, shortness of breath, chills, muscle pain, headache, sore throat, new loss of taste or smell</p> <p>*Have been in close contact with COVID patient in last 14 days</p> <p>*Fever higher than 100.4</p> <p>*Significant new rash, esp with other symptoms present</p> <p>*Large amounts of nasal discharge in the absence of allergy diagnosis</p> <p>The school nurse needs to be involved in any situation that involves an illness or health need</p>	
Isolation Room and Well Child Office	<p>Each school needs an isolation room for sick children or staff. Principal to work with Steve and School Nurse to identify location</p> <p>*As near an entrance as possible to limit movement in the building, ideally with its own door</p> <p>*Isolation Room must be ventilated. Suggested open outside doors and windows and use ventilation fans to increase air circulation</p> <p>*Do not use room for 24 hours or as long as possible before disinfecting and cleaning</p>	

	<ul style="list-style-type: none"> *Materials, toys and furniture touched by sick child must be thoroughly cleaned and disinfected *Participate in contact tracing 	
School Closure Decisions	Made based on consultation with AOE (and likely VDH)	

STUDENTS WITH SPECIAL HEALTH NEEDS

Consider heightened risks for vulnerable students and staff who support them, such as compromised immune systems, impulse control issues, or other behavioral issues or disabilities	<ul style="list-style-type: none"> *School nurse must be involved in or take lead in these discussions 	School Nurse and Special Ed Team
Prioritize mental health and SEL supports	<ul style="list-style-type: none"> *identify process to id and provide support to vulnerable students *provide a script for teachers to talk with kids about COVID *develop referral system for targeted supports *develop SEL supports around possible reclosure or students who need to stay home *Address staff anxieties through explaining district processes and sharing community supports (and EAP) *discuss system wide supports for traumatic stress (ie tap in, tap out; buddy classrooms; boundary setting; self care) 	<p>Guidance, SEL, Psychologists, Principals-RMHS/CSAC</p> <p>Back to School Considerations</p> <p>Script for teachers https://docs.google.com/document/d/1mR-uJ8r5jglcFjTGDxBUdNsOXyrgJ5ScQ97SmOAXY44/edit</p>

TRANSPORTATION

Daily Health Screening prior to boarding	<ul style="list-style-type: none"> *Parents will be required to enroll for transportation services *monitor on bus or at a cluster stop *provide a form for parents to fill out in advance *communicate with parents- cannot get on bus with any symptom. Designated adult must be present to answer the questions through elementary and or take the child home. If no adult, child may not continue to ride the bus. Ideally the child leaves with the parent. If at cluster stop, the para stays with child until parent returns. Cluster stop enrollment list should be given to para with phone numbers. 	
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Protective health gear	<ul style="list-style-type: none"> *driver and monitor must wear mask. Monitor must wear gloves *need thermometer on each bus *need box of masks on each bus *all students must wear mask on bus *disinfectant available for routine cleaning *hand sanitizer on the bus 	
Assigned seating	*cohort seating with younger up front, middle school in middle, and older in back of bus	
Cleaning and disinfecting	<ul style="list-style-type: none"> *Routine cleaning and disinfecting of frequently touched surfaces including driver area *driver and monitor wash hands regularly or use hand sanitizer 	
Step 2 seating	<ul style="list-style-type: none"> *reduce number of students on the bus to one per seat. Will need to increase routes *stagger drop off and pick up *minimize gatherings at bus stops 	

DROP OFF AND PICK UP PROCEDURES

Facilities	<ul style="list-style-type: none"> *If possible, screen car students in the car before they get out *Ensure safe access to school with cars and buses separate? *Assign different entrances for bus and drive/walk ins and different exits if possible *Signs posted all doors stating may not enter with any symptoms *Hand Sanitizing Stations at each entrance *Parents/Caregivers not allowed to enter (other than preK or high anxiety younger kids for first week or so). *Anyone who does enter must wear facial covering and have a health screening 	
Cleaning and Disinfecting	<ul style="list-style-type: none"> *Clean and disinfect frequently touched surfaces and objects (shared use) incl where students eat, bathrooms, electronic devices, door handles and rails, items students put in their mouths, metal and plastic playground equipment *Classroom cleaning can be done by students as part of the day. Not to use bleach products. * Close water fountain bubbler. OK to use bottling stations *Hand sanitizer in each classroom 	Did we resolve playground cleaning?
Bathrooms	<ul style="list-style-type: none"> When possible limit bathroom use to cohorts and clean between cohorts *Schools to schedule bathroom use for each cohort 	

	to accommodate scheduling	
Furniture	Remove unnecessary cloth furniture	
Barriers	Consider physical barriers in reception areas and employee workspaces	
Playgrounds	*Stagger recess times to keep cohorts apart or use zones * Hand sanitizing stations outside- teachers each given a bottle to bring out	
Physical distancing	Mark floors to indicate where to stand, which way to go	

FOOD SERVICES Goal is to ensure uninterrupted service to meals for all students in all Steps

FRL	Provide forms early and often to parents all year, communicating the availability of meal program *refer also to other areas of assistance with meals, such as 3SquaresVT and WIC *watch poverty level and consider if eligible for Community Eligibility and Universal free meals *be sure schedule allows for both breakfast and lunch	
Deliveries	*consider how and where food is delivered and vendor access to the kitchen. Take steps toward safe deliveries	
Workstations	*face away from each other *ensure there is room for distancing	
Food Access	*Step 1 Deliver and pick up sites *Step 2 feed in the classroom. Either use delivery or grab and go. Sanitize eating areas before and after. No self serve. Consider ordering beforehand Step 3 stay in classroom if this works. If not, bring in small groups at a time with assigned seating and no mixing *no self serve. Staff provides silverware and napkins as well *Pre-portion condiments *Prohibit food sharing activities	

LEARNING ENVIRONMENT/ TEACHING

1. Physical distancing is most effective way to slow the spread of the virus.
2. MUST maintain lists of who is in each classroom each day for contact tracing if needed

Model chosen at bottom of document. Below is a list of considerations as we finalize the model chosen.

<p>Class/Group Sizes</p>	<ul style="list-style-type: none"> *keep students in groups not to exceed maximum allowed by state (currently 25) *students to face the same direction, separated (6 feet if possible) *when standing in line, spread students apart *Limit sharing of materials. Clean daily. *Do not share electronic devices, toys, books, instruments or learning aids <p>STEP 2</p> <ul style="list-style-type: none"> *keep cohorts in place and have teachers travel between them *restrict mixing between groups *assign sections of playground *close staff room *ensure EE workstations are at least 6 feet apart *hold virtual meetings with families 	
<p>Teaching & Instruction</p>	<p style="color: red;">Do we consider a staggered start, ie lower grades and 7th grade first? Then bring in upper grades?</p> <ul style="list-style-type: none"> *Do we consider a hybrid schedule for high school? ie, A day in school one week B day in school next week, or 25% of kids a day with a day for planning while learning remotely the other days? What planning time is needed for this? *High level standards, learning targets identified this summer for grade levels and courses. These need to be used for both in person teaching and remote learning for regular flow *Teachers to use an LMS (ie Google Classroom- must designate) and post all assignments so when students are at home they can continue to keep up with work and easier to move into remote learning for the class *Need to be able to accommodate the student who cannot return to school due to own health risk or other. If use LMS, can that student keep up through that process? What type of check in with teacher is needed? *Planning time must accommodate hybrid or remote learning. ie, if in person with a few at home, half or whole day planning elementary. If HS goes to hybrid or everyone goes to remote, 1 	<p>See proposed models at end of document- still under draft</p>

	day for planning and collaboration and team work is needed	
Classroom needs	<ul style="list-style-type: none"> *outdoor education opportunities are encouraged *will need to keep windows / doors open as much as feasible while weather is good *limit access to classrooms to those with need to be there (ie supervisor) *discourage use of attendance awards *assign seating for each class *Take attendance for each class and include any staff or supervisor who enters the class 	
Gym, Cafeterias, Common Areas	<ul style="list-style-type: none"> *stay within maximum number allowed in state guidance *keep sign in sheet of anyone who enters the building, why they are there, where they go, who they may have encountered within 6 feet *in Step 2, not use gym or cafeteria for intended purposes but may be used for overflow of instructional spaces *in Step 3, may use gym and cafeteria for intended purposes with small groups, staggered use, cleaning and disinfecting between uses *not use lockers to avoid congregating 	
Libraries	Can be open if physical distancing (no congregating) can occur. Perhaps restrict to one cohort at a time	
After school programs	<ul style="list-style-type: none"> *may occur within size guidelines *keep attendance 	
Fire Drills, evacuation drills continue	*consider how to do drills safely with distancing	
Outdoor recess spaces	<ul style="list-style-type: none"> *may be open *Playgrounds may open if cleaned frequently *Set up hand sanitizing stations *Set up physical distancing 	
Music classes	*Avoid chorus or woodwind or brass instrument usage. In both cases droplets may be exposed.	
School grounds	<ul style="list-style-type: none"> *may be used within guidelines but buildings remain closed to the public *Post signs about facial coverings, distancing 	
Volunteers	No outside volunteers or visitors other than contracted service providers for special education needs	
Field Trips	*Guidelines allow only if able to maintain health guidance.	RNESU may we say no field trips in Step 2

Visitors	No visitors *Adults may not go beyond the school office and must wear facial covering	
Hallways	Consider one way at middle and high schools	
HVAC	See extensive directions in guidance	

COMMUNICATION PLANS

Parents	<p>*Health Screenings requirement</p> <p>* Recommend transport by car</p> <p>*Child under 5th grade cannot get on bus unless an adult is present to answer health screening questions. Can be a designee adult, someone who can take the child home if fever is present. A child cannot get on the bus if sick.</p> <p>*Adults may not enter the building. Need appointments to talk with schools staff. Virtual meetings are recommended</p> <p>*Must wear facial covering at drop off and pick up and if enter building</p> <p>*May not congregate at drop off and pick up</p> <p>*PTOs may be a source of communication as well</p>	
Staff	*must complete VOSHA training on Safeschools	
Principals	<p>*talk with Steve and Kyle about 1. Entrance locations for health screening and sanitizing needs Who mans this station?</p> <p>2. Isolation room location 3. Central ordering needs for supplies such as masks, shields, gloves, sanitizer, lotion, cleaning supplies</p>	

Facilities/Nurse/Principals	Need to discuss needs for centralized ordering of masks, gloves, lotion, hand sanitizer, cleaning supplies for buses, classrooms, schools	
Handbooks	Include info on how to recognize signs of infection, how to stop the spread, directives to not come to school if sick, transportation requirements, when to keep a student home, expectations around facial coverings and physical distancing, information on helping children cope with stress and anxiety; how a decision to close school will be made; what to expect for communication if there is a positive case in a school, contact tracing, who to contact if family has a positive case within the family	

Assumptions:

1. Elementary and MS/HS models do not need to be the same
 - a. Barstow 7& 8 follows the elementary model; OVUMS follows the high school model
2. Teachers will prepare distance learning lessons using Google Classroom that can be taught simultaneously to in person and remote students. This allows for higher quality of remote learning with in person contacts and seamless transition between remote and in person.
3. All students grades 5-12 will have a personal device with a hotspot to use at home and school; younger than 5th grade will have access to a chromebook as needed (no hotspot)
4. A distance learning/in person model will have different planning needs than a traditional classroom
5. Elementary scope and sequence and learning targets will be completed for each grade this summer; high schools will work from content area proficiencies. This allows for consistency among grade levels and ensures quality and rigor for high school classes

MODEL CHOSEN:

PREK- In-person instruction per normal schedule (may need to reduce numbers; check SF)

K-2 In Person instruction 8am to noon 5 days a week. Livestream and google classroom option for those who don't want to come in. Focus on literacy, math and social skills; send home 1 unit a day for integrated arts (ie Mon- PE, Tues- Art, Wed- Spanish, TH- Music). Afternoons are for teacher planning, collaborating and following up with remote learners. School also brings in interventionists, special ed, counselors, integrated arts teachers. Librarian, school nurse

Grades 3-12- full remote

Option to send a child in to school for support with remote learning for following criteria. Kids will be in cohorts and monitored/ supported by a paraeducator or monitor, not a teacher. Support the remote learning and structure the day with breaks and lunch. Masks must be worn

- No parental supervision or support (including kids of our EEs)
- No internet access even with our equipment
- Social emotional or learning needs- may be self referred or referred by teacher or school. Capture the kids who disappeared in the spring.
- Full day K-6 option; half day 7-12 option

Transportation available on sign up basis

After school program available for any student

Meals served in school for the kids who come in. Bag lunches for kids who leave at noon. Pick up sites for all home students (looking into deliveries)

Plan to hire 2 permanent subs per building who can also be used to monitor

Other Brainstormed ideas

Elementary

Assumptions:

- Offer in person and at home simultaneously
- Need time for planning of both (classroom teachers)

Concerns noted:

- Masks are hard to wear for 7 hours

Options considered

- Shorten the student day to allow for daily teacher prep. This allows all kids in school every day but shortens the in person time. Focus on literacy/math/SEL. Pm at home time focuses on integrated arts
- Normal day 4 days per week, 1 day off for teacher planning, technology needs, MTSS/EST needs. Would need to assure planning time also occur daily

Middle/High

1. Follow the regular schedule but come in person 1 day a week while other students follow the class remotely (synchronously) (50% in person and 50% from home)
2. Teachers teach 4 days per week and plans/ manages technology on a 5th (Wed allows for midweek cleaning). Students have work 5 days a week; the non teaching day can be focused PLP work, credit recovery, intervention possibilities.