Safely and Successfully
Reopening ACSD Schools

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Dear Addison Central School District Community,

This ACSD Reentry Plan is designed with the vision of providing what each student needs in our community through the different potential phases of learning that we will face over the 2020-2021 academic year. It was developed through the work of students, parents, educators, and leaders as part of our ACSD COVID-19 Recovery Plan, and represents our belief in developing systems that support the individual needs of students and families in ACSD.

We know that we are stronger together, as has been evidenced over the course of this pandemic as our community has come together to support student learning and success. The challenges we face will continue to be present over the next year, with families navigating considerable changes to work, childcare, and services that are tied to guidance from the state of Vermont during this crisis. This plan is designed with students and families and their unique needs at its core.

I want to thank the entire ACSD community for providing valuable feedback on the numerous surveys we’ve released, for helping us design the systems and structures necessary to have a strong start in the fall, and for being so committed to our students’ success. I look forward to continuing to work together to provide what’s best for our students.

Sincerely,

Peter Burrows, D.Ed.
Superintendent
Addison Central School District
The health and safety of our students and of all employees in the ACSD community are of utmost importance to us. The following vision, systems and processes we have built to ensure a safe and healthy return to school have been designed in compliance with the Safety and Health Guidance for Reopening Schools published by the VT Agency of Education and the VT Department of Health. As the COVID-19 context changes and State guidelines evolve, the plans presented here may shift as well.

On the following pages, we will discuss what education within the ACSD will look like as we transition (or not) through the various steps and phases of school reentry. Throughout all phases of learning and reentry, however, we are committed to the following priorities:

- The health, safety, and social emotional well-being of all students and staff
- Student academic growth and achievement
- Community-focused, clear communication and engagement

**Instructional Vision**
We envision a strengths-based, challenging, universally-designed system of education that emphasizes purposeful, timely engagement and that balances learning across social, emotional, academic, and enrichment domains. The system must be designed for equity, maximizing access and support for all learners to be successful, and it must be flexible enough to work for students, families, and educators through uncertain times.

**Community Survey Priorities**
Our ACSD Fall Planning Survey asked respondents to share their thoughts and concerns about learning and school reentry in the context of COVID-19. Those responding to the survey ranked the following priorities (by percentage) as either ‘Important’ or ‘Very Important.’

1. Equity of student access (to learning) and opportunity (95%)
2. Opportunities to socialize with peers (94%)
3. Mental health needs/social-emotional supports and counseling services (94%)
4. Providing families with an opt-out choice for returning to school buildings (86%)
5. Access to enrichment – arts, sports, extracurriculars (84%)
6. Staggered recess and lunch times to reduce crowding (82%)
7. Limited classroom seating [in order] to maintain social distancing (81%)
8. Small cohort models (keeping the same students together as much as possible to minimize number of contacts) (79%)
9. Support related to students’ special needs (includes Special Education, ELL services, etc. (72%)
10. Student nutritional needs (72%)
11. Staggered drop-off and pick up times to reduce crowding (65%)
12. Staggered school-day schedule to reduce crowding of total students in the building (63%)
Vermont state guidelines have broken the potential return to school and in-person learning into three steps:

**Step I:** Schools are closed for in-person instruction. Remote learning opportunities should be provided for all students. Support for student services such as school meal programs should continue as feasible.

**Step II:** Schools are open for in-person instruction with enhanced physical distancing measures; and for children who live in the local geographic area only.

**Step III:** Schools are open for in-person instruction with physical distancing measures. Attendance is restricted to children who live in limited transmission areas (e.g. other Step III areas) only.

The table below maps Vermont’s reentry steps to ACSD’s phases of reentry.

<table>
<thead>
<tr>
<th>Step and Phases of Reentry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step I</strong></td>
</tr>
<tr>
<td><strong>Step I, Phase 1</strong></td>
</tr>
<tr>
<td>is the most restrictive. In this phase, there is no in-person learning. Instruction is entirely designed for off-site learning, balancing screen time with offline learning engagements.</td>
</tr>
</tbody>
</table>

| **Step II**                 |
| **Step II, Phase 2**        |
| allows for isolated small groups, prioritizing on-site instruction for students who may require additional support for equitable access to education. Instruction is primarily designed for off-site learning, balancing screen time with offline learning engagements. |

| **Step II**                 |
| **Step II, Phase 3**        |
| opens schools to a portion of the student body. Conditions for on-site learning are driven by restrictions as directed by the State of Vermont. This includes classrooms with fewer students, altered schedules, and a mix of both on-site and off-site learning. Instruction is designed for universal access to accommodate remote learning and maximize in-person time with students. |

| **Step III**                |
| **Step III, Phase 4**       |
| is a full return to school with physical distancing, as directed by the State of Vermont. Instruction is designed for on-site learning, accommodating short and long term absences as needed. |

As of the publication date of this document, State guidelines have directed all school districts to open schools at Step II. ACSD will be opening schools on September 8th for students at Step II, Phase 3.
The health and safety objectives for all ACSD schools during the coming year, based on the most recent guidance from the Vermont Department of Health, Vermont Agency of Education, and Centers for Disease Control, include:

1. Decreasing the risk of individuals infected with COVID-19 from entering school buildings through effective public health education and prevention.
2. Decreasing the transmission of COVID-19 among staff members and students through effective public health education and prevention measures.
3. Quickly identifying individuals infected with COVID-19 and putting containment procedures in place to minimize the impact on students, staff, and the educational process.
4. Ensuring that the special health and safety needs of students with physical, emotional, and behavioral concerns are thoroughly addressed in a fair and equitable manner.
5. Communicating regularly with staff, students, families, and the community to provide assurances that schools are working to keep students and staff safe and healthy.
6. Ensuring that COVID-19 health guidance safeguards and promotes an equitable educational experience for all students.
7. Preparing to transition smoothly between the steps and phases of reopening the schools for the 2020-21 school year in the context of COVID-19.

There are some basic safety practices that will enable us to bring students and staff together in the school environment safely and sensibly. These practices include:

- Proper hand hygiene
- Wearing facial coverings
- Daily screening for symptoms
- Protecting the integrity of a cohort (specific group of students)
- Cleaning/disinfecting school buildings and supplies
- Avoiding the sharing of supplies and materials
- Limiting group sizes
- Maintaining physical distancing

It is not a single mitigation strategy, but a combination of all these strategies together that will substantially reduce the risk of transmission of illness. No single strategy will ever be perfect, but all of these strategies combined will significantly help to reduce risk.

*Note: All Health and Safety Guidance is for Step II reentry based on VT AOE/VDH guidelines unless otherwise noted. Unless noted, guidelines remain the same for Step III entry. Please see above for details on the Steps.

These Health and Safety guidelines will be continually revisited and edited as needed as we learn more about COVID-19 and what it means for keeping everyone in our schools safe.
The following considerations/topics are addressed in the chart below. If you have questions about topics that are not addressed here, please contact our school nurse, Kelly Landwehr. Kelly will look into your question and get back to you with the information you are looking for.

Health & Safety Considerations/Topics

- Physical Distancing
- Communal Spaces
- Food Services Health And Safety Guidance
- Volunteers And Visitors
- Health Screening For Staff, Students, And Visitors
- Stay Home When Sick: Inclusion/Exclusion Guidelines
- Cases Of Covid-19 In School
- Students With Special Health Needs
- Buses And Transportation
- Student Drop-off And Pick-up/Arrival And Departure
- Hand Hygiene
- Facial Coverings
- Personal Protective Equipment (Ppe)
- Group Size
- Integrity Of Cohort/Pod/Group
- Sharing Of Learning Supplies And Materials
- Large Group Activities
- Field Trips
- Contact Tracing
- General Building Considerations And Modifications
- Mental Health Supports And Social Emotional Health Of Students, Staff, And Families
- Respiratory Hygiene/Cough Etiquette
- Cleaning And Disinfecting
## ACSD Health and Safety Considerations per School

### Reentry Phases

Further information for each Consideration can be found in the ACSD Comprehensive Health and Safety Guidelines

**Frequently used abbreviations**  
*VDH-Vermont Department of Health  *CDC-Centers for Disease Control

<table>
<thead>
<tr>
<th>Health &amp; Safety Consideration</th>
<th>Phase 1</th>
<th>Phase 2 &amp; 3</th>
<th>Phase 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Distancing</strong></td>
<td>Not applicable since schools are closed.</td>
<td>It is recommended that staff and students remain 6’ apart (3’ for PreK - grade 5 students).</td>
<td>It is recommended that staff and students remain 6’ apart (3’ for PreK - grade 5 students). Schools will do their best to comply with this recommendation in order to provide for maximal physical distancing in any given situation.</td>
</tr>
<tr>
<td><strong>Communal Spaces</strong></td>
<td>Not applicable since schools are closed.</td>
<td>Shared spaces such as staff lounges must remain closed. Gymnasiums, libraries, cafeterias &amp; etc. will be closed for their intended use. See detailed guidelines.</td>
<td>Use of shared spaces such as staff lounges will be discouraged. Gymnasium, libraries, and cafeterias may be utilized for their intended use, provided all health guidelines are followed. See detailed guidelines.</td>
</tr>
<tr>
<td><strong>Food Services Health &amp; Safety Considerations</strong></td>
<td>Student access to school meals will be provided at home.</td>
<td>Students will eat meals in their classrooms. See detailed guidelines.</td>
<td>Students may eat meals in the cafeteria. Staggered use, physical distancing, and proper cleaning between use will be enforced.</td>
</tr>
<tr>
<td>Volunteers &amp; Visitors</td>
<td>School buildings will be closed to all visitors.</td>
<td>There will be no outside visitors and volunteers allowed into school buildings, except for employees or contracted service providers for the purpose of special education or required support services, as authorized by the school or district.</td>
<td>Access to school buildings by outside visitors and volunteers will be minimized, except for employees or contracted service providers for the purpose of special education or required support services, as authorized by the school or district. Parent/family visits should occur remotely when possible. If in-person visits are necessary, they should be held in the school office only, and prearranged in advance.</td>
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</tr>
<tr>
<td>Health Screening including temperature check</td>
<td>Anyone accessing school buildings must have a health screening.</td>
<td>Required for all students, staff, &amp; visitors. Student screenings should be completed at home with verification; visitor screenings will be done at the school entrance. Staff screenings should be done at home with documentation.</td>
<td></td>
</tr>
<tr>
<td>Inclusion/Exclusion Guidelines—Stay home When Sick Guidelines</td>
<td>Not applicable since schools are closed.</td>
<td>All staff and students exhibiting COVID-19 symptoms will be sent home and/or asked to stay home. See detailed guidelines for more info. All staff and students will require medical clearance to return to school.</td>
<td></td>
</tr>
<tr>
<td>Cases of COVID-19 in School</td>
<td>Not applicable since schools are closed.</td>
<td>ACSD will follow VDH recommendations on school exclusion, quarantine, contact tracing, cleaning &amp; etc.. See detailed guidelines.</td>
<td></td>
</tr>
<tr>
<td>Students With Special Health Needs</td>
<td>Since schools are closed, students will be learning from home. Our nursing staff will check in with families as needed.</td>
<td>Decisions on whether students should return to school or learn remotely will be made on a case-by-case basis utilizing a team approach that includes family, the school nurse, the student’s healthcare provider, and any other appropriate staff.</td>
<td></td>
</tr>
<tr>
<td><strong>Bus Travel</strong></td>
<td>Not applicable since schools are closed.</td>
<td>VDH and AOE infection control guidelines will be in place and will include mandatory facial coverings, physical distancing, hand hygiene, etc. See detailed guidelines.</td>
<td></td>
</tr>
<tr>
<td><strong>Student Drop-Off and Pick-Up</strong></td>
<td>Not applicable since schools are closed.</td>
<td>Each school will implement systems to ensure student and staff safety based on VDH health and safety guidelines. See detailed guidelines.</td>
<td></td>
</tr>
<tr>
<td><strong>Hand Hygiene</strong></td>
<td>All staff and students will be taught proper hand hygiene.</td>
<td>All staff and students will be taught proper hand hygiene. All staff, students and visitors will be expected to exercise proper hand hygiene upon entering and exiting school buildings; and at appropriate times throughout the day.</td>
<td></td>
</tr>
<tr>
<td><strong>Facial Coverings</strong></td>
<td>Anyone accessing school buildings must wear a facial covering.</td>
<td>All staff and students are required to wear facial coverings when indoors and when 6’ physical distancing measures cannot be maintained. See detailed guidelines for exceptions.</td>
<td></td>
</tr>
<tr>
<td><strong>Personal Protective Equipment (PPE)</strong></td>
<td>Any staff working in a school building will utilize proper PPE.</td>
<td>Staff will use appropriate PPE based on risk level and role, including the use of face shields. See detailed guidelines.</td>
<td></td>
</tr>
<tr>
<td><strong>Group Size</strong></td>
<td>All group gatherings must adhere to current mandates and recommendations per the Governor’s orders. There will be no school-based group gatherings during fully remote learning.</td>
<td>All group gatherings must adhere to current mandates and recommendations per the Governor’s orders.</td>
<td></td>
</tr>
<tr>
<td><strong>Integrity of Cohort/Pod (group or classroom of students)</strong></td>
<td>Not applicable since schools are closed.</td>
<td>Elementary students will be taught in pods. Every effort will be made to prevent intermingling with students from other pods. This mitigation technique is likely not possible at MUMS and MUHS, so other strategies (hand hygiene, facial coverings, physical distancing) will be emphasized.</td>
<td></td>
</tr>
<tr>
<td>Section</td>
<td>Details</td>
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<td>--------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
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<tr>
<td><strong>Sharing of Learning Supplies and Materials</strong></td>
<td>Any sharing of supplies will be minimized and all supplies that can be cleaned/sanitized will be routinely cleaned.</td>
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</tr>
<tr>
<td><strong>Large Group Activities</strong></td>
<td>All group gatherings must adhere to current mandates and recommendations per the Governor’s orders.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Field Trips</strong></td>
<td>Field trips will be allowed only if they comply with health and safety guidelines. No field trips will be allowed to high-risk COVID areas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Contact Tracing</strong></td>
<td>Schools will work with the VDH to assist in contact tracing when there is a positive case of COVID-19 in school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>General Building Considerations and Modifications</strong></td>
<td>See detailed guidelines</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mental Health Supports and Social Emotional Health of Students, Staff and Families</strong></td>
<td>See detailed guidelines</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Respiratory Hygiene/ Cough Etiquette</strong></td>
<td>All staff and students will be taught proper infection control measures (e.g. coughing/sneezing into a tissue; proper hand hygiene) to reduce the risk of exposure to COVID-19.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cleaning &amp; Disinfecting</strong></td>
<td>Schools will be cleaned/maintained/disinfected per CDC guidelines</td>
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</tr>
</tbody>
</table>
**Phase 1:** Remote Learning

Type of Instruction: Instruction is entirely designed for off-site learning, balancing screen time with offline learning engagements.

Significantly Impacted Learners: All students eligible for special education will receive instruction remotely as per their IEP. There will be no in-person or on-site services available.

Food Services: Students will have access to meals at various pick up sites. There will be no contact between families and food distributors. School meals staff will work with families who are unable to pick up meals at a pick up site.

Transportation: No transportation will be provided as students will be fully engaged in off-site remote learning.

Athletics/Activities: No in-person athletics or extracurricular activities will take place. Remote activities may occur.

**Phase 2:** Limited on-site learning

Type of Instruction: Instruction is primarily designed for off-site learning, balancing screen time with offline learning engagements.

Physical Environment: Students who may require additional support for equitable access to education will attend school (on-site) in small, isolated groups as conditions allow.

Significantly Impacted Learners: In-person, on-site supports and services will be available for students with identified special education needs. However, these supports and services will only include those that have been prioritized for the development of essential learning and social emotional skills. To that end, they will not be offered at the same frequency or duration as might normally be provided when students are full-time, on-site.

Food Services: Students who are learning on-site will access meals at school. Students learning off site will have access to meals at various pick up sites. There will be no contact between families and food distributors. School meals staff will work with families who are unable to pick up meals at a pick up site.

Transportation: Students who are learning on-site will be able to sign up for transportation. Students will be spaced apart on the bus to the maximum extent possible and will follow all transportation guidelines.

Athletics/Activities: Extracurricular activities and school clubs may occur if they comply with the guidelines set forth by the VT AOE and the VT Department of Health.

**Phase 3:** In-person and remote learning

Type of Instruction: Instruction is designed for universal access in order to accommodate remote learning and maximize in-person time with students.
Physical Environment: Conditions for on-site learning are driven by guidelines and restrictions as directed by the State of Vermont. These guidelines and restrictions include classrooms with fewer students, altered schedules, and a mix of both on-site and off-site learning.

Significantly Impacted Learners: Students will receive, to the extent possible, on-site, in-person services and instruction during the times they are scheduled to be in school. Students with specific and/or special needs may be prioritized to receive additional on-site services and support. Services and supports for students who are accessing learning 100% remote may receive services as resources and time allows. These services, however, will be different than what would be provided if the student were on-site for two or more days.

Food Services: Students who are learning on site will access meals at school. Students who are learning off site will have access to meals at various pick up sites. There will be no contact between families and food distributors. School meals staff will work with families who are unable to pick up meals at a pick up site.

Transportation: Students who are learning on-site will be able to sign up for transportation. Students will be spaced apart on the bus to the maximum extent possible and will follow all transportation guidelines.

Athletics/Activities: Extracurricular activities and school clubs may occur if they comply with the guidelines set forth by the Vermont Agency of Education and the Vermont Department of Health.

**Phase 4: In-person with remote option**

Type of Instruction: Instruction is designed for on-site learning, accommodating short and long term absences as needed.

Physical Environment: All or most students will be learning on-site with physical distancing measures in place as directed by the State of Vermont.

Significantly Impacted Learners: All students will be on-site and offered services and supports as outlined in their IEPs. Health and safety guidelines will be followed and may alter the services that can be provided. Students who are unable, due to a medical condition, to come back into the school building, will receive services virtually.

Food Services: Students who are learning on-site will access meals at school. Students learning off site will have access to meals at various pick up sites. There will be no contact between families and food distributors. School meals staff will work with families who are unable to pick up meals at a pick up site.

Transportation: Students who are learning on-site will be able to sign up for transportation. Students will be spaced apart on the bus to the maximum extent possible and will follow all transportation guidelines.

Athletics/Activities: Extracurricular activities and school clubs may occur if they comply with the guidelines set forth by the Vermont Agency of Education and the Vermont Department of Health.
We will continue to receive guidance and direction from the VT Department of Health and Agency of Education to determine which phase of learning we will be able to support. We expect some guidance to apply to all school districts in the state, and other guidance to be more localized, related to specific regional COVID-19 impacts. Guidance will continue to be shared with our community as we receive it and used to determine the best course of action for our students, staff, and families.

Our 4-phased reentry plan will guide and expedite any potential transitions we may face. Should we receive sudden guidance that requires an immediate shift to or from in-person or remote learning, we will be prepared to take the steps necessary to make these transitions as seamless as possible.

Our communication plan, outlined elsewhere in this document, will be used to ensure that students, staff, and families receive vital information in a timely manner during any transitions we may face.
Please know that the health and safety of our students and staff is our utmost priority.

Our instructional model and student supports for returning to in-person learning (currently at ACSD Phase 3) are rooted in ACSD’s Strategic Plan goals, our International Baccalaureate (IB) teaching and learning framework, the vision established by our Continuity of Learning (COL) team over this past summer, and our ACSD Fall Planning Survey (see page 2). Based on those four pillars, the key concepts for learning across the ACSD include:

- Equitability
- A learning framework based on our ‘International Baccalaureate’ curriculum
- Clear learning goals
- Critical thinking
- Strengths-based instruction
- Collaboration between educators within and across disciplines

These concepts and goals will continue to inform our approach to teaching both on-site and in a remote learning environment.

A Few Basics

Students will be assigned to classes and teachers regardless of whether they are participating in the hybrid learning model or have opted for the 100% remote model. This means students will have classmates who attend school in person on different days of the week and - in some cases - students who do not come to school at all. Once established, these classes and connections will remain in place through any and all phases of ACSD’s reentry models.

Teachers will collaborate with one another to define essential learning goals for each class and will plan first for remote instruction, ensuring that new content and learning engagements are accessible to off-site students; and second for on-site instruction, ensuring that time at school will be maximized for personalized support, skill development, and promoting relationships. They will also be looking at opportunities to move learning outside whenever possible. To that end, students should plan to dress for the weather.

Teachers will dedicate specific blocks of time to connect on a regular basis with students who have elected to participate in our fully remote model.

Every effort will be made to balance online and offline learning. While there will be some real-time connections between students, teachers, and classmates in the hybrid model, the focus will be less on work completed during virtual class meetings and more on work completed asynchronously (off line). We do expect to incorporate more real-time virtual meetings if we transition to Phase 1 or 2. Through all phases, we aim to provide students with more paper-based and other off-line learning materials than we were able to provide last spring.

All ACSD K-12 students will be issued a Chromebook for the 2020-2021 school year, regardless if learning is on-site or off-site. Students will be free to transport the Chromebook home, and cases will be provided. If a student would like to use their own personal device, this will be permitted as well. Families with internet access challenges can contact Technology Director Will Hatch for guidance.
Learning Time

This past spring, learning time and expectations for student participation were significantly reduced in response to the COVID-19 crisis. As we plan for the year ahead, however, it is our goal to provide all ACSD students with a robust educational experience. To that end, we have been working on developing appropriate ‘learning times’ for various grade levels. The learning time guidelines in the chart below are based on Vermont Act 166 (Universal PreK), Vermont State Board of Education Rule 2312.1, and the International Baccalaureate Middle Years Program (MYP) and Diploma Program (DP).

In a proficiency-based teaching and learning system, learning time is a variable. Fortunately, both remote and hybrid models of instruction allow us to embrace that concept. The time estimate guidelines below will inform teachers’ planning for a conceptual “average” student, with the understanding that some students will need more (or less) time to achieve the targeted learning outcomes. Teachers will check in with students frequently to measure actual remote learning time against this conceptual average.

**Time Estimate Guidelines for PreK - Grade 12 Learning in a Hybrid / Remote Setting**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>HYBRID MODEL</th>
<th>100% Remote Option</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PreK</strong></td>
<td>All required instruction occurs on site</td>
<td>2 hours/day</td>
</tr>
<tr>
<td><strong>Kindergarten</strong></td>
<td>12 hours including recess</td>
<td>3.5 hours/day including “recess”</td>
</tr>
<tr>
<td><strong>Grades 1 - 2</strong></td>
<td>12 hours including recess</td>
<td>4 hours/day including “recess”</td>
</tr>
<tr>
<td><strong>Grades 3 - 8</strong></td>
<td>Grades 3-6 12.5 hours including recess</td>
<td>5.5 hours/day including “recess”</td>
</tr>
<tr>
<td></td>
<td>Grades 7-8 12.5 hours</td>
<td>5.5 hours/day</td>
</tr>
<tr>
<td><strong>High school</strong></td>
<td>12.5 hours</td>
<td>5.5+ hours/day**</td>
</tr>
</tbody>
</table>

*In elementary school, recess plays an important role in student learning. Movement breaks help promote health and improve focus, and opportunities to engage in creative free play with classmates contribute to students’ social-emotional and cognitive development. While caregivers will not be able to recreate recess at home, we encourage them to set aside 30-45 minutes per day for creative free play (if possible, outdoors).

**This reflects approximately 45 minutes per class, per day (2.25 hours per class per week) while off-site in a hybrid model. For a student enrolled in 7 classes, this equals 15.75 hours off-site learning. Those enrolled in upper-level courses should expect to commit more time to learning, as would be the case at school.”
All ACSD schools support the International Baccalaureate (IB) learning model, an inquiry-based curriculum emphasizing:

- Approaches to Learning (ATLs) and Habits of Work
- Math and literacy skill development
- Arts and movement
- World languages
- Social Emotional Learning (SEL)
- Community building and connection
- Digital literacy and digital citizenship
- Personalized learning

Regardless of whether learning is taking place in class, online or remotely, these curriculum priorities will hold true across all phases and steps of reentry. Teachers will work together to prioritize learning outcomes and will adjust the pace of learning as needed.

**Feedback and Assessment**

As we navigate the various learning models, phases, and steps, it will be important for students and teachers to communicate regularly with each other to assess - and if necessary adjust - how learning is taking place. Teachers will provide feedback to students on a regular basis to promote engagement and to support learning. Students and parents will be asked to provide feedback to teachers to refine remote and hybrid teaching systems and practices if necessary.

**Wednesdays**

There will be no in-person instruction offered at ACSD schools on Wednesdays. Students may use this time to work on their off line (asynchronous) assignments. Teachers will use this time for individual and collaborative planning to manage the complexity of supporting student learning on-site and off. All school buildings will be deep cleaned on Wednesdays.

Other initiatives and activities that will take place on Wednesdays include:

- Ambassador connections will be made with families. (See the Communications section of this document for information on our Ambassador program).
- Learning sessions on digital literacy, digital citizenship, academic honesty, and social-emotional learning.
- Open library hours where students/caregivers can call in to receive research/inquiry support

On regularly scheduled early release days (all on Wednesdays), teachers will participate in professional learning. On other Wednesdays, a variety of other meetings (e.g., collaborative team meetings; EST, 504, and IEP meetings) will take place.

*Note: The Wednesday work and activities outlined above are currently planned only for reentry phases one, two, and three. Should we enter phase four (a full return to school), some or all of these activities will be rescheduled.*
**Access to Learning Supports** - As we move into a teaching and learning environment that is both untested and uncertain (keeping in mind that direction and guidance from the State could change at any time), it is more important than ever to ensure high quality, universally designed, first instruction is available to all students, regardless of any academic, physical, or behavioral challenges they may be dealing with. Students who struggle in any of these areas may need additional accommodations and/or modifications to better access the curriculum. As in the past, processes for identifying students who struggle will remain in place for the upcoming school year. Student specific teams will continue to discuss and determine the services and supports necessary for all students to access the curriculum.

**Student services and supports** - Interventionists, special educators, speech and language pathologists, and other support services will be prioritized for and available to students who are learning on-site. In addition, these services, to the greatest extent possible and practicable, will be provided within the classroom setting. The overall intent is to reduce cross contamination between environments. For students receiving instruction remotely, services and supports, may be provided virtually and/or developed for at-home implementation. During the pandemic, ACSD staff will not be providing any in-home services.

**Paraprofessionals** - Paraprofessionals will be available to support classroom teachers and students within the classroom setting. A significant portion of their time will be spent supporting students as they practice new skills throughout the day. They will also assist teachers and students in maintaining social distancing and in ensuring that students follow the health and safety guidelines.

**Transitioning between reentry phases/steps** - While the decision has been made to start the 2020 - 21 school year in a hybrid model at phase 3, we also know that this may change, possibly more than once, over the course of the year. Should that be the case, our hybrid model has been designed to allow for a quick and seamless transition between the phases and steps of learning, and the delivery of services and supports.

**Special Education** - During the extended closure in the spring, all students eligible for special education were provided with a Distance Learning Plan (DLP) that outlined services and supports during the closure. For the coming year, student teams will be developing the Individual Education Program (IEP) for each anticipated phase of learning: hybrid, fully remote, and fully in person. More information on this process will be forthcoming.

In addition, many evaluations had to be put on hold as in-person services were prohibited. As we begin with a hybrid model of in-person learning, the evaluation team will begin scheduling by prioritizing those evaluations that had to be held off in the spring. The team will then schedule any upcoming and new evaluations.
Our goal is to build a structure that clearly outlines ACSD communication roles and expectations during COVID-19 reentry and ensures every member of the ACSD community receives information that is timely, clear, consistent, and easy to access so that together we can support our students.

In order to maintain strong communications throughout COVID-19, we will:

- Form an **ACSD Communications Team** to oversee ACSD communications. This team will coordinate communications across our district, ensure our communication methods are clear and easy to access, monitor feedback, and provide guidance. Team Members: ACSD Community Coordinator (lead) with support from district leaders and a designated Communications Leader from each school.

- Create an **Ambassador Program** to provide opportunities for connection and communication between families and schools in a way that works best for families. All families will be assigned a designated ACSD staff member who will check in with the family regularly, if desired. The Communications Leader will oversee the program at each school.

- Create a **Communication Guideline** for three types of information sharing: Urgent & Emergent, Educational, and General/Ongoing. We will ensure that all ACSD staff are aware of, and have access to, a range of communication tools.

- **Centralize all COVID-19 information** in an easy to navigate section of our website that is easily accessible from all ACSD web pages.
Ambassadors check in with families to see how the plan is working for them.

Teachers provide classroom specific instructions to students and families.

Principals communicate school specific instructions.

Superintendent and key ACSD teachers notify families of current plans.

Staff in all ACSD buildings brought up to speed by Admin Team.

Recovery Planning Team evaluates impact of new guidance and determines how we will respond.

ACSD leaders looped in to determine next steps.

Communications Team coordinates communications.

Communication Flow

Our goal is to make transitions between phases, and changes in how we operate in response to major changes in guidance, as seamless as possible. This diagram shows how communications will be shared. There will be times when we need to move quickly and communication may have to flow out of order.

Communication Flows in Both Directions
General
All students will have daily access to meals, both when school is in session and when learning is off-site. Meals provided through the schools are a safe and nutritious source of food. The district will be providing meals under the umbrella of the National School Breakfast and National School Lunch Programs. We encourage all families to complete the application for free or reduced meals. Families can complete the online application HERE at any time. Paper applications will be sent home with students during the first week of school.

Daily meal service
Breakfast:
Students will have an opportunity to order breakfast, which will be delivered to the classroom on the days they are learning in school (on site).

Lunch:
The daily in-school menu will offer a main entree with side dishes and alternatives. Students will have the opportunity to order meals daily. Meals will be eaten in the classroom.

Meal Service - Off Site Learning
Students will be provided menus for breakfast and lunch, and will have the opportunity to order meals when they are engaged in off site learning. The order form will include an option for families to indicate where they will pick up meals. Multiple days worth of meals will be available for pick up at each elementary school on Mondays and Wednesdays between 9:00 a.m. and 9:30 a.m.; or at Middlebury High School on Tuesdays and Fridays between 5:30 p.m. and 6:30 p.m.

We are committed to ensuring that all students who want access to school meals are able to participate. If families are not able to pick up meals during the times listed above, there will be a place on the order form to indicate that. Schools will work with families to coordinate access as needed.

Payments for school meals
Meal charges will be processed daily. Payment can be made to the main office in cash or check (checks made payable to ACSD) or online through MySchoolBucks.

Meal preparation and service safety
All food service staff have been trained in ServSafe, a national accredited food safety program. We will be taking extra precautions during preparation and service to mitigate the spread of Covid-19.

More detailed information can be found in the Health and Safety Schools Reentry Guidelines document.
General
Parents and Guardians will be given the opportunity to opt-in to bus transportation, but they must do so in advance. Bus schedules for each student will be as consistent as possible. Seating will be assigned. Our capacity to provide bus transportation will be limited.

Morning bus guidelines
Health screening questions will take place at home, each morning before school. Parents guardians should ensure that students are not showing signs/symptoms of COVID-19 before sending students to their designated bus stop.

On the bus
➢ Anyone boarding the bus must apply hand sanitizer as they board.

➢ Students and adults must wear facial coverings the entire time they are on the bus. Bus drivers should have a supply of disposable masks for students who board the bus and don’t have a mask or facial covering.

➢ Students will have assigned seats on the bus and will be as physically distanced as possible.

➢ No eating or drinking on the bus.

Exiting the bus
➢ Anyone exiting the bus must apply hand sanitizer as they exit.

➢ Students will exit the bus by row, from front to back, maintaining physical distancing.

➢ Students will unload in an area of the school grounds with adequate space from other arriving students.

➢ Students will proceed to designated drop-off areas.

Bus drivers will report violations of these guidelines and our ACSD Bus Protocol to the building principal. Violations of the expected behaviors on the bus may lead to loss of bus riding privileges.

Transportation to and from school is outlined in detail in the Arrival and Departure Guidelines in the Health and Safety Guidelines.