



BURLINGTON SCHOOL DISTRICT

Reopening BSD

Version 2



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ةمن اجل خدمات الترجمة لهذه الوثيقة ٨٠٢٢٨٨٦٠٤٨ على الرقم سيمك تصل مع نياززا

यो कागजातको अनुवाद का लागि नियाजा सेमिच लाई 802-288-6048 मा सम्पर्क गर्नुहोस

Veillez contacter Nijaza Semic au 802-288-6048 pour les services de traduction pour ce document.

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Hamagara Nijaza Semic kuri 802-288-6048 kuvyerekeye imfashanyo z' ubusimuzi bw' iki gitabo.

Xin liên lạc cô Nijaza Semic 802-288-6048 cho các dịch vụ dịch thuật cho tài liệu này.

Table of Contents

Section 1: Introduction	3
Note from Superintendent Tom Flanagan	3
Reopening Task Force	4
Hybrid Model	4
Switching Models	5
Section 2: Student and Staff Health Considerations	5
Daily Health Screenings	5
Late Arrivals	7
Isolation Room Procedures	7
Return to School Policies	7
Cases of COVID-19 in School and Contact Tracing	8
BSD Employee COVID Handbook	8
Section 3: School Day Considerations	8
Athletics	8
Buses and Transportation	8
Pods, Physical Distancing, and Modified Layouts	9
Physical Distancing and Modified Layouts	9
PreK	10
Electronic Devices	10
Early Dismissals	11
Hand Hygiene	11
Facial Coverings and Personal Protective Equipment	11
Meals During the School Day	12
Snacks and Meals Protocol - Food Allergens	13
Food Access on Non-Instructional Days	13
Expanded Learning Opportunities (Afterschool)	13
Support for Students with Special Health and Educational Needs	15
Support for EL Students	15
Section 4: Student Achievement	16
Curriculum Expectations	16
Learning Expectations for Hybrid Model	16
Learning Expectations for Full-Time Remote Learners	16
Grading, Testing, Attendance	17
Section 5: Operational and Facilities Considerations	17
Cleaning and Disinfecting	17
Communal Spaces and Large Group Activities and Public Use of Schools	17
Student Teachers	18
Volunteers, Visitors, Field Trips	18
Building Considerations/Modifications	18
Section 6: Additional Considerations	19
Social-Emotional Health of Staff and Students	19
Child Care	20
Communication Systems	20

Appendix A: Sample In-person Learning Schedules**Section 1: Introduction****Note from Superintendent Tom Flanagan**

Since March, dozens of employees have been working hard to ensure plans are in place to safely reopen our schools. A 16-member School Reopening Task Force meets together twice weekly to discuss the work done in 12 distinct working groups that are represented by educators throughout the district. Our planning process has been and continues to be intentional and thoughtful; every decision we make prioritizes equity, engagement, deep learning, and the safety of our students, faculty, staff, and community. I've been impressed with the engagement and commitment throughout this process, as many people have taken time out of their summer break to work to ensure a safe reopening.



The Vermont Agency of Education (AOE) guidance, [A Strong and Healthy Start](#) (updated August 11), is and has been 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 and for children who live in the local geographic area only" (p. 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 at least six 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 BSD) decided to implement hybrid, alternating-day models, with half of all students attending on an "A" day, and the other half of all students attending on a "B" day, with Wednesday being reserved as "C" day for remote learning, planning, and cleaning. (Our teams are closely following the state's dedication to high standards of safety and learning.) Districts made this decision after carefully considering the AEO guidance which recommends six-foot physical distancing whenever possible. The only way to achieve this is to have substantially fewer students in any one building or classroom at any one time.

As you read through this document, it's important to remember that there will be changes to some of this document. State and federal guidelines and guidance are frequently changing and our staff are committed to being flexible in our plans. Please visit our [Reopening Task Force webpage](#) frequently, where you will find updated versions of this document, FAQs, and more.

Finally, I want to reiterate my thanks to the many people who have engaged with us and expressed thoughts, concerns, and suggestions throughout this process. The work is not done, and I sincerely hope you'll stay engaged.

Sincerely,

Tom

P.S. Please read below to see the make-up of our Reopening Task Force and remember to say “Thank You” to our team when you see them!

Reopening Task Force

We are incredibly grateful to the hundreds of students, teachers, principals, division and support staff, parents, caregivers, and community members who helped craft this plan through engagement in our Town Hall, emailing questions, attending meetings, and offering suggestions. We are especially grateful for weekly meetings between Superintendent Flanagan and our union representatives Andrew Styles (BEA President) and Dwight Brown (AFSCME Chair), and could not have done the work without the many teachers, paraeducators, and other support staff serving on the 12 different working groups.

This has been a truly collaborative process led by people passionate about student learning, safety, and equity!

Thank you to our BSD Reopening Task Force for “Joining the Journey!”

- Zé Anderson-Brown (Director of HR)
- Doug Davis (Director of Food Services)
- Russ Elek (Communication Specialist)
- Tom Flanagan (Superintendent)
- Christy Gallese (Director of Expanded Learning Opportunities)
- Noel Green (Principal, Burlington High School)
- Bonnie Johnson-Aten (Principal, Edmunds Elementary School)
- Nathan Lavery (Executive Director of Finance and Facilities)
- Rebecca McCray (School Nurse, Edmunds Middle School, and COVID-19 Coordinator)
- Laura Nugent (Director of Student Services)
- Len Phelan (Principal, Smith Elementary School)
- Stephanie Phillips (Executive Director of Teaching and Learning)
- Victor Prussack (Coordinator of the Office of Engagement)
- Sparks (Director of Equity)
- Marty Spaulding (Director of Property Services)
- Lashawn Whitmore-Sells (Principal, Flynn Elementary School)

Hybrid Model

As explained above, BSD will implement a [hybrid alternating day model](#) along with the other districts in the region. However, not all districts will follow the exact same model.

In Burlington, we have decided to utilize an ABCAB model in which roughly half of students will attend school on “A” days (Mondays and Thursdays) and half of students will attend on “B” days (Tuesdays and Fridays). We know that across the country, school closures have negatively affected the learning of students who are learning English (ELs) and students with special education needs most and so, with equity driving our decision making, we are offering in-person learning for up to four days a week for these students.

Any hybrid model has significant drawbacks, and we are sensitive to the challenges this provides for families across the city. 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 days of in-person instruction in the fall if the state continues to manage the disease and that is what the updated guidance allows.

Though we are ready to begin implementing our hybrid model, we continue to pay attention to the ever-changing guidance from the state. If further State guidance reduces the physical distancing recommendation from six feet to three feet, our teams will be ready to support more students in our elementary buildings for more days during the week.

The number of infections of COVID-19 remains very low thanks to the responsible actions of the people of Burlington. The most recent [updated guidance from the Agency of Education](#) (AOE) relaxes the recommendation on physical distancing for elementary students from six feet to three-to-six feet. We still plan to open in the hybrid, alternating day model. If the number of infections remains low in September our goal is to return to four or five days of in-person instruction in Pre-K through 5 by October. It will take our collective effort to make this a reality by wearing masks and practicing other health precautions.

Switching Models

In early August, we sent out a school preference survey. Part of the survey addressed our policy around moving from one model to another: “whichever model you choose, you must commit to at least the first trimester in PreK and Elementary, the first quarter in middle school, and the full semester in High School.”

While we understand that preferences may have changed from when the survey was taken, staffing was allocated according to the survey responses; due to the assigned staffing, we cannot accommodate any more change requests (effective September 2, 2020).

Section 2: Student and Staff Health Considerations

Daily Health Screenings

Before Arrival

Before students leave home each day, all families should complete an online screening form through their [PowerSchool account](#). The form contains four questions, including asking about fevers, other COVID systems, physical distancing, and travel. The form takes less than 30 seconds to complete per child and includes instructions on what to do if any of the questions are answered “yes” (in most cases, the student should not leave home for school). Step-by-step instructions will be provided to all families and a tutorial video is available on the [District YouTube page](#).

~~All student temperatures should be checked before leaving home.~~ As directed by the District, and in compliance with VOSHA regulations, all staff will conduct an online health screening prior to arrival to their building and complete a health form daily.

Anyone who meets any of the following conditions **must stay home and contact their primary care provider.** (*Details of next steps for school re-entry can be found in the “Return to School Policies” located on page six.*)

- 1) Anyone who has had **close** contact with someone who tested positive for COVID-19 in the past ten days.
- 2) Anyone is currently quarantining with COVID-like symptoms.
- 3) Anyone who has any of the symptoms listed below or is feeling generally unwell.
 - Fever (100.4°F)
 - Chills or repeated shaking with chills
 - Cough
 - Shortness of breath/difficulty breathing
 - Sore throat
 - Muscle pain
 - Headache
 - New loss of taste or smell
 - Diarrhea
 - Nausea/vomiting
 - Fatigue

- Headache
- Rash
- Swelling or redness of hands/feet
- Red eyes/eye drainage
- Congestion/runny nose

Families should notify the school if their student(s) are staying home due to quarantining or illness, so they can be marked Absent-Excused (AE) by the school. Students should have the ability to access remote learning from home and could be marked as present if submitting work.

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.

Upon Arrival

Upon arrival, all students will have their temperature checked with a touchless thermometer prior to entry into any school building. Staff will also conduct health screenings for any students who did not complete the online screening at home.

~~Health Screenings will need to be completed for all students and staff prior to entry into any school building. This currently includes a temperature reading with a touchless thermometer, a yes or no health questionnaire, and hand sanitizing. All staff will complete their screenings at home and complete an additional HR form upon arrival. Elementary and Middle School Students will complete on-site health screening at their schools each morning (details below). High School students will complete a health questionnaire from home each day and have temperatures checked by staff before entering the building.~~

Both staff and students who appear with symptoms during school hours will consult the school nurse. Students will be placed in an isolation room with a surgical mask on while they wait for their emergency contact to pick them up from school.

On-Site Health Screening Procedures

~~On-site health screenings take approximately one minute per student. Our class sizes will average 12 students and we will utilize multiple entrances for arrivals to reduce the impact screens may have on the start of school.~~

To keep schools safe, parents will not be allowed in the building during arrival.

PreK-Grade 8

- Students will be assigned to a pod and each pod will have a designated spot outside of school to meet each morning.
- Students will meet their teachers at the designated spot to have their temperatures taken ~~a health screening completed~~ outside of the school building by school staff.
 - Parents/Guardians of PreK-Grade 2 students may accompany students to their pod's meeting spot. ~~(and help answer screening questions). If possible, parents/guardians should wait until screenings are complete in case their student does not pass the health screening and needs to see their primary care provider.~~

High School

High School students and parents/guardians will be trained on how to self-screen at home.

- High School students will complete their screening at home via the PowerSchool form. ~~a Google form and their Chromebook.~~
- Upon arrival at school, students will check-in and have their temperature taken by school staff at the entry point to confirm screening is complete.

Once all students have had their temperatures taken, students are screened, ~~students who passed the screening~~ will proceed inside. Any students who ~~answer yes to any questions on the questionnaire and/or have~~ a fever of 100.4°F, will not be allowed to enter the school and will be released back to their parent/guardian.

- If a parent/guardian is still there, the student will be taken home with them.
- If a parent/guardian is not present, students will be sent to the nurse tent to have the nurse contact the parent/guardian for pick up.

Late Arrivals

Once pods go in, all exterior doors will be locked. Students will not be able to enter the school as Tardy after 10 AM.

- If an individual student is late, they will report to the main entrance where a temperature will be taken and a screening will happen (if it hasn't been completed online) at the entry checkpoint.
- If a whole bus of students is late, students will go to their pod's designated area outside where they will all complete temperature screening prior to entering the school building.

Isolation Room Procedures

All schools will have a designated room for students displaying COVID-like symptoms to isolate until parent/guardian pick-up.

- Only one student will be allowed in the isolation room at any given time.
- Students will have surgical masks placed on their faces.
- School nurses monitor students' symptoms as needed.
- A record of all students placed in the isolation room will be kept with documentation including the student's name, date, and time and the duration that the student was in the room.

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 the student up. Depending on a student's age and health status, a student could be released to walk or drive themselves home with parent/guardian verbal permission.

Return to School Policies

Guidelines for safe return to school in-person* following exclusion:

- Students and staff should be excluded from in-person activities until they are no longer considered contagious. Those excluded for respiratory symptoms (cough, shortness of breath, congestion, or runny nose) should see improvement before returning to school. *Staff may need to provide a "Fitness for Duty" form or a release note from the DOH/Health Care Provider to Human Resources prior to returning to work.*
- Students and staff with a fever greater than 100.4°F and no specific diagnosis should remain at home until they have a temperature of 99.5 F or less for 24 hours (per CDC guidelines) without the use of fever-reducing medications (i.e. ibuprofen, acetaminophen, etc.).
 - Temperatures must be monitored at home; notify the School Nurse if no thermometer is available.
- For those who tested positive or have been diagnosed with COVID-like symptoms, return to in-person activities will occur if 10 days have passed since symptoms started, AND they have remained fever free for 24 hours, AND cough or breathing symptoms are improving.
- Anyone who has been diagnosed with an illness or disease *other than COVID* should follow provider directions, treatment, and return guidance.
- Parents/guardians of students must consult with a primary care provider regarding symptoms upon exclusion. The School Nurse must be notified of the outcome of the primary care visit *prior* to school return.

**Note- ~~staff and~~ students may participate in school activities and education remotely if they are feeling well enough to do so. Schools will provide education to students both in-person and remotely.*

Cases of COVID-19 in School and Contact Tracing

Parents will be notified via the DOH if their child has been in contact with or is COVID-19 positive after a test. If there is a positive case in the District, the DOH will contact BSD and we will work with the DOH to conduct contact tracing to determine who else is at risk and must quarantine. The school health team will provide them with records of attendance and lists of who interacted with whom on specific dates and times to aid in the contact tracing process. The DOH will conduct the contact tracing and contact employees or parents/guardians of students directly affected by the person who is positive and will provide guidance to those individuals.

If COVID-19 is confirmed in a student or staff member, BSD will follow the AOE's *A Strong and Healthy Start* guidelines:

- 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 (see above).
- Communicate with staff and parents/caregivers with general information about the situation. It is critical to maintain confidentiality.

Following the contact tracing process, the DOH will instruct the District in how to proceed with sharing of information and we will be as transparent as we can by law. Decisions about school closure will be made based on guidance from the AOE.

BSD Employee COVID Handbook

The Center for Disease Control (CDC) and the DOH provided guidance to school administrators to inform the safe return to school in the fall. The BSD School Reopening Task Force and subcommittees have spent weeks planning the infrastructure to protect our staff to work safely. Each member's voice and independent lens has played a critical role in supporting the whole district. We developed an [HR BSD Employee COVID Handbook](#) that contains reopening information. This guide is an evolving document that will change as new information is received. After consulting the Employee COVID Handbook, staff with COVID-related questions should contact Erin Dye (edye@bsdvt.org).

Section 3: School Day Considerations

Athletics

Our Athletics department is planning to have fall sports this year in accordance with the new AOE [guidance around Athletics](#). Using this guidance, we [developed updates on each sport](#). The AOE guidance sets a universal start date for in-person practices and tryouts for the first day of school instruction, September 8.

Buses and Transportation

Limited bus transportation to and from school on Green Mountain Transit (GMT) busses will be available for BSD students. While GMT will be running their customary "School Trippers" routes (formerly known as neighborhood specials) to and from most district schools, please be advised that rider capacity is significantly reduced on GMT busses due to COVID-19 with a [maximum of 30 passengers allowed on 40' buses, 25 passengers on 35' buses, and 20 passengers](#)

on 30' buses (as of September 5, 2020). ~~18 passengers allowed on each bus (as of August 5, 2020).~~

Though capacity has increased in the last month, students and families are still strongly encouraged to seek alternative transportation whenever possible.

More information on School Trippers is available on the [GMT website](#).

BSD will continue to provide limited special transportation to and from school for students who qualify for special services under IDEA or ADA.

Pods, Physical Distancing, and Modified Layouts

Students and teachers in grades K-8 will be assigned to learning “pods” to allow for better physical distancing as well as easy contact tracing should a positive COVID-19 case arise in the building. ~~A learning pod model involves placing two adults in the classroom for the entirety of the day, as much as possible. This decreases: bringing new people into a classroom throughout the day, the reliance on substitutes, and the need for students to leave the classroom, thereby lowering the potential of sharing germs. Pods will range in size and will depend on the number of students who opt into the hybrid model.~~

A pod is an assigned group of people (adults and children total) that only interact with one another to prevent the spread of disease overall to the whole community and simplify contact-tracing efforts if necessary. There may be individuals in the school setting who are not designated to a specific pod and instead move between pods. This is safe on a limited basis as long as mitigation strategies are used (cleaning, hand washing, staying home when sick, wearing masks, and distancing when possible) and movements between pods are recorded for contact tracing.

What can a pod do or not do?

A pod can:

- Share playground equipment.
- Allow students to change desks or be grouped differently for small group instruction. Movement within pods is okay.

A pod cannot:

- Interact closely with other pods, including in-person activities, like playing outdoor games or going to recess together.

Physical Distancing and Modified Layouts

- Student desks will be spaced apart in the classroom.
- Tape marks will 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).
- Electronic devices, toys, books, musical instruments, games, or learning aids will not be shared.
- Students will remain in their pods throughout the school day in grades K-8, but some teachers (i.e., special education, English Learner, unified arts, etc.) will rotate across pods to provide instruction across multiple subjects, enrich our curricular offerings for students, provide specialized student supports and contractual preparation and lunchtime for classroom teachers.

PreK

Preschool students will return to school beginning on September 14, later than the District's school start date of September 8. Early Education classrooms are designed to offer young children a safe and joyful introduction to school. As we welcome your child to preschool this year, we will continue to offer nurturing and playful learning environments, guided by developmentally appropriate health and safety considerations related to COVID-19. Some of our new safety practices include reduced class sizes, mask-wearing by adults and children, frequent handwashing, more frequent disinfecting of toys and environments throughout the day, individual art tools and sensory materials.

We know that young children frequently need to be physically close to an adult for safety, emotional comfort, and help with self-care tasks. Our expectation is that preschool teachers will not be able to strictly observe the social distancing guidelines that are being practiced with older students. Teachers will continue to offer hugs to your child when they are sad, hold a hand to keep them safe and help with toileting tasks if needed. However, for everyone's safety, we will keep these periods of physical contact as brief as possible.

Preschool classroom environments are happiest when young children learn to play and develop friendships and community with other children. In fact, learning how to interact with others is the single most valuable experience that preschool offers. Therefore, although teachers will work to limit the number of children in spaces across the classroom, we will not be preventing children from playing together.

We recognize the trust you place in our teachers to care for your child's emotional and physical safety. Please find more information below and feel free to reach out to your child's teacher or to Stacie Curtis (scurtis@bsdvt.org) if you have any questions or concerns about our classroom practices.

- Teachers will contact families to arrange home visits (outside) to meet children and go over this year's schedule.
- Depending on developmental needs, some children will come to school two days a week and others may come three or four days.
- 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.
- We have created a developmentally appropriate curriculum that we will introduce to students with new vocabulary related to the health and safety guidelines. For example: What does Physical Distancing look like? What is 3-6 feet apart? Measuring using things around the classroom to see what 3 feet and 6 feet looks like.
- We are working on internal guidance related to possible short and/or long-term individual classroom closures. We have developed a curriculum for going Fully Remote as needed for up to nine total weeks, including for shorter-term closures due to possible staffing shortages or COVID precautions. ***This may mean that one particular classroom needs to close for a day but the rest of the school or district is still open.***

Electronic Devices

All BSD students will be issued District-devices to support learning this school year. Students grades PreK-2 will receive iPads, and students grades 3-12 will receive Chromebooks. Full remote-learning students are asked to pick up their devices the Friday before the first day of school. For students in the hybrid model, Middle School and High School Students will receive their devices on the first day of school. K-5 will practice with their devices in-school for a few weeks so they can learn how to use the tools before being allowed to take their devices home. (In the meantime, we will have students bring hard copies of work from class home in the remote days.) 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/Guardians upon Parent/Guardian arrival.

*Students may not return to school for the rest of the day after they have left the school building.

Hand Hygiene

BSD will be following the AOE and CDC guidelines for hand hygiene. Below is the direct language from the AOE guidance, *A Strong and Healthy Start*.

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:
 - 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
- Proper handwashing includes washing 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 handwashing can be found on the [CDC website](#).
- After assisting students with hand washing, staff should also wash their hands.

Facial Coverings and Personal Protective Equipment

Per the the AOE's *A Strong and Healthy Start* 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. 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](#).

Cloth masks in various sizes will be provided to all students and staff. Students and staff can provide their own masks as long as masks **meet the requirements below. covers their nose, mouth, and chin. Bandanas are not acceptable.** We will have extra masks at every school in case anyone forgets their mask at home or needs one for any other reason.

What types of masks are and are not allowed?

- 2-ply, cloth face coverings are required for all staff and students.
- When you blow air (like blowing out a candle) with your hand in front of your mask, you should not be able to feel any wind on your hand. ***If you do, your mask is too thin, not effective, and should not be worn.***
- Gaiters and bandanas **are not allowed.** (Athletic Gaiters issued by BSD are allowed for after school athletic use only, not during the school day).
- Masks with one-way valves or vents do not prevent the person wearing the mask from transmitting COVID-19 to others; these are not allowed and should not be worn by students or staff.

When is it ok to take masks off?

- When alone in a room/office you may take your mask off.
- If you are at least six feet away from others and taking a mask break for less than 15 minutes.
- When eating **and** safely distanced six feet away from others.

Proper Mask Wearing: see image from UVM Medical Center. →

- Snug Over the nose.
- Snug Under the chin.
- Flush to the face at sides.
- NOT under the nose, above or under the chin.

What are the parameters for mask breaks?

Each school will have mask breaks for students and staff throughout the day. It is preferable to take mask breaks outside, but it is possible to take them indoors if necessary. In both settings, students and teachers who take mask breaks should remain at least six feet apart and limit the break to under 15 minutes.

What happens when a mask gets wet/dirty/damaged?

Educators should have the student remove the mask, store it separately in their belongings, and replace it with a second mask. Schools will have extra facial coverings available for students and staff.

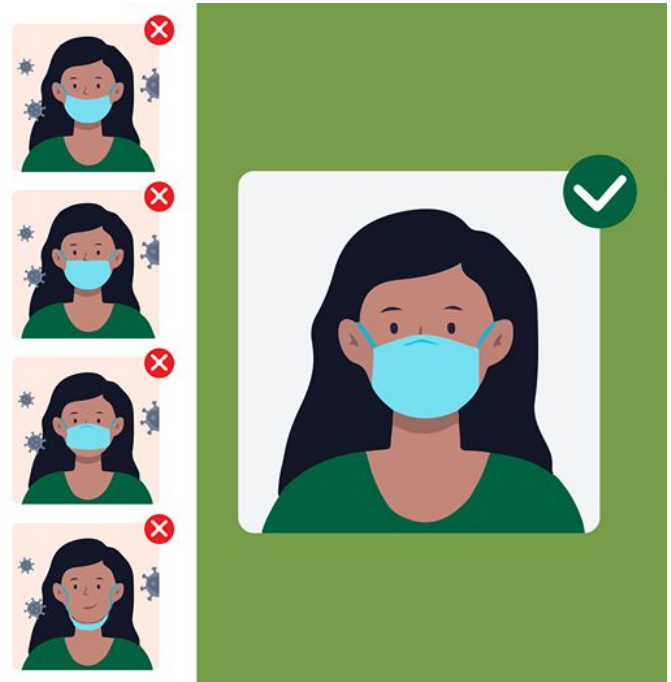
Masks will not be worn while eating meals; students will all need to be seated and physically distanced from others in the same room (or outside). For outside active play and movement activities, masks must remain on. The only time masks can come off outside is during mask breaks when ~~can be off as long as appropriate~~ physical distancing of six feet is being practiced.

Meals During the School Day

The Burlington School Food Project (BSFP) is looking forward to welcoming students back! Meals will look different this year, but BSFP is committed to ensuring access to nutritious meals year-round. Please find more information below or feel free to review our entire [Procedures for Managing Food Allergies and Classroom Dining](#).

Breakfast

- Breakfast will continue to be provided free to all students at all sites.
- All PreK-8 breakfasts will be delivered by BSFP to classrooms. They will be handed out by teachers and eaten during the time designated.
- High School breakfast will be set up as a grab-and-go at the entry doors at the start of the school day. A similar setup will be provided at BTC, ONTOP, and Horizon.



Lunch

- Lunch will be delivered directly to all PreK-2nd Grade classrooms by BSFP. All other students will walk to the cafeteria to pick up their meal and **return to their classrooms to eat.**
- We are working with building administrators to ensure proper physical distancing and safety through staggered meal times and allowing for appropriate spacing in lines.
- Families that pay full price will be asked to keep funds on their accounts to cover the cost of these meals as we will not be accepting cash in line.

Supper

- Supper will be served after the completion of the school day at the schools which provide after-school programming, and at the District-run Miller Center Childcare center.

Snacks and Meals Protocol - Food Allergens

Because we are eating in the classroom, we ask those who are packing snacks and/or meals from home to be mindful of classroom food allergies that do exist in the school setting. These allergies include but are not limited to:

- Peanuts
- Tree Nuts (Cashews, Almonds, Hazelnuts, Walnuts, Pecans, Pistachios, Coconut, Brazil Nuts)
- Strawberries
- Shellfish
- Sesame
- Sunflower seeds
- Dairy
- Egg
- Wheat
- Soy

We will [send a letter](#) to all families in any classroom where a food allergy is present. Those who need assistance identifying whether their snacks are free from classroom allergens should contact a school nurse or our district dietitian, Heather Torrey (htorrey@bsdvt.org).

Classroom Celebrations:

Please think about non-food options when planning or contributing to classroom celebrations. In addition to students with severe food allergies, we also have students with food intolerances, religious dietary preferences/practices, and chronic health conditions that exclude them from participating in food-based celebrations. Please be mindful so that ALL students can be included fully in classroom celebrations. If your celebration must have a food item, please contact the BSD food service department to arrange for options that can be purchased through and delivered by the school kitchen team.

Food Access on Non-Instructional Days

BSFP is committed to providing meals for all of our students. We plan to provide meals that can be picked up ~~at the end of a student's scheduled in-person day, to be taken home~~ for PreK-8 at the drop off point at all schools prior to their health checks. Take-home meals at BHS will be available to students to take home at the end of the day. We will provide access to breakfast, lunch, **snack**, and supper for each day that a student is learning remotely. If a student is learning remotely everyday, meals will be available for pickup at your child's school, or arrangements for delivery can be discussed. A parent may pick up meals on behalf of their child. **Weekend meals will also be available from your child's school on their last weekly school day, and we are working to plan several community food drops that will provide meal boxes for multiple days. These community drops will be able to provide for ALL children under the age of 19.**

Expanded Learning Opportunities (Afterschool)

Burlington Kids (K-5)

Program Hours:

- Dismissal to 5:30 p.m.
- We will offer staggered pick-up time options beginning at 4 p.m. and families will need to adhere to new dismissal protocols:
 - Parents/Guardians will be asked to sign up for a scheduled pick-up time slot (4:00- 4:30, 4:30-5:00, or 5:00-5:30) and will call or text the program cell phone when arriving for pick up. Staff will bring students down from the classroom to the pick-up area to meet parents/guardians.
 - Signs will be posted at all entrances clearly indicating that no one may enter if they have symptoms of respiratory illness.
 - Outside of an emergency, **no parents/guardians should come into the school building.**
 - Parents/Guardians will be asked to maintain social distancing at pick-up while waiting for their child(ren).
 - Parents/Guardians will be asked to wear a mask at pick-up, even if not entering the building.
 - Parents/Guardians will be encouraged to have the same person pick up students daily.
 - Parents/Guardians who are self-quarantining due to close contact with a COVID-19 positive individual should **NOT** do pick-up.
 - Parents/Guardians will be asked to pick-up at their scheduled pick-up time (if you are unable to pick up during your scheduled window please contact your site director).
 - **Parents/Guardians will need to ensure there is one person available to immediately pick up the student from the program if they have developed any symptoms.**

Program Structure:

- The program and its activities will adhere to DOH guidelines.
- To limit large groups and cross-group interaction, **the program will group afterschool students in their school day “pods.” We will try to the best of our ability to have students remain in their school-day classroom with other afterschool students from that class for the duration of the program, however, in the event a classroom pod has a small number of students, those students may be added to another pod in the same grade level. Parents will be notified if pods will be combined.**
 - All activities will take place in this classroom “pod” or outside, including supper.
- Students may only participate in afterschool if they are physically attending school that day. Therefore, if a student is home for any reason that day, they may not participate in afterschool that day.

Activities:

- There will be dedicated daily academic time and an opportunity for students to help design and decide on the types of enrichment subject-areas we will explore.

Middle and High School

Program Hours:

- In-person dismissal to 5:00 p.m.
- Virtual programming hours may vary depending on activity schedule.

Program Structure:

- All activities will adhere to DOH guidelines.
- Program activities will be a mixture of in-person and virtual options.
- In-person activities will be limited to small groups and the program will work to keep students in their same school day pods where possible.
- Students may only participate in the in-person afterschool activities if they are physically attending school that day. Therefore, if a student is home for any reason that day, they may not participate in the in-person afterschool activities that day.

Activities:

- A broad range of in-person and virtual activities will be provided to students.
- Homework Help will be offered daily both in-person and virtually.

Support for Students with Special Health and Educational Needs

BSD will prioritize services for students with Individualized Education Programs (IEP) by providing the opportunity to choose in-person learning four days per week. Whether in school buildings or in virtual settings, students with disabilities will receive services and accommodations as determined by the student's 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 and revise the student's plan to determine what accommodations and modifications to services, if any, are required in the in-person, hybrid, and fully remote learning environment. This will enable us to better serve our students if schools are required to close or shorten the number of days students may attend each week. Additionally, IEP teams will review each student's progress to determine if any additional changes are necessary for the student to make reasonable growth in the coming school year. Our goal is to complete the review of all IEPs by September 30, 2020. Guidance has been provided by the AOE describing [considerations for IEPs in the fall of 2020](#).

Students with IEPs will be included in instruction with peers whenever possible. When learning in-person or hybrid modalities, this instruction will be provided primarily by the classroom teacher. Special education services that can be provided, such as redirection, pre-teaching, and social/emotional support in the classroom will be offered in that setting. When students with IEPs require a smaller setting to access specialized instruction, this will be offered during a time that will not impede his/her learning with peers.

Students with IEPs who will learn in the fully remote setting will receive instruction from classroom teachers. Special education services will be provided by special education staff during the school day as determined by the student's program during times best calculated not to disrupt learning with peers as much as possible.

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 disabilities 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 the curriculum in the hybrid, building-based, and virtual learning modalities.

Students with disabilities under IDEA and ADA will be provided with the same choice for online instruction as offered to students without disabilities. 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.~~

Support for EL Students

Students who are English Learners (EL) may experience challenges in accessing learning in the hybrid model. BSD will prioritize services for these students by allowing EL students access to in-person educational services four days per week. EL students may also choose to access learning in the hybrid, alternating day model.

- EL teachers will meet with students **within** at least one pod (elementary and middle school level) or sheltered EL class (HS level).
- Additionally, EL teachers will meet with SOME students outside of their assigned pods in either in person or remote small groups based on need (eg, WIDA level).

- EVERY student identified as EL will have the support of an EL teacher for at least one “unit” (time period, block) during the school day each day.
- EL teachers and their classroom teacher colleagues will review the lists of all students in their pods, and exchange ideas about how to support both learning and language acquisition for all students. Collaboration and co-teaching will be the norm for all students, while extra support will be offered to some EL students based on needs.

Section 4: Student Achievement

Curriculum Expectations

Students who attend school in both the hybrid and full-time remote learning models will receive high-quality instruction delivered by Vermont certified educators. Curriculum units of study will be aligned with the VT adopted standards and include opportunities for students to engage in learning experiences that connect to transferable skills. Both models are being developed to align with the VT guidelines for instructional time. 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).

Learning Expectations for Hybrid Model

Most students will receive in-person learning two days a week and remote learning three days a week. In-person learning will focus on standards-based instruction and skills development along with learning that sets students up for the application of deeper learning or project-based learning during the remote learning days.

During remote learning days, school staff will conference with students daily and students will be asked to collaborate with their peers and to complete projects and other deeper learning activities that require standards-based reading, writing, and math skills. Skill-based lessons will also be available for students to access on their own time and at their own pace since the teacher will be engaged in-person instruction with the other half of their class. Remote learning lessons may include both offline (books, project materials, etc.) and online instruction (such as videos, databases, and other virtual tools). Students will be expected to use common digital platforms including Seesaw, Google Classroom, and Unified Classroom to access remote learning plans.

On Wednesday when all students are learning remotely, teachers will conference with students, meet with families, and plan for future learning activities with colleagues. The remote day will include a schedule with an entire day of learning.

Sample schedules for in-person learning days can be found in Appendix A. Please note that these are draft, sample schedules that will be tailored at both the school and grade level - they are intended to provide an overview to families of what is included in a day of learning and do not represent exact times or orders of classes.

~~After parents/guardians complete our BSD Enrollment Preferences survey, we will provide more details and sample schedules for remote learning days.~~

Learning Expectations for Full-Time Remote Learners

The full remote learning model will require students to access all learning in a virtual environment using the district provided device (iPad or Chromebook). K-8 students will receive instruction from BSD staff. Students in grades 9-12 will participate in the Vermont Virtual Learning Collaborative.

- Students should expect to be engaged five days per week through a combination of live real-time instruction with their classmates and teacher, small group activities with their classmates, and independent learning.
- We will help students develop routines by establishing daily expectations, including tracking classroom attendance and completion of assignments.
- To help students engage more easily in online learning, all students will use specific grade level assigned learning systems (Seesaw, Google Classroom and Canvas) while learning at home.

Grading, Testing, Attendance

Teachers will provide grade-level instruction based on state and national standards that are aligned with BSD adjusted curriculum maps and scope/sequence documents. Students will receive grades/credit for their work. Teachers will share grade/course level grading expectations at the start of the school year. Parents can expect regular reporting of student progress including end of term report cards.

Unlike in the Spring when we were looking for weekly engagement, *there will be an expectation for communication regarding daily attendance between parents and school. Attendance will be taken for all students, five days per week. Students will be marked absent or present each day whether they are learning remotely or in person at the school building.*

Section 5: Operational and Facilities Considerations

Cleaning and Disinfecting

BSD is committed to maintaining clean and healthy school environments for our students and staff members. To this end, BSD 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 BSD 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.

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 singing and music that involves woodwind or brass instruments.
- Playgrounds:
 - During the School Day, Students may use playground equipment only under the following conditions:
 - Plastic and metal playground equipment will be cleaned frequently and routinely over the course of each day.
 - Staff will enforce physical distancing during playground play.
 - Hand washing/sanitizing stations will be set up on the playground.
 - The public may use school grounds, but may not use school buildings, including restrooms.
 - Signs will be posted requiring the wearing of facial coverings and physical distancing.
 - During Afterschool, playgrounds will be closed to the public and only available for students enrolled and participating in District afterschool programs.

Student Teachers

Student teachers will be present in BSD 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 BSD employee onboarding process and training, and will be required to complete daily health screenings, as well as adhere to all precautions/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, or other services deemed necessary, 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.

Building Considerations/Modifications

The district is making many modifications to our schools and facilities to provide a safe and health environment for students and staff, and to comply with federal and state guidance. The following are examples of changes or adjustments that we have made:

- Setting classroom capacity limits set to ensure proper social distancing that are aligned with guidance from federal and state authorities.
- Removing furniture and other items from classrooms to provide open space for social distancing.
- Installing plexiglass barriers to allow for wellness, provision of special services and EL services, closer student support, and visibility.
- Limiting use of lockers while providing individual storage bins for storing student coats and belongings in the classroom during the school day as needed.
- Replacing commonly used soft-cushioned furniture with hard-surface furniture to allow for surface cleaning.
- Posting signage in multiple languages that direct movement, provide reference points for proper social distancing, instructions for proper handwashing, and other important information and direction.
- Modifying school schedules to maximize learning time and provide for social distancing.
- Repurposing our gymnasiums, auditoriums, and cafeterias.
- Moving breakfast and lunch to classrooms.
- Raising tents at each school and program site to allow for outdoor classroom instruction.
- Suspending large gatherings until the COVID-19 crisis has passed.
- All ventilation systems have been inspected to confirm that they are operating properly.
- All ventilation systems have been running at full capacity, drawing in outside air, around the clock.
- All air filters have been replaced and will continue to be replaced at regular intervals. Where possible, a higher level of filtration will be utilized.
- Air purifiers have been purchased for installation at strategic locations in our buildings to further improve air quality.
- Window fans have been purchased for installation in certain classrooms and other locations to improve airflow by drawing in outside air.

Is the air being tested?

No. Air quality testing is a complex and time consuming process performed by specially trained staff. It would require months to test air quality throughout all BSD buildings. Safety guidance does envision air quality testing, nor could it be implemented in a timely manner.

What can I do to improve ventilation in my space?

We are encouraging teachers and staff to keep windows and doors open whenever possible, but not to open windows or doors if they pose a safety or health risk (e.g., risk of falling, noise or triggering asthma symptoms). Do not place materials over air vents or block air ducts.

~~BSD 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.~~

Section 6: Additional Considerations

Social-Emotional Health of Staff and Students

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 an ABCAB will support whole student health (including food access for physical health as well as social-emotional stability) by providing two school days spread throughout the week.

A small workgroup representative of guidance counselors, social workers, and a school psychologist will create a District plan for social-emotional assessment throughout the school year. Our hope is that this assessment will help identify and meet the needs of those who may require additional support services.

BSD recognizes that social-emotional health and well-being of 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 state’s [Invest EAP](#) program at all times. We are also partnering with the Northeastern Family Institute, VT (NFI VT) to provide high-quality professional development for all BSD faculty and staff members on self-care and social-emotional well-being for BSD employees during these extraordinary times.

To address students’ overall well-being, BSD 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

We understand the hybrid model creates hardships for families and may impact some families more than others. We are currently working with the City of Burlington and community partners to determine possibilities for child care (K-5) on remote learning days. The capacity of any program(s) we develop may be limited due to staffing (District staff will be working in the schools) and health-related considerations (exercising caution when mixing student pods, adequate space, etc.). There are a growing number of community programs that may be available now to families. Parents are encouraged to visit the City of Burlington's [School Day Child Care and Camps](#) webpage to find a list of possible child care options or school day programming provided by local community organizations. The District is developing a child care program that is currently prioritizing District staff, so our teachers may remain in the classroom, however, we hope to expand the program in the future.

Communication Systems

BSD 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 updated FAQ documents and will continue to update our reopening guidance as more information becomes available.

This information will be sent to families via email and/or phone messages and will be posted on social media, and various locations on the BSD website, including the [Reopening Taskforce webpage](#). We are committed to utilizing District resources and Multilingual Liaison support to ensure we are reaching all families in an equitable manner.

Resources for Parents

- UVM Spread Facts, Not COVID-19 Initiative
 - [Living in the Here and Now with COVID-19](#)
 - [Kids and Masks](#) (4-part video series)
 - [Caring for Your Grandchildren? Set Yourself Up for Success](#)
 - [Opioid Recovery During COVID-19](#) (Recovery Vermont, Turning Point, and Howard Center)
- [10 Things Families Can Do Now to Prepare for School Reopening](#)
- CDC Posters:
 - [Symptoms of COVID](#)
 - [10 Ways to Manage COVID-like Symptoms at Home](#)
 - Both posters available [in various languages](#)

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Appendix A: Sample **In-person** Learning Schedules

Sample Elementary In-Person and Remote Learning Schedule

**Please note that times are provided as a sample schedule and that actual schedules will vary, depending on the grade level and school.*

Time*	In-Person Learning	Hybrid Remote Learning - "A" or "B" Days (See next page for Wednesday "C" Day)
7:45 - 8:10	Welcome & Health Screening	Get Ready to Start the Day
8:10- 8:30	Handwashing, Breakfast, Morning Meeting	Morning Meeting Students join Google Meet with In-Person Class when possible
8:30 - 9:30	Math	Math - Learning target extension and/or practice from in person learning.
9:30 - 9:45	Handwashing Snack Break	Break
9:45 - 11:15	Literacy Block	Literacy - Learning target extension and/or practice from in person learning.
11:15 - 11:30	Recess	Brain Break
11:45- 12:15	Lunch	Lunch
12:15 - 1:00	Specials	Outdoor play
1:00 - 1:45	Writing	Writing
1:45-2:30	Social Studies/Science	Social Studies/Science Integrated Lesson or Project
2:30 - 2:45	Closing Circle/Pack up	

Sample Elementary Wednesday Remote Learning Schedule

Time	Hybrid Remote Learning (Wednesdays)
7:45	Get Ready to Start the Day
8:00-9:00	Office Hours - Families check in with teachers
9:00-10:00	All Students - Virtual Morning Meeting ~ Setting Learning Expectations for the Day
<p>Students will work independently on assignments for the remainder of the day. Teachers will be involved in staff and team meetings to plan for student learning.</p>	
10:00-2:30	Math - Learning target extension and/or practice from in person learning.
	Break
	Literacy - Learning target extension and/or practice from in person learning.
	Lunch
	Brain Break & Outdoor play
	Writing
	Social Studies/Science Integrated Lesson or Project

Sample Middle School In-Person and Remote Learning Schedule

	In-Person Learning	Remote Learning
Time	Activity	2 hours & 30 minutes?
8:00-8:10	Welcome & Health Screening	
8:10- 8:40	Advisory Time/Snack	Student can virtually join advisory
8:30 - 9:45	Math	Math application assigned by teacher Student can access math support/intervention via google meet
9:45-10:15	Physical Education Class	Movement Break
10:15 - 11:25	Science	Science Students will work off of Science menu/small group work
11:25-12:10	Lunch	Lunch
12:10-1:20	Humanities	Humanities
1:20-2:25	Unified Arts	Unified Arts (Spanish, Music, Band, Strings)
2:25-3:00	Enrichment/Wrap Up	Unified Arts

*Movement, bathroom and hand washing breaks will be built into the routines in each block of time.

Burlington Technical Center Draft Schedule

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-9:35	<u>Students:</u> Sending school time, Screening, Travel time <u>Staff:</u> Instructional Planning time	<u>Students:</u> Sending school time, Screening, Travel time <u>Staff:</u> Instructional Planning time	<u>Staff:</u> Instructional Planning time & Staff Meeting(s)	<u>Students:</u> Sending school time, Screening, Travel time <u>Staff:</u> Instructional Planning time	<u>Students:</u> Sending school time, Screening, Travel time <u>Staff:</u> Instructional Planning time
9:35-9:45	Hand Washing Student Check-in	Hand Washing Student Check-in	Office Hours/Student Check-in for	Hand Washing Student Check-in	Hand Washing Student Check-in
9:46-11:47	In-Person Learning (A-K) Remote Learning (L-Z)	In-Person Learning (A-K) Remote Learning (L-Z)	Program time and support (A-Z)	In-Person Learning (A-K) Remote Learning (L-Z)	In-Person Learning (A-K) Remote Learning (L-Z)
11:48-12:09	Teacher Lunch	Teacher Lunch	Teacher Lunch	Teacher Lunch	Teacher Lunch
12:09-12:19	Hand Washing Student Check-in	Hand Washing Student Check-in	Program time and support (A-Z)	Hand Washing Student Check-in	Hand Washing Student Check-in
12:20-2:21	In-Person Learning (L-Z) Remote Learning (A-K)	In-Person Learning (L-Z) Remote Learning (A-K)		In-Person Learning (L-Z) Remote Learning (A-K)	In-Person Learning (L-Z) Remote Learning (A-K)


BHS Bell Schedule

Time	A Day: Monday/Thursday B Day: Tuesday/Friday
7:30 - 8:20	Health Screenings/Breakfast/ Homeroom
8:30 - 9:45	Block 1
9:55 - 11:10	Block 2
11:20 - 12:20	Lunch/Homeroom/Check-In
12:30 - 1:45	Block 3
1:55 - 3:10	Block 4
3:10 - 3:25	CallBack/ Office Hours/Supper
3:30 Start	Homework Center/Afterschool Activities/ Athletics/ Clubs/Courses

Time	Wednesday Virtual/At Home
10:40 - 11:10	Homeroom/Check-In
11:15 - 12:00	Block 1
12:05 - 12:50	Block 2
12:50 - 1:20	Lunch
1:25 - 2:10	Block 3
2:15 - 3:00	Block 4

Burlington Technical Center

Morning Session: 9:35 - 11:47 am

Afternoon Session: 12:09 - 2:21pm