Planning Requirements and Recommendations for K-12 School Openings
July 14, 2020

Repopulating Schools		
Communicating and Training	**State Required:** ● Develop administrator/teacher/staff education and training on school's reopening protocol and action plans 　○ Educate and train students and caregivers on school's protocols and action plan; post and/or make accessible to school communities 　○ Make materials available to families in their respective preferred/primary language ● Appoint a point of contact for each school available for questions or specific concerns. **Recommended:** ● Regularly communicate to staff, students and families on best practices for at-home preventive care ● Use a variety of communication tools to reach varying stakeholder audiences	**District Required:** ● Develop administrator/teacher/staff education and training on school's reopening and action plans 　● School Performance will provide training to educate school administrators on the action plan 　● Administrators will provide training to educate educational staff on the action plan 　● Administrators, in conjunction with their SCCs and BLTs, will make school specific plans available to their communities 　● Plan posted on school website by August 1 　● Teachers and other support personnel will provide training to students on the action plan 　● Educational and training information created and provided using the methods outlined below ● The Principal will be the point of contact for each school available for questions or specific concerns **District Recommended:** ● State recommendations are	**School:** ● Utilizing training provided by district, teachers and support staff will be trained on reopening plans ● Creation of school specific plans with SCC/PTA and Teacher Leaders 　○ Notifying District of plan ● Training students of the overall plan will be done by teachers ● Answering questions and concerns will be the duty of the principal ● Plan posted on website by August 1 ● Regularly communicate with staff, students, and families on best practices for at home preventative care through newsletters and school website ● Tools to utilize 　○ FaceBook 　○ School website 　○ PeachJar flyers 　○ Weekly staff updates

including email, voice messaging, website, social media, and print mailings ● Communicate the economic importance of supporting parents' return to a normal workday ● Express a willingness to always evaluate, improve and reevaluate as necessary ● Be prepared for locally-driven crisis response communications ● In consultation with local health, pre-write/draft statements for varying situations regarding outbreaks, positive cases, etc. ● Plan to include messaging to counter stigma and discrimination	supported by the district ● ALL materials and communications will be translated to support our stakeholders ● The following communication methods will be provided by Responsive Services: ● Posters (physical distancing, restrooms, handwashing etc…), ● Videos (handwashing, hygiene etc…) symptom checker (Both students and staff) ● Website up to date resources ● Resources to students and families to be equity-driven ● Lesson plans and prompts provided to staff to support community building circles to counter stigma and discrimination ● The following communication methods will be provided by Communications: ● Print/Hard Copy Materials Provided: ● CSD2U: Double-truck or one-page charticle/infographic ● CSD2U back-to-school

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edition: More information about return to school
- Regular mailing Postcards: QR CODE w/explainer graf, FAQ
- Postcards: Reopen postcards
- Postcard for employees: Expectations, FAQs, link to HR representative for COVID questions
- Posters for the front doors of the schools (translated)
- Branded masks for the staff
- iKnows for back-to-school in the era of COVID-19
- Flyer for parents sent via Peachjar and Skylert
- Special letterhead for ALL school, district communications with QR code to the webpage
- Fridge magnets and/or window hangs?
- Symptom checklist posters for offices
- School marquees: FAQs, simple messaging, a message of the week, etc.
- Video boards: PSAs created for the video boards
- Poster for quarantine room

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| | | Online Materials Provided: Update, rebrand to the COVID-19 portal Across-the-district web updates (all schools, departments with the same message) Videos: A) explainer of our risk phases. B) kid-oriented video, i.e. how to physical distance, wash your hands, how the school may look different, etc. C) A video message from Superintendent D) what it could look like for extracurriculars, clubs, athletics, etc. Podcast launch Social-media post editorial calendar Press pitches, morning shows, radio shows, Op-Eds In Person Materials Provided: Re-create and re-think our back-to-school, Kindergarten College-Ready celebrations Back-to-school parades Sixth and eighth grade orientations Branded face-coverings Civic group meetings | |

| | | Chambers of Commerce Updates with XGRs, local municipalities, other schools PSAs at sporting events
- Crisis Communication:
    - Closure letter for parents
    - Closure information for employees
    - Skylert message for the closure of a school
    - Exposure letter
    - Process talking points
    - Distance learning plan information, i.e. how it affects grading, how to get a device, how we clean the school in preparation for a return, etc.
    - Template for a web item
    - Template for social posts
    - Template letter for the death of a student, teacher
    - Incident Command response●   Crisis Communication:
-     Be prepared for locally-driven crisis response communications
-     In consultation with local health, pre-write/draft statements for varying situations regarding | |

		outbreaks, positive cases, etc. ● Plan to include messaging to counter stigma and discrimination	
Accommodating Individual Circumstances (e.g., High-Risk, Personal Decisions)	**State Required:** ● Create a process for students/families and staff to identify as higher risk [1] for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements, remote learning or instruction, or work re-assignments ● Take reasonable steps to minimize and mitigate risk for employees who identify as high-risk as outlined in the Utah Leads Together Plan and by ADA ● Systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Plans or 504 plans) for accommodating students with special healthcare needs and update their care plans as	**District Required:** High Risk Identification Process: ● Creating clear protocols for when to use short term Home & Hospital vs Long Term Home & Hospital ● Working with support staff to systematically review all current 504 and health care plans and will work with each family and school to ensure appropriate accommodations are in place ● Currently have *850* 504 plans and *750* Health Care plans ● Typically, medical conditions that impact a student's ability to access their education are noted in the Present Level statement on the students IEP. Medical conditions which impact a student's access, typically have a documented Health Care Plan which is created, reviewed and maintained by the	**School:** High Risk Identification Process: ● Working closely with school and district nurse to finalize health care plans with families ● Notifying teachers and support personnel of needs identified in all health care plans ● Working closely with school psychologist on all (504 plans) ● Notifying District, parents, school nurse, faculty if student/staff is tested positive and following protocols as necessary for quarantine **Alternative Learning Arrangements:** ● Coordinating with ISD and families to support those choosing online learning or District support parent direct learning at home (see District plan) **Minimizing and mitigating risk for**

needed to decrease their risk for exposure to COVID-19

Recommended:

- Accommodate personal decisions of families and students who would prefer to continue remote learning, to the extent of resources available
- Consider emotional and social needs of educators including additional stresses related to workload, adult interactions, and breaks
- Consider emotional and social needs of students, including physical breaks and peer engagement

[1] High-risk individuals are defined as people 65 years and older, people who live in a nursing home or long-term care facility, people of all ages with underlying medical conditions, including lung disease or moderate to severe asthma, people who have serious heart conditions, people who are immunocompromised (many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications), people with

District's Nursing staff. If a student develops a medical condition not previously noted in the Present Level a parent can request an IEP team meeting or can contact the Department of Responsive Services to request the development of a Health Care Plan.

- Identify staff with high-risk needs and provide supports and referrals as needed
- The emphasis of well being so staff are in the necessary space to support students
- Wellness staff (counselors, social workers, psychologists, nurses) coordinate and support each school to provide social emotional needs and create support plans as needed

Alternative Learning Arrangements:

● Students will attend in person or enroll in Canyon School District (CSD) online learning (Registration begins July 27)
● Families who are not comfortable sending their children back to school will have the option to participate in CSD Online Learning.
● Students will be connected to their neighborhood or school of their choice

employees who identify as high-risk:

- Coordinating with Human Resources to support employees self identifying as high-risk
- Supporting students with best substitutes available and maintaining best classroom environment possible under the circumstances
- Teachers will prepare ahead of time lesson plans for three working days that can be used in case they are sick to minimize impact. If out for additional days, lesson plans will be generated as needed.
- Following all District Plan Guidelines.

	severe obesity, diabetes, chronic kidney disease undergoing dialysis, or liver disease	○ Students will have access to all of their school services (SPED, Counseling, Administration, Social Services, etc)
		○ Families will receive school communication from neighborhood school (i.e., newsletters, emails, Skylerts)
		○ Accommodations for students receiving SPED or ELL services will be worked out with individual families
		    ● Online teachers will be allocated by site, cluster, and district-wide dependent on enrollment patterns
		    ● Guidelines for appropriate transition in and out of online learning will be established
		● CSD Online Learning:
		● 9th-12th Grades--CVHS
		● Core Classes
		● Limited electives
		● CVHS Grading Scale
		● CSD Teacher Support
		● K-8th Grades--Curriculum & Structure
		    ● Core Classes
		    ● Curriculum maps created by CSD teachers
		    ● Aligned to CSD scope and sequence	

| | | | Educator Support Canvas will be used as learning management system Online Daily Interactive Expectations Curriculum mapping and standards will align with current CSD maps Google Meets – daily one hour google meets for elementary students. Secondary one hour weekly per course Instruction – recorded lesson on topic discussed in class Office Hours – teachers available for daily consultation – recommend 3 hour blocks Teachers will support students with regular check-ins Student enrollment in online or in-class instruction requires a commitment of at least one grading period in order to support staffing and facility needs Students will be issued a device and will be supported with connectivity in order to participate fully in remote learning | |

			● Students who are quarantined or placed in self isolation will maintain classroom teacher and the classroom teacher is responsible for blended model lessons on CANVAS for student access when appropriate
			● DLI and/or SALTA Students
			   ○ Online options will be contingent upon online requests and feasibility
			● English Language Learners
			   ○ Availability of electronic translation services for online learning and communication
			● Students Receiving Special Education Services
			   ○ Requires a licensed special education teacher to provide specially designed instruction
			   ○ Online learning is a change in placement and requires an IEP meeting to consider appropriate placement and service pattern	

| | | | Minimizing and mitigating risk for employees who identify as high-risk:

● Employees have received multiple email communications regarding who qualifies as an individual who is considered High-Risk:
   ● The Medical Advisory Team to the Public Health and Economic Emergency Commission defines high-risk individuals as those likely to require a hospital bed. Utah - specific data and CDC guidelines identify the following as high-risk individuals:
     ■ **Age** – People aged 65 years and older
     ■ **Group quarters** – People who live in a nursing home or long-term care facility
     ■ **Lung disease** – People with chronic lung disease or moderate to severe asthma
     ■ **Heart conditions** – People who have serious heart conditions
     ■ **Immunocompromised** – People under cancer treatment, who smoke, who have bone marrow or organ transplants, HIV or AIDS, | |

			and who have prolonged use of corticosteroids and other immune weakening medications	
			■ **Obesity** – People of any age with severe obesity (body mass index > 40)	
			■ **Underlying medical conditions** – People with diabetes, kidney disease, and liver disease, particularly if not well controlled	
			● NOTE: Individuals who are pregnant should be monitored since they are known to be at risk with severe viral illnesses, however, to date data on COVID-19 has not shown increased risk	
			● This information is also available on the District's website	
			● Work Re-Assignments:	
			● If an employee self-identifies as a High-Risk Individual, they may submit a written request through the Department of Human Resources, requesting reassignment, e.g. position	

			transfer, location transfer, or modified schedule ● Requests will be evaluated on a case-by-case by the Reassignment Committee (which consists of HR Administrator, School Performance Directors, and Instructional Support Administrators, other department representation as needed) and will be dependent upon what positions are available ● *NOTE: Most positions in the District cannot be worked remotely or reassigned when schools are operational and/or students/employees are present, e.g.:* ■ *District Office Personnel - must be physically present to provide face-to-face customer service and support to employees/parents/patrons addressing student learning/safety and other concerns* ■ *Educational Leaders - must be physically present to address student learning as well as safety/emergency*	

		situations; e.g. student altercations/fights, medical incidents, social and emotional support for students and employees, injured student/employee, upset parent, waterline break, power and/or phone outage, fire, lockdown, bomb threat, active shooter, carbon monoxide, shelter-in-place, hazardous materials, earthquake, and public health emergency ■ *Teachers - must be physically present to address student learning and supervision, provide social and emotional support, as well as address safety/emergency situations* ■ *Counselors - must be physically present to provide students social and emotional support as well as address safety/emergency situations* ■ *School Psychologists/Social Workers - must be physically present to provide student social and emotional support,*	

		complete required testing, as well as address safety/emergency situations ■ *Administrative Assistants - must be physically present to address student, patron, educator, and supervisor needs/concerns as well as address safety/emergency situations* ■ *Para Educators, Instructional/MTSS Assistants, Brain Boosters - must be physically present to address student learning and supervision as well as address safety/emergency situations* ■ *Nurses - must be physically present to address ongoing student medical issues as well as address safety/emergency situations* ■ *Custodial - must be physically present to clean, sanitize, and maintain the facility* ■ *Facilities Services - must be physically present to perform maintenance duties; e.g. electrical, HVAC, mowing, painting,*	

		plumbing
		 ■ *Information Technology Services - must be physically present to perform maintenance duties; e.g. computer and network repair, ID Badge production, onsite customer service*
		 ■ *Nutrition - must be physically present to prepare and serve meals to students as well as clean and sanitize*
		 ■ *Transportation - must be physically present to transport students to and from schools as well as clean and sanitize*
		 ● Employees will be trained on COVID-19 during the Critical Policy Training
		   ● What COVID-19 is and how it is spread
		   ● How to protect yourself:
		     ● Practice Physical Distancing (ideally 6+ feet)
		     ● Cover your cough or sneeze with a tissue, then throw the tissue in the trash and wash your hands
		     ● When in public, wear a cloth	

		face covering over your nose and mouth ● Do not touch your eyes, nose, and mouth ● Clean and disinfect frequently touched objects and surfaces ● Stay home when you are sick, except to get medical care ● Wash your hands often with soap and water for at least 20 seconds, or use hand sanitizer if water is unavailable ● Employees will be provided two cloth face coverings ● Face shields will be provided upon request through the supervisor ● Latex gloves will be provided upon request through the supervisor ● Plexiglas Shields have been, or will be, installed in high contact areas, e.g. receptionists, main office, attendance office, counseling center ● Cleaning supplies will be available through the supervisor ● Alcohol based hand sanitizer	

	and dispensers have been, or will be, installed in all classrooms and offices ● The custodial department has increased their cleaning efforts continuing to use hospital grade sanitizers and disinfectants on a more frequent basis ● Employees are annually trained on how to engage the ADA Interactive Process ● In August, staff will be provided the opportunity to debrief and process the impact of Pandemic	
Enhanced Environment Hygiene & Safety	**State Required:** ● Develop protocols for implementing an increased cleaning and hygiene regimen ● Faculty and staff wear face coverings (e.g., masks or shields) when physical distancing is not feasible ● Make hand sanitizer, disinfecting wipes, soap and water, or similar disinfectant readily available to staff/students/visitors in	● **District Required:** ● ● Custodial staff have been provided correct protocols for implementing an increased cleaning and hygiene regimen (see below) ● ● Faculty and staff wear face coverings (e.g., face covering or shields) when physical distancing is not feasible ● ● Governor Herbert ordered on July 9 that "all students, staff, faculty and	**School:** ❖ **As per Governor Mandate (July 9, 2020) All students/patrons/employees will wear masks in schools--see mandate for protocols)** ● Following up with custodial staff on schedules and cleaning rotations at weekly Monday Morning Meeting (Office) ● Addressing concerns regarding cleaning as they arise with custodian and Kevin Kelson

	controlled environments to ensure safe use **Recommended:** - Implement hygiene standards as a part of regular instruction - Assist local health department should they require contact tracing (move to recommended) - Clean and disinfect frequently touched surfaces and items at least daily (doorknobs, desks, computers, sporting equipment, shared supplies, etc.) - Locally determine what constitutes an adequate hygiene and prevention inventory: PPE supplies, face coverings, sanitizer, soap, etc. - While student face coverings are not required across all school settings, schools should explore strategies to utilize them - Maximize physical distancing, acknowledging that physical distancing of 6 feet or greater is not	visitors at all K-12 schools in Utah are required to wear a mask fall semester." - ● "Some flexibility will be given to school boards and principals to accommodate younger children, and we call on those local leaders to use common sense in the flexibility they use." – Governor Herbert - ● Hand sanitizer, disinfecting wipes, soap and water, or similar disinfectant will be readily available to staff/students/visitors in controlled environments to ensure safe use. Each staff member will be provided two cloth face coverings. Adult and child sized disposable face coverings will also be available in the schools for those who do not bring their own. (All chemical agents utilized for sanitizing and disinfecting are approved and maintained through CSD material data sheets) - - **District Recommended:** - ● State recommendations	- Faculty and staff wear face coverings (e.g., face coverings or shields) when physical distancing is not feasible - Hand sanitizer and wipes will be used/hand washing encouraged, as directed - Teachers will ensure nothing on student desks and minimize items on flat surfaces so they can be cleaned daily (student name plates, pencil boxes, etc.) - Special education will provide an adult escort for all transitions - Small group transitions will provide an adult escort for all transitions - Students and teachers will wipe off desks and pick up floor at end of day to help sweepers with efficiency and cleaning effectiveness - Teaching students appropriate hand washing and avoiding face touching. - Displaying cleaning/hand washing/route/routine posters throughout school in appropriate locations - Water bottles will be provided for all students and staff - Time will be given to fill water bottles at filling stations and classroom sinks - Thermometers will be made available to families, as per District guideline and all District recommendations will be followed as noted

	feasible in many instances ● Work with your local health department to deploy proper sanitation processes	are supported by the district ● ● The following custodial protocols have been established: ● ● All custodians will be required to wear face coverings when in public areas or closer than 6 feet when working with coworkers ● ● Restroom checks will be performed three times daily to ensure adequate soap and paper products are available ● ● All facility High Touch Points (HTPs) will be sanitized daily and disinfected two times per week after facility occupants leave to reduce exposure to toxic disinfectants ● ● All High-Risk areas (e.g., restrooms, locker rooms, sick rooms, showers, pre-school, day care) and any body-fluid spills will be disinfected daily or at the time of incident ● ● All facility water fountains will be sanitized twice daily and disinfected after facility occupants leave to reduce exposure to toxic disinfectants	● State and district recommendations are supported by the district ● Identifying and following up on school specific cleaning needs ● Adult escorts will be used in the halls to help support learning new routines and maintaining contact tracing ● DLI classrooms will switch mid-day and students will take their tote tray with them and sanitize desk and chair and sanitize their hands

		● Hand sanitizer dispensers are being installed at the main entrance, main office and cafeteria at all facilities. Secondary locations will have them available at additional areas. When available, hand sanitizer will be located in every classroom ● Custodial Services established explicit written protocols include: ● Custodial Laundry Protocol ● Body Fluid Spill Protocol ● Disinfecting Protocol ● High Touch Point Cleaning Protocol ● Universal Precautions Protocol ● To reduce HTP exposure, it is recommended that ALL facilities open all interior doors 10-minutes before expected use and remain open all day to reduce door/handle HTPs and to help ensure good air flow reducing exposure risk ● Custodians will use electrostatic sprayers with	

			Hypochlorous Acid on all cafeteria tables after school each day (cleaning of each table will take place by lunch staff after each use using the provided materials as has been practiced) ● ● Custodial Services is in regular contact with Salt Lake County Health Department local representative Randy Williams, LEHS to discuss CSD cleaning and disinfecting procedures ● ● Custodial Services Best Practices Manual provided to all school custodians ● ● ● The following responsive services protocols have been established: ● ● Contact Tracing - Required ● ● Attendance (taken daily) ● ● Health Room Logs (digital platform) ● ● Visitor Logs (digital platform) ● ● Campaign to use face coverings and wash hands ● ● 6 additional nurses have	

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been hired and school assignments made based on need. Nurses will provide more health and educational support to each of their assigned schools

- ● Sally Googder, Lead Nurse, will coordinate with the local health department when needed and all communication with them will go through her
- ● The school nurse communicates with school principal and front office staff who work together to identify individuals who had been in direct contact with confirmed individual
- ● School nurse coordinates with front office to notify identified individuals and send them home with letter from health department which included instructions for return
- ● Attendance secretary marks attendance
- ● Classroom teacher notified to continue blended learning
- ● Every precaution should be taken to protect HIPPA of

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individuals testing positive of COVID-19

- ●   We recommend a weekly notification to Board of total confirmed cases and total number of students who were in direct contact and required to self-isolate
- ●   Any information from health department regarding whole class or school closures will be communicated immediately with school board

- *Disclaimer – based on information as of July 8, 2020 and subject to change if required by health department
-
- ●   COVID-19 Transition Plan
- ○   Symptomatic and/or Positive Test Results for COVID-19
- ■   CSD will provide school level blended learning plan
- ○   Partial School Closure
- ■   CSD would transition to split schedules - part online / part in person learning

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		- Full School Closure - CSD would transition to 100% remote learning	
School Schedules	**Recommended:** When considering strategies that attempt physical distancing by reducing the number of students on-campus, consider financial hardships and alternative childcare arrangements for single parent families or for families in which both parents must work outside the home and strain on childcare capacity.	**ict Recommended:** **No split schedules unless mandated by the State Health Department** - Returning to school in the fall - Monday - Friday - School Specific Plans - Schools are developing their specific and unique school plans and schedules to address all aspects of this state and district plan - Plans are being approved and monitored by School Performance and will also be available to the board before posting them on school websites on August 1, 2020 - COVID-19 Transition Plan - Symptomatic and/or Positive Test Results for COVID-19 - CSD will provide school level blended learning plan - Partial School Closure	**School:** - No split schedules unless mandated by the State Health Department. We will have the same schedule as dictated by the CSD Board of Education - Our schedule accommodates lunch with physical distancing in the cafeteria. Kindergarten will eat lunch in the classroom. Individual grades will be in the cafeteria to maintain under 100 in the cafeteria and seating 6 feet apart. Students will all face forward, two students to a table. Our specialize bench tables purchased as part of the new construction are perfect as part of social distancing and will give the cafeteria a restaurant atmosphere - Bathroom breaks will be embedded in the school day, supervised by the teacher or staff member - All transitions will be monitored by a staff member - Brain Boosters and recess will follow District guidelines - Start and end times will follow CSD Board of Education approved bell times. Students will come into the

		■ <u>CSD would transition to split schedules - part online / part in person learning</u> ● <u>Full School Closure</u> 　■ <u>CSD would transition to 100% remote learning</u>	building starting at 8:10 am and go directly to class where they will be supervised. Students who eat breakfast will go to the cafeteria beginning at 8:00 am. They will be dismissed, with physical distancing at 8:15 am to go to class. The late bell rings at 8:25 am. ● End of day: Walkers will be dismissed first and identified front of school or back of school to gather, then pick up. Walking will be encouraged to minimize congestion in pick up area, as we are a walking school. After school care vans students will gather in gym with physical distancing and walk to bus lane after walkers have been dismissed to avoid front hall congestion.
Implementation of Mitigation Tactics in School Settings			
Classrooms	**State Required**: ● Develop and provide educator training on implementing strategies to identify and mitigate risk in a classroom	**District Required:** ● School Performance and Responsive Services will provide training to educate school administrators on the action plan for	**School:** ● Administrators will provide training to educate staff on the action plan ● Employees will receive additional training on COVID-19 during Critical

setting **Recommended:** ● Students wear face coverings when engaged in contact longer than 15 minutes within 6 feet ● Assign seats and/or small groups to support contact tracing ● Keep the same students and teachers or staff with each group to the greatest extent practicable ● Maximize space between seating and desks (acknowledging that 6 feet of distance between desks is not feasible for most Utah classrooms) ● Seat students facing forward ● Establish separation of students through other means, such as plexiglass barriers, if practicable ● Identify and use large spaces (auditoriums, gyms, and outdoors) to maximize distancing ● Move nonessential furniture and equipment out of classrooms to increase distancing footprints	mitigating risk in classrooms ● Administrators will provide training to educate educational staff on the action plan ● Employees will receive additional training on COVID-19 during the Critical Policy Training ● Responsive Services and School Performance will be available to problem solve unique situations as they arise ● Any individualized instruction, assessment (CBM, KEEP, ALS Language Screener, Special Education services, etc.) or other areas where physical distancing is not possible and one-on-one is required, reasonable accommodations such as face shields will be utilized 　● Governor Herbert ordered on July 9 that "all students, staff, faculty and visitors at all K-12 schools in Utah are required to wear a mask fall semester." 　● "Some flexibility will be given to school boards and principals to accommodate younger children, and we call on those local leaders to use	Policy Training ● Teachers will train students on the importance of mitigating risk in classrooms ● Working closely with Responsive Services and School Preformance Department to solve unique situations that arise ● Any individualized instruction, assessment (CBM, KEEP, ALS Language Screener, Special Education services, etc.) or other areas where physical distancing is not possible and one-on-one is required, reasonable accommodations such as face coverings will be utilized ● Less than 15 minutes will be used for group work where physical distancing cannot be maintained, such as Circles, rug time, interactive play. Face coverings will be encouraged for these activities ● All District Recommendations will be followed ● State and district recommendations are supported by the school ● Students will wear face coverings when engaged in contact longer than 15 minutes within 6 feet ● Assigning seats in every class, including Brain Boosters ● A copy of current class seating plan for

common sense in the flexibility they use." – Governor Herbert

District Recommended:

- State recommendations are supported by the district
- Schools, with district support, will work with their teachers, staff, SCC, and other parent stakeholders to address these recommendations and requirements as each school and classroom is unique
  - Students wear face coverings when engaged in contact longer than 15 minutes within 6 feet
  - Assign seats and/or small groups to support contact tracing
  - Keep the same students and teachers or staff with each group to the greatest extent practicable
  - Maximize space between seating and desks (acknowledging that 6 feet of distance between desks is not feasible for most classrooms)
  - Seat students facing forward
  - Establish separation of

each class will be available in office for District nurse, in case of need for contact tracing
- Facing desks forward
- Kindergarten will sit at desks (not tables) for physical distancing

		students through other means, such as plexiglass barriers, if practicable ● Identify and use large spaces (auditoriums, gyms, and outdoors) to maximize distancing ● Move nonessential furniture and equipment out of classrooms to increase distancing footprints	

Transitions	**State Required:**
	● Identify high traffic areas and apply floor markings or signage to direct traffic
	
	Recommended:
	● Stagger or limit transitions to support contact tracing and minimize interactions with multiple groups
	● Increase time for transitions
	● Minimize and monitor congregation of students
	● Provide cups or alternative procedures to minimize use of water fountains when at all possible
	● Prop doors open to reduce touch
	● Clean high-touch surfaces after transition periods
		District Required:
		● Appropriate floor marking materials are being identified by custodial and purchasing departments and will be used throughout the district in a unified manner
		   ● Governor Herbert ordered on July 9 that "all students, staff, faculty and visitors at all K-12 schools in Utah are required to wear a mask fall semester."
		   ● "Some flexibility will be given to school boards and principals to accommodate younger children, and we call on those local leaders to use common sense in the flexibility they use." – Governor Herbert
			School:
			● Six foot markings and directional marking as needed for student physical distancing in hallways
			● Training students on directions of the hallways
			● Applying appropriate signage and/or floor marking to direct traffic
			● Modifying transition schedule to minimize the number of students in the hallways at one time
			● Addressing congestion in entry doors by modifying schedule for recess
			● All District Recommendations will be followed.
			● State and district recommendations are supported by the school.
			● Prop doors open to reduce touch and encourage air flow
			● Clean high-touch surfaces after transition periods

	● Encourage students and staff to wear masks during transitions	**District Recommended:**
		
		● State recommendations are supported by the district
		● Schools, with district support, will work with their teachers, staff, SCC, and other parent stakeholders to address these recommendations and requirements as each school and classroom is unique
		  ● Stagger or limit transitions to support contact tracing and minimize interactions with multiple groups
		  ● Increase time for transitions
		  ● Minimize and monitor congregation of students
		  ● Provide cups or alternative procedures to minimize use of water fountains when at all possible
		  ● Prop doors open to reduce touch
		  ● Clean high-touch surfaces after transition periods
		  ● Encourage students and staff to wear masks during transitions
			● Encourage students and staff to wear face coverings during transitions
			● Increase time for transitions
			● Minimize and monitor congregation of students
			● Our lunch schedule will allow for all recommendations and has been modified to accommodate these recommendations

Entry/Exit Points	**State Required:** ● Designate entry/exit flow paths	**District Required:** ● Schools will designate entry/exit flow	**School:** ● Signage on all entry and exit doors

	to minimize congestion
	● Limit nonessential visitors and volunteers to campuses and programs; each school is to determine essential versus nonessential
	● Establish protocols for any visitors and non-regular staff, including at a minimum temperature checking and the wearing of face coverings
	● Establish protocols for drop-off/pick-up and communicate updates and expectations to families
	
	Recommended:
	
	● Consider protocols for visitors, including sign-in and sign-out, locations being visited, screening, calling front office before entering, use of face coverings, etc.
	● Make available hand sanitizer and/or hand washing stations upon exit/entry
	● Post visible signage to encourage physical distancing
	● Use both entrance and egress to avoid clustering at single points of entry
	● Consider staggering arrival and drop off times and plan to
		paths to minimize congestion
		● Limit nonessential visitors and volunteers to campuses and programs. Each school, with district support, is to determine essential versus nonessential
		● Establish protocols for any visitors and non-regular staff, including at a minimum temperature checking and the wearing of face coverings
		  ● Thermometers and PPE provided by RSD
		  ● RSD will train front office on visitor protocol including temperature checks and tracking location for contact tracing
		● Establish protocols for drop-off/pick-up and communicate updates and expectations to families
		
		District Recommended:
		
		● State recommendations are supported by the district
		● Schools, with district support, will work with their teachers, staff, SCC, and other parent stakeholders to address these recommendations and requirements as each school and classroom is unique
		  ● Consider protocols for visitors, including sign-in and sign-out, locations being visited,
			identifying flow paths to minimize congestion
			● All interior doors will be propped open to minimize high touch points
			● Breakfast students will enter building and be dismissed from cafeteria to classrooms to minimize congestion
			● Students will go directly to class in mornings to minimize congestion on playground in morning.
			● Classroom doors will still remained locked so they may quickly be pull closed for security and safety
			● Limit nonessential visitors and volunteers to campus and programs. School, with district support, will determine essential versus nonessential volunteers
			● Teachers will let office know the schedule of their essential volunteers once volunteers can again work in classrooms
			● No visitors will be allowed during breakfast and lunch in the cafeteria for contact tracing and to maintain the numbers required for gatherings
			● Supervision for breakfast and lunch will be staff only. No student workers will be allowed to help or serve

	limit direct contact (I.e. stay in the vehicle, etc.)	screening, calling front office before entering, use of face coverings, etc. ● Make available hand sanitizer and/or hand washing stations upon exit/entry ● Post visible signage to encourage physical distancing ● Use both entrance and egress to avoid clustering at single points of entry ● Consider staggering arrival and drop off times and plan to limit direct contact (I.e. stay in the vehicle, etc.)	
Transport ation	**State Required:** ● Face coverings for students, staff, other passengers; LEAs may make exceptions for unique student circumstances ● Implement strategies to ensure driver safety ● Develop protocols for minimizing mixing of students from different households and regularly cleaning and disinfecting seats and other high-touch surfaces **Recommended:** ● Assign seating to support	**District Required:** ● Face coverings for students, staff, other passengers; LEAs may make exceptions for unique student circumstances ● Implement strategies to ensure driver safety ● Develop protocols for minimizing mixing of students from different households and regularly cleaning and disinfecting seats and other high-touch surfaces **District Recommended:** ● State recommendations are supported by the district ● The following transportation	**School:** **Midvalley is a "walk only" school.** **(Transportation would be for field trips and in case of emergency evacuation.** **Field trips have been cancelled until further notice)** ● Teachers and administration will educate students on the importance of face coverings while riding the bus ● Teachers will establish an effective seating charts for the bus ● Reteaching of bus safety and etiquette will continue

	contact tracing ● Maximize physical distancing, acknowledging that physical distancing of 6 feet or greater is not feasible in many instances ● Students should not be refused transportation for failure to wear a face covering	protocols have been established: ● All School bus drivers will be wearing face coverings and/or face shields Governor Herbert ordered on July 9 that "all students, staff, faculty and visitors at all K-12 schools in Utah are required to wear a mask fall semester." "Some flexibility will be given to school boards and principals to accommodate younger children, and we call on those local leaders to use common sense in the flexibility they use." – Governor Herbert ● Students will be invited to wear masks while on the bus, but will not be refused services if they choose not to wear a mask ● All students will be assigned a permanent seat on our buses in order to minimize the mixing of students from different households and to help with contact tracing. Our school bus camera systems will also assist in our contact tracing efforts ● We will be implementing strategies to ensure driver and student safety by cleaning and	

		disinfecting seats and other high-touch surfaces on each bus by applying disinfectant spray and by using disinfectant wipes after each bus run ● Each night we will have a disinfecting crew go through every bus with a chlorine based disinfectant spray to thoroughly sanitize our entire school bus fleet ● The goal is to maximize physical distancing of all passengers on our buses; however, we acknowledge that physical distancing of 6 feet or greater is not always feasible in many instances. Precautions will be taken to ensure both the safety of our school bus drivers and passengers	
Restrooms	**State Required:** ● Provide education and display signage on proper hand hygiene ● Create schedule for cleaning high-touch areas (e.g., faucets, paper towel dispensers, door handles) ● Ensure PPE (gloves, masks) is available for staff	**District Required:** ● Provide education and display signage on proper hand hygiene ● Create schedule for cleaning high-touch areas (e.g., faucets, paper towel dispensers, door handles) ● Ensure PPE (gloves, masks) is available for staff providing support in restrooms, including custodians	**School:** ● Provide education and display signage on proper hand hygiene ● Collect and monitor cleaning schedules ● Teachers will provide bathroom breaks throughout the day to minimize students requiring additional non-scheduled breaks ● Adults will monitor all bathroom breaks to determine contact tracing

	providing support in restrooms, including custodians ● Provide training for proper cleaning protocols for COVID-19 **Recommended:** ● Ensure proper airflow and ventilation through building engineering ● If students are grouped by the same hallway/floor/grade level, designate restroom for each cohort ● Minimize number of individuals in a restroom ● Systems to reduce simultaneous, multiple users and thus reduce contact with others ● Place markings on floor to encourage physical distancing when waiting to use facilities ● Increase barriers between stalls/urinals ● Block off every-other stall ● Encourage mask use while in restroom ● Establish a rotating monitor to frequently ensure soap is	● Provide training for proper cleaning protocols for COVID-19 **District Recommended:** ● State recommendations are supported by the district ● Schools, with district support, will work with their teachers, staff, SCC, and other parent stakeholders to address these recommendations and requirements as each school and classroom is unique The following district department protocols have been established: ● Signage will be provided to each school for display ● Floor markings are being identified and will be provided to schools ● All custodians will be required to wear face masks when in public areas or closer than 6 feet when working with coworkers ● Restroom checks will be performed three times daily to ensure adequate soap and paper products are available ● All facility High Touch Points (HTPs) will be sanitized daily and disinfected two times per week after facility occupants leave to reduce exposure to toxic disinfectants	● All District requirements will be met

	available	• All High-Risk areas (e.g., restrooms, locker rooms, sick rooms, showers, pre-school, day care) and any body-fluid spills will be disinfected daily or at the time of incident
		• Custodial Services established explicit written protocols include:
		  • Body Fluid Spill Protocol
		  • Disinfecting Protocol
		  • High Touch Point Cleaning Protocol
		  • Universal Precautions Protocol
		  • To reduce HTP exposure it is recommended that ALL facilities open all interior doors 10-minutes before expected use and remain open all day to reduce door/handle HTPs and to help ensure good air flow reducing exposure risk
		  • Custodial Services is in regular contact with Salt Lake County Health Department local representative Randy Williams, LEHS to discuss CSD cleaning and disinfecting procedures
		  • Custodial Services Best Practices Manual provided to all school custodians	

Cafeterias	**State Required:** • Mark spaced lines and designate serving line flow	**District Required:** • Mark spaced lines and designate serving line flow paths	**School:** • Educating students on the lines and signage which direct traffic flow

paths
- Remove self-service salad bars and buffet
- Food service workers wear face coverings
- Student hand hygiene routines (i.e., hand washing or sanitizer) before and after meal services
- Increase cleaning and disinfecting of high-touch areas

Recommended:

- Consider staggering lunch hours to reduce number of students at one time
- Students assigned to cafeteria times or areas by cohort
- Use outdoor eating areas for increased circulation
- Decrease lunch times
- Record seating and attendance to support contact tracing
- Use disposable plates, utensils, etc. when possible
- Prepare and distribute sack or box lunches for students to eat in homerooms or outside
- Students wear masks when

- Remove self-service fruit/vegetable bars
- Food service workers wear face coverings
- Student hand hygiene routines (i.e., hand washing or sanitizer) before and after meal services
- Increase cleaning and disinfecting of high-touch areas

District Recommended:

- State recommendations are supported by the district
- Schools, with district support, will work with their teachers, staff, SCC, and other parent stakeholders to address these recommendations and requirements as each school and classroom is unique
  - Schools may stagger their lunch hours to reduce the number of students at one time
  - Schools may work with nutritional services to have sack or box lunches to eat in the classroom if needed
  - Education provided at the school level with the support of the district as outlined above

- The following district department protocols have been established:

- Wearing face coverings to lunch and removing to eat
- Removing all self-service bars
- Physical distancing where feasible
- Using hand sanitizer as students enter and exit the lunchroom
- Change in schedule to avoid overlapping grades
- Full day kindergarten will eat in their classroom for lunch

	waiting in lines ● Use paper cups and personal bottles instead of water fountains	● Signage will be provided to each school for display ● Floor markings are being identified and will be provided to schools ● All nutrition workers will be required to wear face masks while preparing and serving food ● All plates, utensils, etc., will be disposable. Students are encouraged to use personal water bottles ● All facility High Touch Points (HTPs) will be sanitized daily and disinfected two times per week after facility occupants leave to reduce exposure to toxic disinfectants ● To reduce HTP exposure it is recommended that ALL facilities open all interior doors 10-minutes before expected use and remain open all day to reduce door/handle HTPs and to help ensure good air flow reducing exposure risk ● Nutritional Service Department is in regular contact with Salt Lake County Health Department and USDA local representatives to discuss CSD cleaning and disinfecting procedures	

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Large Group Gatherings (e.g., assemblies, recitals)	State Required:
	
	● LEAs ensure group gatherings are organized with health and safety principles and requirements in place and, as needed, in consultation with local health departments
	
	Recommended:
	
	● Explore limiting and/or canceling nonessential assemblies, recitals, dances, etc. or reschedule as virtual gatherings
	● Broadcast to home rooms or hold multiple sessions of the same assembly with smaller groups
	● Record attendance and seating location of large gatherings to support contact tracing
	● Create alternate plans for whole staff gatherings such as virtual meetings
	● Staff and students wear face coverings when participating in large group gatherings indoors
	● At special events, consider screening/non-contact temperature testing of adults
		District Required:
		
		● LEAs may hold large group gatherings if they are able to provide contact tracing while also maintaining health and safety principle requirements established by the local health department
		   ● All events that cannot support contact tracing and physical distancing should be postponed or cancelled
		     ○ Examples include Red Carpet Event, Back to School Night, Assemblies, etc.
		   ● Field Trips and Overnight and Out of State Travel
		     ○ Restricting all student and employee field trips, overnight, and out of state travel
		     ○ All restrictions through winter recess
		       ■ Reviewed after the break
		
		District Recommended:
		
		● State recommendations are supported by the district
			School:
			
			● We will only hold large group gatherings if we are able to provide contact tracing while also maintaining health and safety principle requirements established by the local health department
			● Grade programs can be held virtually.
			● Second Step assemblies can be held virtually at a scheduled time or at teacher convenience
			● Halloween Parade will be held virtually as slideshow
			● Fundraiser Kickoff will be held virtually.
			● Parent/Teacher Conferences: Google Meet or by phone, (preferred) wherever possible. (In person, if no other means possible to accommodate parent by appointment--To meet the under 100 people in building at time and contact tracing) If in person option become available, this will be preferred.
			● KEEP testing will be held in office area to minimize movement by patrons in the building by appointment
			● Other events will be considered on a one-by-one basis by the Building Leadership Team and School Community Council and the PTA

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	who will be direct participants and have close contact with students	• Schools, with district support, will work with their teachers, staff, SCC, and other parent stakeholders to address these recommendations and requirements as each school and classroom is unique
		    • Explore limiting and/or canceling nonessential assemblies, recitals, dances, etc. or reschedule as virtual gatherings
		    • Broadcast to home rooms or hold multiple sessions of the same assembly with smaller groups
		    • Record attendance and seating location of large gatherings to support contact tracing
		    • Create alternate plans for whole staff gatherings such as virtual meetings
		    • Staff and students wear face coverings when participating in large group gatherings indoors
		    • At special events, consider screening/non-contact temperature testing of adults who will be direct participants and have close contact with students	

Unique	**State Required:**	**District Required:**	**School Required:**

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Courses with Higher Risk of Spread	● LEAs must identify courses that would be more at risk and make plans with support from local health departments (as needed) to mitigate the risks
	
	Recommended:
	
	● Consider limiting and/or canceling nonessential assemblies, recitals, dances, etc. or reschedule as virtual gatherings
	● Face coverings when distance is limited and the activity allows
	● Choir is an inherently high-risk activity due to the increased level of respiratory output; consider layering several other strategies to mitigate, including conducting in outdoor spaces, space at least 6 feet apart, reduce duration spent face-to-face, use of barriers, increasing airflow and ventilation
	● Build in time for sanitation between sessions/use
		● Courses deemed higher risk include situations where students and/or teachers are in close proximity for more than 15 minutes, involve high respiratory output, involve large group size, or when movement is unrestricted. These types of courses include choir, as well as some courses found in performing arts, visual arts, physical education, world languages, and career and technical education
		
		District Recommended:
		
		● State recommendations are supported by the district
		● Schools, with district support, will work with their teachers, staff, SCC, and other parent stakeholders to address these recommendations and requirements as each school and classroom is unique
		   ● Schools may consider layering several other strategies to mitigate, including conducting in outdoor spaces, space at least 6 feet apart, reduce duration spent face-to-face, use of barriers, increasing airflow and ventilation
		   ● Schools may build in time for sanitation between
			School:
			
			● Use of distancing in classrooms
			● Reduce time spent face to face
			● We have small class sizes and sufficient space, so physical distancing should be possible in all situations

		sessions/use	

Recess and Playgrounds	**State Required:**
	
	● LEAs ensure recess and playgrounds are managed with health and safety principles and requirements in place and, as needed, in consultation with local health departments
	
	Recommended:
	
	● Alternate recess, playground time, use of outdoor spaces
	● Disinfect playground/gym equipment between each use
		District Required:
		
		● The district will adhere to all state and county guidelines and recommendations for playground use
		
		District Recommended:
		
		● State recommendations are supported by the district
		● Schools, with district support, will work with their teachers, staff, SCC, and other parent stakeholders to address these recommendations and requirements as each school and classroom is unique
		  ● Each school may consider alternate recess, playground time, use of outdoor spaces
		  ● The district will increase the number of times playground/gym equipment is disinfected
			School:
			
			● The school will adhere to all state, county, and district guidelines and recommendations for playground use
			● Scheduling to minimize the number of students on the playground at the same time
			● Working with Playworks to establish touch free games and activities
			● Assigning specific areas of the playground to grade levels or classes
			● Opening of new school will be different until November when playgrounds are completed. When new play equipment is available, there will be more options for play and more space to play. Until then, a map of areas to play will be provided. The new playground map will be provided when available

Special Education, Related Services, or School Counseling (e.g.,	**State Required:** ● Provide plexiglass, face shields, and/or auxiliary aids for one-on-one close contact to ensure students with disabilities have equal	● **District Required:** ● Any individualized instruction, assessment, or other areas where physical distancing is not possible and one-on-one is	**School:** ● Any individualized instruction, assessment, or other areas where physical distancing is not possible and one-on-one is required, reasonable

School Psychologist, Speech-Language Pathologist, Occupational Therapist, etc.)	access to information ● Offer reasonable accommodations for students who are unable to wear face coverings in settings where it is required for other students **Recommended:** ● Make accommodations for circumstances that encounter close contact (i.e., counseling, school psychologist)	required, reasonable accommodations such as face shields will be utilized in order to have equal access and allow IEP services to be delivered ● Departments will work with families and school staff to problem solve unique situations as they arise ● Support unique situations (Home & Hospital, 504's, Health Care Plans) ● Online learning for students receiving special education services: 　● Requires a licensed special education teacher to provide specially designed instruction 　● Online learning is a change in placement and requires an IEP meeting to consider appropriate placement and service pattern	accommodations such as face shields will be utilized in order to have equal access and allow IEP services to be delivered ● We will work with families and staff to problem solve unique situations as they arise ● Support unique situations (Home & Hospital, 504's, Health Care Plans)

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Monitoring for Incidences			

Preparation Phase	**State Required:**
	
	● Develop administrator/teacher/staff education and training on school's protocol for symptom monitoring
		District Required:
		
		● Employees will be trained on COVID-19 during the Critical Policy Training
		● What COVID-19 is and how it is spread
		● How to protect yourself:
		   ● Practice physical Distancing (ideally 6+ feet)
		   ● Cover your cough or sneeze with a tissue, then throw the tissue in the trash and wash your hands
		   ● When in public, wear a cloth face covering over your nose and mouth
		   ● Do not touch your eyes, nose, and mouth
		   ● Clean and disinfect frequently touched objects and surfaces
		   ● Stay home when you are sick, except to get medical care
		   ● Wash your hands often with soap and water for at least 20 seconds, or use hand sanitizer if water is unavailable
			School:
			
			We will follow all District Requirements

			- Employees will be provided two cloth face coverings - Face shields will be provided upon request through the supervisor - Latex gloves will be provided upon request through the supervisor - Plexiglas Shields have been, or will be, installed in high contact areas, e.g. receptionists, main office, attendance office, counseling center - Cleaning supplies will be available through the supervisor - Alcohol based hand sanitizer and dispensers have been, or will be, installed in all classrooms and offices - The custodial department has increased their cleaning efforts continuing to use hospital grade sanitizers and disinfectants on a more frequent basis - Employees are annually trained on how to engage the ADA Interactive Process - Responsive Services will work with Human Resources and School Performance to train each staff	

		member on symptoms and encourage sick staff to stay home ● Each staff member will complete a symptom screener daily to create a digital audit trail and reinforce employees to stay home if sick ● Responsive Services is currently working with the IT Department to develop the most efficient tool for documentation (google form or other)	

Symptom Monitoring	**State Required:**
	
	● Establish a plan to assist families in conducting symptom checking at-home
	● Assist families in access to thermometers, or other items, as-needed to fulfill appropriate symptom checking requirements
	● Monitor staff/student symptoms and absenteeism carefully
	● Educate and promote to staff/students: "If you feel sick; stay home"
	● Do not allow symptomatic individuals to physically return to school unless their symptoms are not due to a communicable disease as confirmed by a medical
		District Required:
		
		● The following district department protocols have been established:
		    ● Responsive Services is working with communications to send home self symptom screener (magnet, stick ons, etc..)
		    ● Responsive Services provide thermometers to families upon request
		    ● Responsive Services will help screen a symptomatic student at school in the parking lot if needed
		    ● Each staff member will complete a symptom screener daily to create a digital audit trail and reinforce employees to
			We will follow all State and District Requirements

provider **Recommended:** ● Develop a plan for monitoring students and staff for COVID-19 symptoms ● Implement more lenient absentee policies during periods of mild to moderate and sustained local COVID-19 transmission ● Have parents or caregivers complete an affirmation that they will not send their children to school with symptoms. ● Provide options for those with barriers (e.g. if parents or caregivers are unable to check symptoms, allow them to request the school check the student's symptoms)	stay home if sick ● All volunteers will be required to enter the main office to be screened ● If screening is passed the volunteer will sign in and document screening before being allowed into the rest of the building ● Once inside the building volunteers will be required to wear a mask ● Schools, along with Responsive Services, will monitor attendance and reach out to families to problem solve and provide intervention support when needed ● District will be lenient in terms of compulsory education as students and families navigate COVID risk levels ● We are awaiting further information in order to fully address the requirement to "not allow symptomatic individuals to physically return to school unless their symptoms are not due to a communicable disease as confirmed by a medical	

		provider" ● Sally Googder, Lead Nurse, will coordinate with the local health department when needed and all communication with them will go through her ● The school nurse communicates with school principal and front office staff who work together to identify individuals who had been in direct contact with confirmed individual ○ School nurse coordinates with front office to notify identified individuals and send them home with letter from health department which included instructions for return ○ Attendance secretary marks attendance ○ Classroom teacher notified to continue blended learning ● Every precaution should be taken to protect HIPPA of	

		individuals testing positive of COVID-19 ○ We recommend a weekly notification to Board of total confirmed cases and total number of students who were in direct contact and required to self-isolate ● Any information from health department regarding whole class or school closures will be communicated immediately with school board laimer – based on information as of July 20 and subject to change if required by h department	
Containing Potential Outbreaks			
Preparation Phase	**State Required:** ● Develop Administrator/Teacher/Staff education and training on school's protocol for containing potential outbreaks ● Consult with local health department regarding	**District Required:** ● Responsive Services is working with nurses and local health department to have clear guidelines and training for staff upon return in August ● Attendance, digital health room logs and documented screening will be required to assist with contact tracing	**We will follow all State and District Requirements**

	procedures for tracing a positive COVID-19 case by an employee, student, visitor, or those who have come into contact with an individual testing positive		
Quarantine/ Isolation Protocol	**State Required:** ● Designate quarantine rooms at each school to temporarily house students who are unable to return home ● Communicate health and safety issues transparently, while protecting the privacy of students and families	**District Required:** ● Health rooms will be identified as the quarantine room and will temporarily isolate students until parents can pick them up ● Schools will limit and document on the health room log anyone who enters this room to assist with contact tracing ● Signage will be provided to schools reminding individuals to not enter the health room unless absolutely necessary ● Schools will identify a secondary location for students with unrelated COVID symptoms if the health room is already occupied. (wait in the main office or counseling center) ● Schools can work with their assigned nurse to identify a secondary location if needed ● Any communication regarding positive cases of COVID will be coordinated with Sally Goodger,	**School Required:** **School will follow all State and District Requirements**

		local health department, school administrator and the external communications department	
Temporarily Reclosing (If Necessary)			
Preparation Phase	**State Required:** ● Develop Administrator/Teacher/Staff education and training on school's protocol for temporarily reclosing schools if necessary ● Establish a plan in consultation with local health on responding to confirmed cases and the coordination of temporary closure of a school ● In the event of an outbreak, contact the local health department in order to trigger the pre-established plan which may include: class dismissal, school dismissal, longevity of dismissal based on community spread, cleaning/sanitization, communications, contact tracing, etc.	**District Required:** ● Training will be coordinated through the Office of School Performance on school's protocol for temporarily reclosing schools if necessary ● Any communication regarding positive cases of COVID will be coordinated with Sally Goodger, local health department, school and district leadership if school closure is recommended	**School:** **School will follow all State and District Requirements**

| Transition Management Preparation | State Required:

● Develop a communication procedure for students and faculty in the case there is a temporary reclosure
● Review original Continuity of Education Plans that were implemented during the spring 2020 soft closure and analyze lessons learned. Consider making changes accordingly and incorporating into transition management plans
● Analyze remote learning capabilities
● Explore extracurriculars/in-person events that may also need to be temporarily postponed/canceled or transitioned to virtual | District Required:

● Communication procedure for students and faculty in the case there is a temporary reclosure has been created
● Our original Continuity of Education Plans that were implemented during the spring 2020 soft closure were reviewed and updated
● We will follow all recommendations from UHSAA and County Health Departments to address all extracurriculars/in-person events
● All other parent meetings and events may also need to be temporarily postponed/canceled or transitioned to virtual

Alternative Learning Arrangements:
● Students will attend in person or enroll in Canyon School District (CSD) online learning
● Families who are not comfortable sending their children back to school will have the option to participate in CSD Online Learning. CSD Online Learning provides self-directed student learning that is solely online
● CSD online learning will be coordinated at the District level | |

		and will not be connected to the student's school
		● Guidelines for appropriate transition in and out of online learning will be established
		● CSD Online Learning:
		    ● 9th-12th Grades--CVHS
		        ● Core Classes
		        ● Limited Electives
		        ● CVHS Grading Scale
		        ● CSD Teacher Support
		● K-8th Grades--Curriculum & Structure
		● Core Classes
		● Curriculum maps created by CSD teachers
		● Aligned to CSD scope and sequence
		● Educator Support
		● Canvas will be used as learning management system
		● Online Daily Interactive Expectations
		■ Curriculum mapping and standards will align with current CSD maps
		■ Google Meets – daily one hour google meets for elementary students. Secondary one hour weekly per course
		■ Instruction – recorded lesson on topic discussed in class	

| | | ■ Office Hours – teachers available for daily consultation – recommend 3 hour blocks ■ Teachers will support students with regular check-ins ● Student enrollment in online or in-class instruction requires a commitment of at least one grading period in order to support staffing and facility needs ● Students will be issued a device and will be supported with connectivity in order to participate fully in remote learning ● Students who are quarantined or placed in self isolation will maintain classroom teacher and teacher will film lesson and post on CANVAS to access when appropriate ● DLI and/or SALTA Students ○ Online options will be contingent upon online requests and feasibility ● English Language Learners ○ Availability of electronic translation services for online learning and communication ● Students Receiving Special | |

		Education Services	
		Education Services ○ Requires a licensed special education teacher to provide specially designed instruction Online learning is a change in placement and requires an IEP meeting to consider appropriate placement and service pattern	

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Descriptor	Lower Risk	Higher Risk
Movement	Directed	Undirected
Duration	<15 Minutes	>15 Minutes
Proximity	> 6 Feet	< 6 Feet
Group Size	<Recommended Limit	>Recommended Limit
Respiratory Output	Normal	Increased
Touch	Low	High
Congestion	Low	High