

School Reopening Requirements Template

Name of LEA

Local education agencies (school districts and charter schools also known as LEAs) are required to develop local plans for reopening schools for in-person instruction in the fall of 2020. In this document, LEAs should provide assurance that they have met the specific requirements from the state in their planning process. This document can be used in conjunction with the USBE School Reopening Handbook, which provides recommended considerations to guide planning and additional details. The requirements contained in this template are subject to change and will be updated accordingly.

This Reopening Requirements Template is required to be submitted to the Utah State Board of Education by August 1, 2020. While LEAs may choose to use the format of this document as the basis for their school reopening plan that is required to be made available to the public (public-facing school reopening plan), LEAs may use whatever format they feel best suits the needs and interests of their local community.

Please submit this Reopening Requirements Template to the Utah State Board of Education by email to coronavirus@schools.utah.gov. Submission of the template serves as an assurance only (the Board is not approving local plans).

Attestation:

Our school reopening plan has been approved by our governing board in an open and public meeting and was made available on our website (and each schools' website) by August 1, 2020.

 Yes No

Insert the link to your public-facing school reopening plan on your LEA website here:

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Repopulating Schools

Communication and Training

State Requirement (“What”)	Implementation Plan (“How”)
<p>Develop administrator/teacher/staff education and training on school’s reopening protocol and action plans</p> <ul style="list-style-type: none"> 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 	<p>July 10, 2020- Reopening plan went out to parents, staff and community for feedback.</p> <p>July 29, 2020- Reopening plan was presented to Weber Board of Education for approval.</p> <p>After Board approval, a link to the training on our reopening plan was posted on our website for all to see. Our Public Information Officer produced a video “We’re Ready” that is embedded in the training slide deck and posted on our website.</p> <p>Parents and families</p> <p>Teachers and staff</p> <p>August 4, 2020- All Administrators trained on our reopening plan.</p> <p>August 21, 2020 All teachers trained on reopening plan.</p>

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Appoint a point of contact for each school available for questions or specific concerns.

Indicate assurance:

Yes

No

Accommodating Individual Circumstances (e.g., High-Risk, Personal Decisions)

State Requirement (“What”)

Create a process for students/families and staff to identify as high risk¹ 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

Implementation Plan (“How”)

Information will be emailed to all employees directing them who to contact with concerns on reopening. Employees who fall under the federal leave category will be addressed on an individual basis. A form has been created that guides Directors, Supervisors and Administrators on how to address requests for accommodations.

Special Education

Parents will be asked to directly communicate with school level teams to address requests for remote learning. IEP teams will meet to determine student instructional needs and how the needs can best be met. A IEP and/or Learning Plan will be developed for the individual student.

Student Services

Parents will be asked to work directly with administrators and counselors if they feel their student is at high risk for severe illness. Teachers and staff members will also notify counselors and administrators of students they believe might identify as high risk for severe illness. Administrators will contact parents to discuss alternative learning arrangements. Administrators, teachers and counselors will work with parents and students to create a learning plan best suited for the individual student. The teacher and counselor will continually monitor progress, assist the student and make necessary adjustments with the plan as needed.

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 severe obesity, diabetes, chronic kidney disease undergoing dialysis, or liver disease.

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Take reasonable steps to minimize and mitigate risk for employees who identify as high-risk

PPE will be provided for employees who have been identified needing accommodations to mitigate risk. Human Resources will work with facilities to provide the necessary PPE.

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 needed to decrease their risk for exposure to COVID-19

Indicate assurances:

Indicate assurances:

School team, including IEP/504 team members and school nurse, will review current Individual Health Care Plans for each student to determine special healthcare needs and update their care plans at the beginning of the school year (August/Early September).

IEP file holders'/case managers will review individual student IEPs upon returning to work (August) to identify potential healthcare needs. For students with healthcare needs on a current IEP, parents will be contacted to schedule a time to meet with their student's IEP team to revise/develop a new IEP or Individual Health Care Plan to address the individual healthcare needs of the student. If a parent contacts the school regarding the potential for a healthcare need to be addressed by the student's IEP team, the school will schedule a meeting, including the school nurse and relevant team members, to identify needs and revise/develop a new IEP, and as appropriate an Individual Health Care Plan.

Yes

No

Enhanced Environment Hygiene & Safety

State Requirement ("What")

Implementation Plan ("How")

Develop protocols for implementing an increased cleaning and hygiene regimen

Indicate assurance:

Yes

No

Faculty and staff wear face coverings (e.g., masks or shields) when physical distancing is not feasible

This directive is in our training and our [Safe Weber Framework](#). Each staff member has been provided a mask and a face shield. We will always follow directives from the State Health Department and state and local government.

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Make hand sanitizer, disinfecting wipes, soap and water, or similar disinfectant readily available to staff/students/visitors in controlled environments to ensure safe use

Indicate assurance:

Yes

No

School Schedules

State Requirement ("What")

Implementation Plan ("How")

Due to the unique nature of school schedules, USBE has not provided state-wide requirements.

Monitoring for Incidences

State Requirement ("What")

Implementation Plan ("How")

Develop administrator/teacher/staff education and training on your LEA's protocol for symptom monitoring

[Symptom Monitoring](#)

Establish a plan to assist families in conducting symptom checking at home

[Process for checking Students at Home](#)

Assist families in access to thermometers, or other items, as needed to fulfill appropriate symptom checking requirements

Parents will be directed to work with the school nurse with symptom checking questions. The school nurse will assist families in accessing donated thermometers and supplies or directing them to the best products to purchase. The school nurse will also work closely with school administration, counselors, teachers and staff members to identify families that might be in need of supplies. Contacts will be made and assistance offered to these families.

Monitor staff/student symptoms and absenteeism carefully

Indicate assurance:

Yes

No

Educate and promote to staff/students: "If you feel sick; stay home"

Indicate assurance:

Yes

No

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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 provider

Indicate assurance:

Yes

No

Containing Potential Outbreaks

Preparation Phase

State Requirement ("What")

Develop administrator/teacher/staff education and training on school's protocol for containing potential outbreaks

Consult with local health department regarding 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

Implementation Plan ("How")

We would work with the local health department and follow their guidance. We will also follow the steps outlined in the attached [flow chart](#) to reduce risk of spread if students/staff show symptoms.

We have a contact with the local health department and have a plan in place to notify them and follow their guidance and directions.

[Health Department Contract Tracing Flowchart](#)

In the event a student or staff member tests positive for COVID19, or information is received about a potential exposure, district and school officials shall investigate the situation and provide timely information to stakeholders. The following steps should be followed:

- Information surrounding a positive test or exposure shall be confirmed with the individuals involved
- District and school officials will coordinate with the Weber-Morgan Health Department and the district's head nurse in regards to contact tracing and notifications
- District and school officials will immediately communicate with all individuals involved regarding health and safety procedures
- Information shall be sent to the district's Public Information Officer (PIO) who may coordinate with news media
- Information will be sent out to employees and the school community as soon as reasonably possible
- Dissemination of information shall be in accordance with FERPA and HIPPA in order to protect the privacy of those involved



School Reopening Requirements Template

The following information should be included in the communications plan:

- The confirmation of a positive test result and/or significant exposure
- Basic information regarding the school involved, the grade of the student, and/or position of the staff member (No personal identifiers should be released)
- The extent of the exposure and risks to others
- Measures to be taken by individuals involved and/or potentially exposed. This shall be in accordance with health department guidelines
- Measures being taken by the school and district to mitigate risk in accordance with the district's Safe Weber Framework

Means of disseminating information and making notifications:

- Phone calls
- Email
- Text messaging
- WSD Notifier
- District and school websites
- District and school social media platforms
- News media

The district shall coordinate with the Weber-Morgan Health Department regarding confirmed cases which could potentially lead to the temporary closure of a school. The communications plan outlined above would be followed.

Quarantine/Isolation Protocol²

State Requirement ("What")	Implementation Plan ("How")
Designate quarantine rooms at each school to temporarily house students who are unable to return home	Indicate assurance: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Communicate health and safety issues transparently, while protecting the privacy of students and families	In a situation where we need to contact parents, students and employees concerning health issues our Public Information Officer will work with the health department on

² "Quarantine" refers to the recommendations regarding someone that has been exposed to virus (but not yet a confirmed case) is recommended to separate oneself while waiting to see if symptoms develop. "Isolation" refers to the recommendations regarding someone who has a confirmed infection.

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an appropriate message. We will then send that information out through our district notification system, which includes text, email, district and school website alerts and social media when appropriate to communicate the pertinent information while respecting FERPA and HIPPA regulations.

Temporarily Reclosing (if Necessary)

Preparation Phase

State Requirement (“What”)

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

Implementation Plan (“How”)

We have developed a protocol for the closing of schools. It is embedded in our framework under the intense precautions category. All employees will be trained on the framework. The district shall coordinate with the Weber-Morgan Health Department regarding confirmed cases which could potentially lead to the temporary closure of a school.

In the event a student or staff member tests positive for COVID19, or information is received about a potential exposure, district and school officials shall investigate the situation and provide timely information to stakeholders. The following steps should be followed:

- Information surrounding a positive test or exposure shall be confirmed with the individuals involved
- District and school officials will coordinate with the Weber-Morgan Health Department and the district’s head nurse in regards to contact tracing and notifications
- District and school officials will immediately communicate with all individuals involved regarding health and safety procedures
- Information shall be sent to the district’s Public Information Officer (PIO) who may coordinate with news media
- Information will be sent out to employees and the school community as soon as reasonably possible
- Dissemination of information shall be in accordance with FERPA and HIPPA in order to protect the privacy of those involved

The following information should be included in the communications plan:

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- The confirmation of a positive test result and/or significant exposure
- Basic information regarding the school involved, the grade of the student, and/or position of the staff member (No personal identifiers should be released)
- The extent of the exposure and risks to others
- Measures to be taken by individuals involved and/or potentially exposed. This shall be in accordance with health department guidelines
- Measures being taken by the school and district to mitigate risk in accordance with the district’s Safe Weber Framework

Means of disseminating information and making notifications:

- Phone calls
- Email
- Text messaging
- WSD Notifier
- District and school websites
- District and school social media platforms
- News media

The district shall coordinate with the Weber-Morgan Health Department regarding confirmed cases which could potentially lead to the temporary closure of a school. The communications plan outlined above would be followed.

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.

We would refer to our [framework](#) which details our plan. Our plan details the procedures that would be enacted if we move to a modified day, closure of a class, school, etc. We would follow guidance from the local health department. Cleaning protocols that are listed in the *Facility/Sanitization* category of our framework would be implemented.

Transition Management Preparation

State Requirement (“What”)

Develop a communication procedure for students and faculty in the case there is a temporary reclosure

Implementation Plan (“How”)

In a situation where we need to contact parents, students and employees concerning health issues our Public Information Officer will work with the health department on an appropriate message. We will then send that information out through our district notification system, which includes text, email, district and school website alerts and social media when appropriate to

School Reopening Requirements Template

communicate the pertinent information in relation to school closures, etc. while respecting FERPA and HIPPA regulations.

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

Indicate assurance:

Yes

No

Analyze remote learning capabilities

Indicate assurance:

Yes

No

Explore extracurricular/in-person events that may also need to be temporarily postponed/canceled or transitioned to virtual

Elementary Events:

- Superintendent Reading Awards,
- Back to School Night,
- Parent Teacher Conferences,
- STEM/Science Fair,
- Storytelling Festival,
- Iron Kid/STEM Olympiad

Secondary Events:

- Back to School Nights
- Parent-Teacher Conferences
- UHSAA-Sanctioned Athletics and Extracurricular Activities
- STEM/Science Fair Competitions
- Academic Olympiad
- Summer School-Sanctioned Activities (CTE Ag Camps, credit recovery sessions, etc.)
- Field Trips
- PM School Programs
- Drivers Education

Mitigation Tactics for Specific School Settings

LEA Mitigation Strategies for Specific School Settings

Analyze each of the following settings to determine the appropriate risk mitigation strategies to implement. By analyzing the environmental features of your unique spreads to develop a plan for additional strategies. For complete directions on how to fill out the chart, see the USBE School Reopening Handbook. The state requirement prompts you to develop a protocol or strategy, describe your planned approach within the appropriate table cell. You can also reference the Handbook additional mitigation strategies to each school setting as you see fit. You may also add additional rows for other school settings that your LEA would like to address.

Setting	State Requirement(s)	Mitigation Tact		
		Isolate Symptoms	Minimize Outbreak Probability	Physical Distancing
		(e.g., contact tracing, testing, symptom monitoring, self-isolation, etc.)	(e.g., group size, interaction with multiple groups, etc.)	(e.g., maintaining distance, reducing interaction, frequency of contact)
Classrooms	<ul style="list-style-type: none"> - Develop and provide educator training on implementing strategies to identify and mitigate risk in a classroom setting 	<ul style="list-style-type: none"> - All classrooms should be stocked with first aid supplies. School nurses will be available for telehealth support. Teachers and staff should follow the flow chart to determine which students can be cared for in the classroom and which students should be sent to the health office. Staff and students should not attend schools if sick. 	<ul style="list-style-type: none"> - Consider seating students facing forward if practical - When bringing multiple classes together, consider using other spaces inside or outside of the building 	<ul style="list-style-type: none"> - Maximize tables and chairs - Move non-essential furniture out of classroom - Consider closure of classroom doors - Establish entrance procedure for classroom
Transitions	<ul style="list-style-type: none"> - Identify high traffic areas and apply floor markings or signage to direct traffic 	<ul style="list-style-type: none"> - The office will establish the following 3 areas. 1) General Waiting (for students with injuries or unscheduled meds, etc), 2) Well Student Area (for students with scheduled meds or procedures, etc) 	<ul style="list-style-type: none"> - Place signs or markings in halls showing efficient traffic patterns - Minimize and monitor congregation of students - Consider staggered transitions 	<ul style="list-style-type: none"> - Prop doors open - Place signs in halls showing efficient traffic patterns - Encourage students to use stairs

K-12 Reopening Plan Assurances

Setting	State Requirement(s)	Mitigation Tact		
		Isolate Symptoms	Minimize Outbreak Probability	Physical Di
		(e.g., contact tracing, testing, symptom monitoring, self-isolation, etc.)	(e.g., group size, interaction with multiple groups, etc.)	(e.g., maintaining distant interaction, frequency c
Entry/Exit Points	<ul style="list-style-type: none"> - 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 - Limit nonessential visitors and volunteers to campuses and programs; each school is to determine essential versus nonessential - Designate entry/exit flow paths to minimize congestion 	<ul style="list-style-type: none"> - 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 - Limit nonessential visitors and volunteers to campuses and programs; each school is to determine essential versus nonessential - Designate entry/exit flow paths to minimize congestion 	<ul style="list-style-type: none"> - Consider protocols for visitors, including sign-in and sign-out, locations being visited, calling the front office before entering, use of face coverings, etc. 	<ul style="list-style-type: none"> - Post signage physical distar
Transportation	<ul style="list-style-type: none"> - Develop protocols for minimizing mixing of students from different households and regularly cleaning and disinfecting seats and other high-touch surfaces 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - seating charts that group families and then by bus stop to minimize co-mingling students from different stops - First on to the back to minimize cross 	<ul style="list-style-type: none"> -

K-12 Reopening Plan Assurances

Setting	State Requirement(s)	Mitigation Tact		
		Isolate Symptoms	Minimize Outbreak Probability	Physical Di
		(e.g., contact tracing, testing, symptom monitoring, self-isolation, etc.)	(e.g., group size, interaction with multiple groups, etc.)	(e.g., maintaining distan interaction, frequency c
Restrooms	<ul style="list-style-type: none"> - 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 - Provide training for proper cleaning protocols for COVID-19 		<ul style="list-style-type: none"> - Look at minimizing the number of individuals in a restroom - If students are grouped by the same hallway/floor/grade level, designate restroom for each cohort 	<ul style="list-style-type: none"> - - Consider floc encourage phy
Cafeterias	<ul style="list-style-type: none"> - Mark spaced lines and designate serving line flow paths - Remove self-service salad bars and buffet - Student hand hygiene routines (i.e., hand washing or sanitizer) before and after meal services - Increase cleaning and disinfecting of high-touch areas 		<ul style="list-style-type: none"> - Consider staggering lunch hours to reduce the number of students at one time - Consider decreasing lunch times 	<ul style="list-style-type: none"> - - Expanded ca options such a outside seatin - Consider dec times
Large Group Gatherings (e.g. assemblies, performances)	<ul style="list-style-type: none"> - Ensure group gatherings are organized with health and safety principles and requirements in place and as needed in 	-	<ul style="list-style-type: none"> - - Consider limiting and/or canceling nonessential assemblies, dances, etc. or reschedule as virtual gatherings - Create alternate plans for 	<ul style="list-style-type: none"> - - Consider lim canceling non assemblies, d& reschedule as gatherings

K-12 Reopening Plan Assurances

Setting	State Requirement(s)	Mitigation Tact		
		Isolate Symptoms	Minimize Outbreak Probability	Physical Distancing
		(e.g., contact tracing, testing, symptom monitoring, self-isolation, etc.)	(e.g., group size, interaction with multiple groups, etc.)	(e.g., maintaining distance, limiting interaction, frequency of contact)
Unique Courses with Higher Risk of Spread	<ul style="list-style-type: none"> Identify courses that would be more at risk and make plans with support from local health departments (as needed) to mitigate the risks 	-	<ul style="list-style-type: none"> Reduce durations spent face-to-face with other students Link to Utah Advisory Council of Theatre Teachers guidelines (Add link) Link to National Association for Music Educators guidelines (Add link) Link to CTE course specific guidelines (Add link) 	<ul style="list-style-type: none"> Use larger spaces (auditoriums, cafeterias, stages, outdoor areas)
Recess and Playground	<ul style="list-style-type: none"> Ensure recess and playgrounds are managed with health and safety principles and requirements in place and, as needed, in consultation with local health departments 	-	<ul style="list-style-type: none"> Limit activities to those that do not require physical contact 	<ul style="list-style-type: none"> Use available outdoor spaces to increase physical distancing between students
Special Education, Related Services, or School Counseling (e.g. School	<ul style="list-style-type: none"> Provide plexiglass, face shields, and/or auxiliary aids for one-on-one close contact to ensure students with disabilities have equal access to information Offer reasonable accommodations 	<ul style="list-style-type: none"> Itinerant staff will sign a log at each site that includes date, time, and location(s) visited. Symptoms monitoring of staff members in classrooms containing high risk students. 	<ul style="list-style-type: none"> Follow District's Safe Weber Special Education Add-on Precautions 	<ul style="list-style-type: none"> Maximize space by using tables and desks non-essentially to free up equipment out to increase distancing. Consider temporary instructional materials to increase ability to sanitize.

SAFE WEBER FRAMEWORK

MODERATE PRECAUTIONS

Facility Sanitation
Moderate Precautions -- K-12 Schools

Classrooms

Recommendations:

- All standard cleaning protocols
- Daily horizontal, touchable surface cleaning to include use of electro-static disinfection where appropriate.
- Daily Sink and fountain cleaning
- Ozone machine sanitization on a regularly scheduled basis

Transitions/Common Areas

State Requirement:

Identify high traffic areas and apply floor markings or signage to direct traffic

Additional Recommendations:

- All standard cleaning protocols
- Daily horizontal, touchable surface cleaning to include use of electro-static disinfection where appropriate.
- Daily Sink and fountain cleaning
- Prop doors open to reduce touch
- Clean high-touch surfaces after transition periods

Entry/Exit Points

State Requirement:

Designate entry/exit flow paths to minimize congestion

Additional Recommendations:

- Use both entrance and egress to avoid clustering at single points of entry
- Make available hand sanitizer and/or hand washing stations upon exit/entry

Transportation

State Requirements:

-Develop protocols for minimizing mixing of students from different households and regularly cleaning and disinfecting seats and other high-touch surfaces

Additional Recommendations:

- All standard cleaning protocols
 - Daily horizontal, touchable surface cleaning to include use of electro-static disinfection where appropriate
- Includes school vans

Restrooms

State Requirements:

- 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
- Provide training for proper cleaning protocols for COVID-19

Additional Recommendations:

- Establish a rotating monitor to frequently ensure soap is available

Cafeterias

State Requirements:

- Increase cleaning and disinfecting of high-touch areas

Additional Recommendations:

- All standard cleaning protocols
- Increased sanitization of all tables between uses.
- Daily horizontal, touchable surface cleaning to include use of electro-static disinfection where appropriate.
- Daily Sink and fountain cleaning

Recess/Playgrounds/P.E. Classes

State Requirements:

- 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

Additional Recommendations:

- All standard cleaning protocols
- Daily horizontal, touchable surface cleaning to include use of electro-static disinfection where appropriate.
- Daily Sink and fountain cleaning
- Ozone machine sanitization of all locker areas on a regularly scheduled basis

Pre-Schools/Day Cares

- All standard cleaning protocols
- Daily horizontal, touchable surface cleaning to include use of electro-static disinfection where appropriate.
- Daily Sink and fountain cleaning
- Ozone machine sanitization on a regularly scheduled basis
- Playgrounds - daily horizontal, touchable surface cleaning to include use of electro-static disinfection where appropriate.

After-School Programs

- All standard cleaning protocols
- Daily horizontal, touchable surface cleaning to include use of electro-static disinfection where appropriate.
- Daily Sink and fountain cleaning

Athletics

- All standard cleaning protocols
- Daily horizontal, touchable surface cleaning to include use of electro-static disinfection where appropriate.
- Daily Sink and fountain cleaning
- Ozone machine sanitization on a regularly scheduled basis

Personal Protection & Hygiene

Moderate Precautions--K-12 Schools

- (1) All symptomatic children and employees should stay home from school, and will be sent home if exhibiting any symptoms.
- (2) Designate the school nurse as the contact person to be responsible for responding to COVID19 concerns.
- (3) Follow any other standards promulgated by the Centers for Disease Control and Prevention (CDC), the Utah Department of Health, and local health department.

Classrooms

State Requirement:

- **Staff members trained on implementing strategies to identify and mitigate risk in the classroom setting**
- **School personnel and students wearing face coverings or shields when physical distancing is not possible.** (Student's age, range of disabilities, sensory sensitivity, and medical conditions should be considered)

Additional Recommendations:

- All staff wash or sanitize hands as they enter worksites
- Students encouraged to wear face coverings when engaged in contact longer than 15 minutes
- Signs posted in highly visible locations that promote everyday protective measures
- Students seated as far apart as reasonably possible
- Students and staff encouraged to wash hands regularly
- Hand sanitizing stations available in designated areas
- Hand sanitizer available in each classroom
- Students use hand sanitizer when soap and water are not available
- Face coverings during group and partner work encouraged
- Adequate supplies provided to minimize sharing of high touch materials (e.g., art supplies, pencil sharpeners, crayons, manipulatives, glue sticks, etc)
- Student's belongings separated from others' in individual containers, cubbies, etc.
- Minimize drinking fountain access -- personal water bottles encouraged

Transitions

State Requirement:

- **Students follow markings and/or signage for traffic flow**
- **Students follow entry/exit flow patterns to minimize congestion**
- **Face coverings required**

Additional Recommendations:

- Minimize drinking fountain access--personal water bottles encouraged
- Encourage reasonable physical distancing
- Doors propped to reduce touch points
- Student use of backpacks encouraged
- Students move directly from one class to another to avoid close contact with others

Entry and Exit Points/Parent, Guest and Volunteer Access to School

State Requirement:

- **Limit nonessential visitors and volunteers**
- **Temperature check and face coverings for visitors and non-regular staff**
- **Drop-off/pick-up protocols followed**
- **Students follow flow paths to minimize congestion**

Additional Recommendations:

- Parents/guests/volunteers/substitutes must check in at the main office

Transportation

State Requirement:

- **Students from the same household sit together**
- **All students and staff wear face coverings (Student ages, range of disabilities, sensory sensitivities, and medical conditions should be considered.)**

Additional Recommendations:

- Students encouraged to wash or sanitize hands before entering bus/van

Restrooms

State Requirement:

- Follow signage for proper hand hygiene
- Face coverings encouraged while in restrooms

Additional Recommendations:

- Follow floor markings to encourage physical distancing

Cafeteria

State Requirement:

- Student hand hygiene routine practiced before and after meals
- Students follow marked spaced lines and flow paths
- No self-service salad bars or buffet for students
- Staff use face coverings or shields while serving and cleaning
- Students required to wear face coverings while in lines

Additional Recommendations:

- Students and staff maintain reasonable physical distancing
- Payment using student I.D. card encouraged with prepaid money in student's account - cash discouraged, cash payments made in the office
- Lunch cashiers are the only ones to use touch screen monitors

Large Group Gatherings (Assemblies, Performances, Dances)

State Requirement:

- Follow local health department guidelines
- Face coverings encouraged

Additional Recommendations:

- Students, faculty, and guests take reasonable precautions to maintain physical distancing

Unique Courses with Higher Risk of Spread (Choir, Band, Orchestra, Drama, CTE, etc.)

State Requirement:

- Follow local health department guidelines

Additional Recommendations:

- Follow individual class guidelines

Recess, Playground and P. E. Classes

State Requirement:

- Follow local health department guidelines

Additional Recommendations:

- Students wash or sanitize hands when coming back into classroom
- Activities will be limited to those that do not require physical contact

Special Education, Related Services, or School Counseling

State Requirement:

- Face coverings or shields for one-on-one close contact with students
- Provide reasonable accommodations for students who are unable to wear face coverings

Additional Recommendations:

- Follow district's Special Education guidelines

Additional Areas of Concern:

Preschool/ Day Care

Recommendations:

- Proper safety precautions for students and staff in place
- Seating arrangements to provide for physical distancing
- No toys from home allowed
- Students wash hands before and after snacks
- Play areas limited based on the ability to sanitize play items (i.e., dress-up, kitchen play center, sensory tables, etc.)

After-School Programs

Recommendations:

- Students and staff encouraged to wash hands regularly
- Students use hand sanitizer when soap and water are not available
- Maintain reasonable physical distancing
- Face masks encouraged when physical distancing isn't possible (Student ages, range of disabilities, sensory sensitivities, and medical conditions should be considered.)
- Students encouraged to wear face coverings when engaged in contact longer than 15 minutes
- Minimize drinking fountain access - personal water bottles encouraged

Athletics

State Requirement:

- **Follow all recommendations and requirements of the UHSAA for both high school and junior high school athletics (temperature monitoring, hand washing, etc.) and the local health department.**

Additional Recommendations:

- Students and general public take reasonable precautions to maintain physical distancing
- Face coverings encouraged
- Concessions allowed following recommended guidelines by the health department
- Concessions-- consider grab-and-go items instead of prepared food, those working concessions required to wear face coverings and gloves
- Card payments encouraged
- Restrooms available

Driver's Education

State Requirement:

- **Symptom check of all staff (once per shift) and students prior to entering the vehicle**
- **Students and instructors wear face coverings while in vehicles**
- **Reasonable physical distancing when not in the vehicle**
- **Classroom setting--students seated as far apart as reasonably possible**
- **Students submit paperwork electronically to avoid handling and sharing of paperwork**
- **Students wash or sanitize hands before entering and after exiting vehicle**

Back-to-School Nights/Parent Teacher Conferences

State Requirement:

- **Follow local health department guidelines**

Additional Recommendations:

- Students and parents may meet with their teachers in the teachers' classrooms
- Students and parents take reasonable precautions to maintain physical distancing
- Face coverings encouraged

Graduation

State Requirement:

- Follow local health department guidelines

Additional Recommendations:

- Maintain reasonable physical distancing
- Traditional graduation--face coverings encouraged

Resources

Health Office

- Health office procedures to include isolation area for students suspected of having COVID19 ([see Care for Student in Health Office Infographic](#))

Teacher Guidelines for Treating Minor Illnesses

- Follow teacher guidelines for treating minor illnesses in classrooms to avoid congestion and possible exposure to illness in the health office ([see Teacher Infographic](#))

Parent Guidelines

- Information for parents regarding signs and symptoms of COVID19, and when to keep their child home ([see Parent Infographic](#))

Distancing and Social Gatherings Moderate Precautions -- K-12 Schools

While there is always an inherent risk of contracting an illness when individuals interact with each other, the following requirements and recommendations can help mitigate the spread of COVID-19 and other illnesses.

Classrooms

State Requirement:

- **Staff members trained on implementing strategies to identify and mitigate risk in the classroom setting**
- **School personnel and students wearing face coverings or shields when physical distancing is not possible.** (Student's age, range of disabilities, sensory sensitivity, and medical conditions should be considered)

Additional Recommendations:

- Maximize space between desks and tables (acknowledging that 6 feet of distance between desks is not feasible for most Utah classrooms)
- Move nonessential furniture and equipment out of classrooms to increase distancing
- Consider seating students facing forward if practical
- Assign seats to support contact tracing
- Consider temporary closure of computer lab if students are able to access the content outside the lab
- Establish exit and entrance procedures for the classroom
- When bringing multiple classes together, consider using other spaces inside or outside of the building

Transitions/Common Areas

State Requirement:

- **Identify high traffic areas and apply floor markings or signage to direct traffic**
- **Students required to wear face coverings during transitions**

Additional Recommendations:

- Prop doors open to reduce touch
- Place signs or markings in halls showing efficient traffic patterns
- Encourage students to use a backpack instead of frequent locker use
- Minimize and monitor congregation of students
- Consider staggered transitions to minimize interactions between multiple groups

- Consider extended pass times

Entry and Exit Points/Parent/Guest/Volunteer Access to School

State Requirements:

- Designate entry/exit flow paths to minimize congestion
- Limit nonessential visitors and volunteers to campuses and programs
- Establish protocols for any visitors and non-regular staff, adhering to all current health and safety guidelines
- Establish protocols for drop-off/pick-up - Communicate expectations to families

Additional Recommendations:

- Consider protocols for visitors, including sign-in and sign-out, locations being visited, calling the front office before entering, use of face coverings, etc.
- Post signage encouraging physical distancing

Transportation

State Requirements:

- Face coverings for students, staff, and other passengers. (Student's age, range of disabilities, sensory sensitivity, and medical conditions should be considered)
- Implement strategies to ensure driver safety
- Develop protocols for minimizing mixing of students from different households

Additional Recommendations:

- Students should not be refused transportation for failure to wear a face covering (provide disposable face coverings in case a student forgets to bring their own)

Restrooms

Additional Recommendations:

- Look at minimizing the number of individuals in a restroom
- Masks required while in restrooms
- If students are grouped by the same hallway/floor/grade level, designate restroom for each cohort
- Consider floor markings to encourage physical distancing

Cafeterias

State Requirements:

- Mark spaced lines and designate serving line flow paths
- Remove self-service salad bars and buffet

- **Food service workers wear face coverings**
- **Students required to wear face coverings while in lines**

Additional Recommendations:

- Expanded cafeteria area with options such as inside and outside seating where possible
- Consider staggering lunch hours to reduce the number of students at one time
- Consider decreasing lunch times

Large Group Gatherings: Assemblies/Performances/Dances, etc.

State Requirements:

- **Group gatherings are organized with health and safety principles and requirements from the Weber/Morgan health department to mitigate risks**
- **Face coverings required**

Additional Recommendations:

- Consider limiting and/or canceling nonessential assemblies, dances, etc. or reschedule as virtual gatherings
- Consider broadcasting assemblies into the classroom
- If a large gathering is held, appropriate physical distancing and face coverings required when distancing cannot be maintained
- Create alternate plans for whole staff gatherings/trainings as virtual meetings

Unique Courses with Higher Risk of Spread (Choir, Band, Orchestra, Drama, CTE, Fine Arts, etc.)

State Requirements:

- **Identify courses that would be more at risk and make plans with support from local health departments (as needed) to mitigate risks**

Additional Recommendations:

- Use larger spaces if possible (auditoriums, cafeterias, stages, outdoors, etc.)
- Reduce durations spent face-to-face with other students
- Look at ways to increase airflow and ventilation

Link to Utah Advisory Council of Theatre Teachers guidelines (Add link)

Link to National Association for Music Educators guidelines (Add link)

Link to CTE course specific guidelines (Add link)

Recess/Playgrounds/P.E. Classes

Additional Recommendations:

- Limit activities to those that do not require physical contact
- Use available spaces to increase physical distancing between students

Special Education, Related Services, or School Counseling

State Requirements:

- **Face coverings or shields for one-on-one close contact with students**
- **Provide reasonable accommodations for students who are unable to wear face coverings**

Additional Recommendations:

- Follow District's Special Education guidelines (Add link)

Pre-Schools/Day Cares

State Requirement:

- **Staff members trained on implementing strategies to identify and mitigate risk in the classroom setting**
- **School personnel and students wearing face coverings or shields when within six feet of others** (Student's age, range of disabilities, sensory sensitivity, and medical conditions should be considered)

Additional Recommendations:

- Seating arrangements to provide for physical distancing as appropriate based on individual and instructional needs

After-School Programs

State Requirement:

- **Staff members trained on implementing strategies to identify and mitigate risk in the classroom setting**
- **School personnel and students wearing face coverings or shields when within six feet of others** (Student's age, range of disabilities, sensory sensitivity, and medical conditions should be considered)

Additional Recommendations:

- Encourage usage of large spaces in the building or outdoors when possible
- Maintain reasonable physical distancing
- No private or for-profit groups in the building (school and/or city sponsored groups only)

Athletics

State Requirements:

- **Group gatherings are organized with health and safety principles and requirements from the Weber/Morgan health department to mitigate risks**
- **Face coverings required when within six feet of non-family members**

Additional Recommendations:

- Follow all current recommendations and requirements of the UHSAA for both high school and junior high school athletics (temperature monitoring, hand washing, etc.)
- Students and general public take reasonable precautions to maintain physical distancing
- Concessions - allowed following recommended guidelines by the health department
- Limit concession stand sales to pre-packaged beverages and food
- Cash payments discouraged
- Restrooms available with signage encouraging physical distancing

Driver Education (Guidelines established by State Driver Ed Program)

State Requirements:

- **Symptom check of all staff (once per shift) and students prior to entering the vehicle**
- **Driving by appointment only with a maximum of three students and the instructor in the vehicle**
- **Students and instructor wear face coverings**
- **Reasonable physical distancing when not in the vehicle**
- **Range by appointment with only one student in the vehicle at a time**
- **Classroom - Follow same recommendations as in regular classrooms**
- **Paperwork submitted electronically; avoiding handling and sharing of paperwork**

Back-to-School Nights/Parent Teacher Conferences

State Requirements:

- **Group gatherings are organized with health and safety principles and requirements from the Weber/Morgan health department to mitigate risks**
- **Facial coverings required**

Additional Recommendations:

- Students and Parents may meet with their teachers in the teachers' classrooms
- Consider scheduled appointments in person or virtual
- Students and parents take reasonable precautions to maintain physical distancing

Graduation

State Requirements:


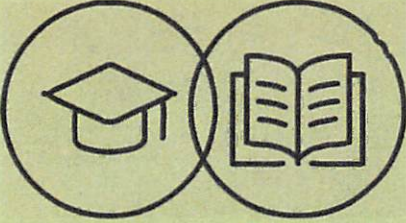
- Group gatherings are organized with health and safety principles and requirements from the Weber/Morgan health department to mitigate risks



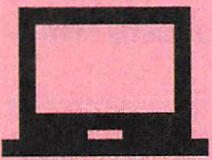

Additional Recommendations:




- Traditional graduation can be held with precautions encouraged, including required face coverings

SAFE WEBER - MODERATE PRECAUTIONS

Note: Unfinished learning refers to any prerequisite knowledge or skills that students need for future work that they don't yet have.

<p>Core Instruction</p> 	<p>Focus on <i>Essential Standards</i> from grade-level Core and scaffold as needed</p> <ul style="list-style-type: none"> • K-6 English Language Arts • K-6 Math • 7-12 English Language Arts • 7-12 Math • Other subjects are currently being completed. Feel free to use the Essential Learning Targets/GVC created by your PLCs. <p>Include <i>Important</i> and <i>Supporting Standards</i> from grade-level Core as appropriate</p> <p>Include tiered extensions and remediation</p>
<p>Recognizing and Completing Unfinished Learning</p> 	<p>Understand:</p> <ul style="list-style-type: none"> • Study the Essential Learning Targets for upcoming instruction. • Identify critical, prerequisite skills and understandings students need to access grade-level content <p>Diagnose:</p> <ul style="list-style-type: none"> • Determine student understanding of prerequisites based on diagnostic or formative data • Consider if gaps exist for the entire class or a small group. <p>Take Action:</p> <ul style="list-style-type: none"> • Entire class: plan to build needed scaffolds into upcoming lessons; make necessary adjustments to pacing to allow for additional lessons • Small group: plan differentiated instruction or coordinate to address gaps within intervention periods <p><i>It is more important to help students catch up on thinking skills than facts.</i></p>

<p>Feedback to Students</p> 	<p>Continuous, personalized, learning-centered feedback <i>throughout the learning cycle</i> that moves the learning forward</p> <p>Based on observed and/or submitted assignments, assessments, class discussions, performances, etc.</p> <p>Feedback is not limited only to assignments</p> <p>Tools: written, auditory, recorded, in person</p>
<p>Instructional and/or Practice Time</p> 	<p>Elementary: ELA (2 hours), Math (100 minutes), Science (30 minutes); 20 minutes of home reading is still highly recommended</p> <p>Junior High: class period plus 15-30 min/class/day</p> <p>High School: class period plus 40-60 min/class/day</p> <p>For students receiving special education services, service minutes will be determined by the student's IEP team.</p>
<p>Digital Content</p> 	<p>Teachers have <i>Essential Learning Targets</i> on a common LMS per school following the district-created style guide (instruction, assignments, assessments)</p> <p>Ensure there are increased options for supporting students and parents who choose to participate in home-based learning.</p> <ul style="list-style-type: none"> Teachers may choose to use instructional tools such as: Google Meet, the conference option in Canvas, or streamed and/or recorded instructional videos. Consistent time should be scheduled during which students and parents can ask for help via direct communication and support. <p>Live instruction and assessments</p>
<p>Assessment</p> 	<p>Assessment FOR instructional feedback and design; frequent, actionable and tied to specific curriculum</p> <p>Diagnostic assessments provided within the first two weeks of school to identify unfinished learning</p> <p>Formative and classroom assessments (with timely results) follow frequently to provide data that will inform instruction and intervention practices</p> <p>Use items and tasks that support deeper thinking</p>

	Tools: Canvas, state platforms, observations, performances, Edulastic, Forms, paper-and-pencil, Reading Inventory, DRP, CBMs, ALEKS, Preschool DOT
Student and Family Communication 	Occurs frequently Tools: Parent-Teacher conferences, family nights, back-to-school night, email, phone, MyStudent
Grading - Based on clear demonstration of proficiency by students with multiple data points 	Grading occurs as in pre-COVID-19 settings
Collaboration 	
<ul style="list-style-type: none"> • Student-student 	Silent discussion, turn-and-talk (perhaps with white boards), online discussions, etc.
<ul style="list-style-type: none"> • Teacher-teacher 	Consider cross or integrated curriculum to make it possible to deliver additional content that may be necessary to address unfinished learning Use team approaches and shared resources Continue PLCs (may need modified format)

Suggested Reading:

- [Addressing Unfinished Learning in the Context of Grade-Level Work](#)
- [Carpe Diem: Evolving Education After COVID-19](#)
- [Learning Acceleration Guide - Planning for Acceleration in the 2020-2021 School Year](#)
- [Five Essential Features of Assessment for Learning](#)
- [Remote Learning Provides an Opportunity to rethink Assessment \(and Learning\)](#)
- [The Looming Coronavirus Achievement Gap: What Schools Can Do](#)
- [Stop Searching for the Holy Grail: Responding to COVID-19 Achievement Gaps](#)
- [Re-Entry and Beyond: COVID-19 Implications and Considerations for Pre-K-12 School Districts](#)

Instructional Design and Delivery SAFE Weber MODERATE

Instructional Delivery

- All teachers are on a common Learning Management System (“LMS”) per school providing a consistent experience for parents and students
 - Each school follows a style guide (district-created guide, personalized at the school)
- Ensure there are increased options for supporting students and parents who choose to participate in home-based learning.
 - Teachers may choose to use instructional tools such as: Google Meet, the conference option in Canvas, or streamed and/or recorded instructional videos.
 - Consistent time should be scheduled during which students and parents can ask for help via direct communication and support.

Instructional Support

- Live EdTech support will be provided via Google Meet on a bi-weekly basis at a scheduled time (sessions recorded and will be available for all WSD teachers)
- Additional support/training will be available by request

Network/Filters

- BARK responses go to home as well as school during the school day
- Increase iBoss nodes for additional Elementary devices at home
- Wireless Access Points placed outside will provide WiFi access to students in areas such as parking lots or near the building if needed.

Student Devices

Secondary

- All secondary students have access to a mobile device they can take home

Elementary

- Ascend schools identify what students need a device at home and set up a school-specific way to issue those devices (devices will be sent home base on need)

- Non-Ascend schools will evaluate which students/families need a device; unassigned devices from Ascend schools will be distributed to non-Ascend school students/families

ENHANCED PRECAUTIONS

Personal Protection & Hygiene

Enhanced Precautions--K-12 Schools

- (1) All symptomatic children and employees should stay home from school, and will be sent home if exhibiting any symptoms.
- (2) Designate the school nurse as the contact person to be responsible for responding to COVID19 concerns.
- (3) Follow any other standards promulgated by the Centers for Disease Control and Prevention (CDC), the Utah Department of Health, and local health department.

Classrooms

All Moderate Precautions followed (with the additional requirements and recommendations below)

Additional Recommendations:

- Cloth face coverings laundered after each day's use
- Limit mixing of groups if possible
- Teachers dispensing hand sanitizer as students enter classrooms
- Students and staff are encouraged to follow strict hygiene standards, including:
 - o Do not shake hands
 - o Wash hands frequently with soap and water for at least 20 seconds
 - o Wash hands after using the restroom
 - o Use hand sanitizer frequently
 - o Avoid touching your face
 - o Cover coughs or sneezes (e.g. into a tissue, sleeve, or elbow; not hands)
- No sharing of materials
- Restrict drinking fountain access--students encouraged to bring their own water bottle
- Online learning of students that are high risk

Transitions

All Moderate Precautions followed

Additional Recommendations:

- Use of face coverings required
- Congregating prohibited
- No use of lockers during pass time or lunch time
- Restrict drinking fountain access

Entry and Exit Points/Parent, Guest and Volunteer Access to School

All Moderate Precautions followed

Additional Recommendations:

- Limited access to student-centered functions, student check-out, etc.

Transportation

All Moderate Precautions followed

Additional Recommendations:

- Possible student temperature check upon boarding
- Hand sanitizer dispensed by driver upon boarding
- Parents encouraged to drive students if not comfortable with bus transportation

Restrooms

All Moderate Precautions followed

Additional Recommendations:

- Class schedules for restroom visits when possible

Cafeteria

All Moderate Precautions followed

Additional Recommendations:

- Physical distancing spacing in the lunch line
- Installation of protective table barriers where possible

Large Group Gatherings (Assemblies, Performances, Dances)

All Moderate Precautions followed

Additional Recommendations:

- Assemblies discouraged
- Dances not permitted
- Attendance may be limited to family members, officers, or cheerleaders with no admission for the general public or student body

Unique Courses with Higher Risk of Spread (Choir, Band, Orchestra, Drama, CTE, etc.)

All Moderate Precautions followed

Recess, Playground and P. E. Classes

All Moderate Precautions followed

Additional Recommendations:

- Playground equipment off limits to students
- Increased supervision to ensure physical distancing
- Supervised walking and other games/activities allowed that provide adequate physical distancing
- Locker rooms off limits
- No dressing for P.E.

Special Education, Related Services, or School Counseling

All Moderate Precautions followed

Additional Areas of Concern:

Preschool/ Day Care

All Moderate Precautions followed

Additional Recommendations:

- Limited number of students per classroom
- All students and teachers wearing face coverings if possible (Student ages, range of disabilities, sensory sensitivities, and medical conditions should be considered.)
- Limited supervised usage of play areas with no students on the playground equipment

After-School Programs

All Moderate Precautions followed

Additional Recommendations:

- All students and teachers wearing face coverings or shields

Athletics

All Moderate Precautions followed
Follow UHSSA and local health department guidelines

Additional Recommendations:

- Face coverings may be required
- Access to locker rooms limited
- Restroom areas marked for physical distancing

Driver's Education

All Moderate Precautions followed
Follow State Driver's Education Guidelines

Back-to-School Nights/Parent Teacher Conferences

All Moderate Precautions followed

Additional Recommendations:

- No in-person meetings--virtual Back-to-School and Parent Teacher Conferences

Graduation

All Moderate Precautions followed
Follow local health department guidelines

Additional Recommendations:

- Face coverings required for graduates, faculty and attendees

Resources

Health Office

- Health office procedures to include isolation area for students suspected of having COVID19 (see Care for Student in Health Office Infographic)

Teacher Guidelines for Treating Minor Illnesses

- Follow teacher guidelines for treating minor illnesses in classrooms to avoid congestion and possible exposure to illness in the health office (see Teacher Infographic)

Parent Guidelines

- Information for parents regarding signs and symptoms of COVID19, and when to keep their child home (see Parent Infographic)

Facility Sanitation
Enhanced Precautions - K-12 Schools

Classrooms
All Moderate Precautions followed

- Additional Recommendations:
- Student desk tops cleaned at least twice daily
 - disinfectant misting on a daily basis

Transitions/Common Areas
All Moderate Precautions followed

- Additional Recommendations:
- Increased horizontal and Vertical, touchable surface cleaning to include use of electro-static disinfection.
 - disinfectant misting on a daily basis

Entry and Exit Points/Parent/Guest/Volunteer Access to School
All Moderate Precautions followed

Transportation
All Moderate Precautions followed

- Additional Recommendations:
- Seat and surface cleaning twice daily
 - disinfectant misting on a daily basis

Restrooms
All Moderate Precautions followed

Cafeterias

All Moderate Precautions followed

Additional Recommendations:

- Install sneeze guards down the center of all lunch tables
- Increased horizontal and Vertical, touchable surface cleaning to include use of electro-static disinfection.
- disinfectant misting on a daily basis
- Auto scrub with Disinfectant daily

Recess/Playgrounds/P.E. Classes
All Moderate Precautions followed

Additional Recommendations:

- Increased horizontal and Vertical, touchable surface cleaning to include use of electro-static disinfection.
- disinfectant misting on a daily basis
- Auto scrub with Disinfectant gym floors daily

Pre-Schools/Day Cares
All Moderate Precautions followed

Additional Recommendations:

- disinfectant misting on a daily basis

After-School Programs
All Moderate Precautions followed

Additional Recommendations:

- Student desk tops cleaned before every new student usage

Athletics
All Moderate Precautions followed

Additional Recommendations:

- Increased horizontal and Vertical, touchable surface cleaning to include use of electro-static disinfection.
- disinfectant misting on a daily basis

- Auto scrub gym floors daily

Distancing and Social Gatherings Considerations Enhanced Precautions -- K-12 Schools

Classrooms

All Moderate Precautions followed (with the additional requirements and recommendations below)

Additional Recommendations:

- Limit partner and group work to maintain physical distancing
- Students facing the front of the room

Transitions/Common Areas

All Moderate Precautions followed

Additional Recommendations:

- Congregating prohibited
- No access to lockers during pass time
- Students follow hallway traffic patterns

Entry and Exit Points/Parent/Guest/Volunteer Access to School

All Moderate Precautions followed

Additional Recommendations:

- Visitors limited to student-centered functions, student check-out, counselor and administrator visits, etc.

Transportation

All Moderate Precautions followed

Restrooms

All Moderate Precautions followed

Cafeterias**All Moderate Precautions followed**Additional Recommendations:

- Consider installation of protective table barriers
- Consider grab-n-go lunches

Large Group Gatherings: Assemblies/Performances/Dances, etc.**All Moderate Precautions followed**Additional Recommendations:

- **Group gatherings are organized with health and safety principles and requirements from the Weber/Morgan health department to mitigate risks**
- Assemblies discouraged
- Attendance may be limited to family members, officers, and cheerleaders with no admission for the general public and student body
- Dances are not permitted

Unique Courses with Higher Risk of Spread - Choir, Band, Orchestra, Drama, CTE, Fine Arts, etc.**All Moderate Precautions followed****Recess/Playgrounds/P.E. Classes****All Moderate Precautions followed**Additional Recommendations:

- Playground equipment off limits
- Supervised walking and other games/activities that provide adequate physical distancing
- Locker rooms off limits
- No dressing for P.E.

Special Education, Related Services, or School Counseling**All Moderate Precautions followed****Pre-Schools/Day Cares**

All Moderate Precautions followed

Additional Recommendations:

- Possible limited schedule: shortened schedule, half day
- Possibly prioritize students needing to attend to those with special needs and learning disabilities

After-School Programs

All Moderate Precautions followed

Athletics

All Moderate Precautions followed

Additional Recommendations:

- **Group gatherings are organized with health and safety principles and requirements from the Weber/Morgan health department to mitigate risks**
- Attendance may be limited to family members, officers, and cheerleaders with no admission for the general public and student body
- Limited access to locker rooms
- No concessions
- Restroom areas marked for physical distancing

Driver Education

All Moderate Precautions followed

Back-to-School Nights/Parent Teacher Conferences

All Moderate Precautions followed

Additional Recommendations:

- Virtual Back-to-School and Parent Teacher Conference Appointments

Graduation


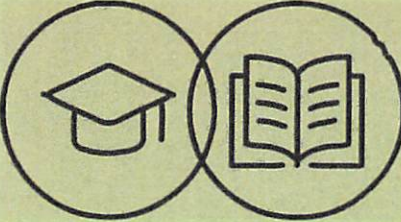
All Moderate Precautions followed



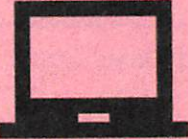

Additional Recommendations:




- **Group gatherings are organized with health and safety principles and requirements from the Weber/Morgan health department to mitigate risks**
- Multiple traditional graduations may be held in order to accommodate all graduates
- Face coverings required for graduates, faculty, and attendees

SAFE WEBER - ENHANCED PRECAUTIONS

Note: Unfinished learning refers to any prerequisite knowledge or skills that students need for future work that they don't yet have.

<p>Core Instruction</p> 	<p>Focus on <i>Essential Standards</i> from grade-level Core and scaffold as needed</p> <ul style="list-style-type: none"> • K-6 English Language Arts • K-6 Math • 7-12 English Language Arts • 7-12 Math • Other subjects are currently being completed. Feel free to use the Essential Learning Targets/GVC created by your PLCs. <p>Include <i>Important Standards</i> from grade-level Core when possible</p> <p>Include tiered extensions and remediation</p>
<p>Recognizing and Completing Unfinished Learning</p> 	<p>Understand:</p> <ul style="list-style-type: none"> • Study the Essential Learning Targets for upcoming instruction. • Identify critical, prerequisite skills and understandings students need to access grade-level content <p>Diagnose:</p> <ul style="list-style-type: none"> • Determine student understanding of prerequisites based on diagnostic or formative data • Consider if gaps exist for the entire class or a small group. <p>Take Action:</p> <ul style="list-style-type: none"> • Entire class: plan to build needed scaffolds into upcoming lessons; make necessary adjustments to pacing to allow for additional lessons • Small group: plan differentiated instruction or coordinate to address gaps within intervention periods <p><i>It is more important to help students catch up on thinking skills than facts.</i></p>

<p>Feedback to Students</p> 	<p>Continuous, personalized, learning-centered feedback throughout the learning cycle that moves the learning forward</p> <p>Based on observed and/or submitted assignments, assessments, class discussions, performances, etc.</p> <p>Tools: written, auditory, recorded, in person, Google Meets</p>
<p>Instructional and/or Practice Time</p> 	<p>Elementary: ELA (2 hours), Math (100 minutes), Science (30 minutes); 20 minutes of home reading is still highly recommended</p> <p>Junior High: class period plus 15-30 min/class/day</p> <p>High School: class period plus 40-60 min/class/day</p> <p>For students receiving special education services, service minutes will be determined by the student's IEP team.</p>
<p>Digital Content</p> 	<p>Teachers have <i>Essential Learning Targets</i> on a common LMS per school following the district-created style guide (instruction, assignments, assessments)</p> <p>Ensure there are increased options for supporting students and parents who choose to participate in home-based learning.</p> <ul style="list-style-type: none"> • Teachers may choose to use instructional tools such as: Google Meet, the conference option in Canvas, or streamed and/or recorded instructional videos. • Consistent time should be scheduled during which students and parents can ask for help via direct communication and support.
<p>Assessment</p> 	<p>Assessment FOR instructional feedback and design; frequent, actionable and tied to specific curriculum</p> <p>Diagnostic assessments provided within the first two weeks of school to identify unfinished learning</p> <p>Formative and classroom assessments (with timely results) follow frequently to provide data that will inform instruction and intervention practices</p> <p>Use items and tasks that support deeper thinking</p> <p>Tools: Canvas, state platforms, observations, performances, Edulastic, Forms, paper-and-pencil, Reading Inventory, DRP, CBMs, ALEKS, Preschool</p>

	DOT
Student and Family Communication 	Occurs at least weekly
	Tools: Email, phone, MyStudent, LMS
Grading - Based on clear demonstration of proficiency by students with multiple data points 	Modified grading scales may be in effect as students complete online learning
	Consider using online engagement as part of grade determinations as appropriate
Collaboration 	
<ul style="list-style-type: none"> • Student-student 	Class discussion, silent discussion, turn-and-talk (perhaps with white boards), online discussions, etc.
<ul style="list-style-type: none"> • Teacher-teacher 	<p>Consider cross or integrated curriculum to make it possible to deliver additional content that may be necessary to address unfinished learning</p> <p>Use team approaches and shared resources</p> <p>Continue PLCs (may need modified format)</p>

Suggested Reading:

- [Addressing Unfinished Learning in the Context of Grade-Level Work](#)
- [Carpe Diem: Evolving Education After COVID-19](#)
- [Learning Acceleration Guide - Planning for Acceleration in the 2020-2021 School Year](#)
- [Five Essential Features of Assessment for Learning](#)
- [Remote Learning Provides an Opportunity to rethink Assessment \(and Learning\)](#)
- [The Looming Coronavirus Achievement Gap: What Schools Can Do](#)
- [Stop Searching for the Holy Grail: Responding to COVID-19 Achievement Gaps](#)
- [Re-Entry and Beyond: COVID-19 Implications and Considerations for Pre-K-12 School Districts](#)

Instructional Design and Delivery SAFE Weber ENHANCED

Instructional Delivery

- All teachers are on a common LMS per school providing a consistent experience for parents and students
 - Each school follows a style guide (district-created guide, personalized at the school)
- Ensure there are increased options for supporting students and parents who choose to participate in home-based learning.
 - Teachers may choose to use instructional tools such as: Google Meet, the conference option in Canvas, or streamed and/or recorded instructional videos.
 - Consistent time should be scheduled during which students and parents can ask for help via direct communication and support.

Instructional Support

- Live EdTech support will be provided via Google Meet on a bi-weekly basis at a scheduled time (sessions recorded and will be available for all WSD teachers)
- Additional support/training will be available by request

Network/Filters

- BARK responses go to home as well as school during the school day
- Increase iBoss nodes for additional Elementary devices at home
- Wireless Access Points placed outside will provide WiFi access to students in areas such as parking lots or near the building if needed.

Student Devices

Secondary

- All secondary students have access to a mobile device they can take home

Elementary

- Ascend schools identify what students need a device at home and set up a school-specific way to issue those devices (devices will be sent home base on need)

- Non-Ascend schools will evaluate which students/families need a device; unassigned devices from Ascend schools will be distributed to non-Ascend school students/families

INTENSE PRECAUTIONS

Personal Protection & Hygiene Intense Precautions--K-12 Schools

- (1) All symptomatic children and employees should stay home from school, and will be sent home if exhibiting any symptoms.
- (2) Designate the school nurse as the contact person to be responsible for responding to COVID19 concerns.
- (3) Follow any other standards promulgated by the Centers for Disease Control and Prevention (CDC), the Utah Department of Health, and local health department.

Classrooms

All Moderate and Enhanced Precautions followed (with the additional requirements and recommendations below)

WSD Requirement

- **All students and teachers required to wear face coverings or shields** (Student ages, range of disabilities, sensory sensitivities, and medical conditions should be considered.)

Additional Recommendations:

- Students have a modified schedule: A/B Day, shortened schedule, half day, flexible learning model, etc.
- No partner or work unless physical distancing can be maintained
- Have the same group of children stay with the same staff all day in elementary
- Students and staff are encouraged to follow strict hygiene standards, including:
 - Wash hands when: arriving at and leaving school; after playing outside; after having close contact with others; after using shared surfaces; before and after using restroom; after blowing nose, coughing, and sneezing; and before and after eating
- Turn desks to face the same direction rather than facing each other
- No drinking fountain access--students bring their own water bottles

Transitions

All Moderate and Enhanced Precautions followed

Additional Recommendations:

- Physical distancing required
- Congregating before, during school, during lunch and after school--prohibited
- Students following strict hallway traffic patterns
- Students not to use lockers during pass time
- Possible staggered bell schedule for students to limit number of students in hallways
- No drinking fountain access--students bring their own water bottles

Entry and Exit Points/Parent, Guest and Volunteer Access to School

All Moderate and Enhanced Precautions followed

Additional Recommendations:

- Parents/guests/volunteers discouraged from entering schools

Transportation

All Moderate and Enhanced Precautions followed

WSD Requirement

- Student temperature check upon boarding

Additional Recommendations:

- Limited number of students in attendance at school with limited number of students on buses
- Reasonable physical distancing maintained
- Students wash hands after riding bus and entering classroom

Restrooms

All Moderate and Enhanced Precautions followed

WSD Requirement

- Class schedules for restroom visits

Cafeteria

All Moderate and Enhanced Precautions followed

Additional Recommendations:

- Limit number of students in the building/cafeteria
- Consider Grab-and-Go Lunches

Large Group Gatherings (Assemblies, Performances, Dances)

All Moderate and Enhanced Precautions followed

Additional Recommendations:

- Assemblies and performances prohibited

Unique Courses with Higher Risk of Spread (Choir, Band, Orchestra, Drama, CTE, etc.)

All Moderate and Enhanced Precautions followed

Recess, Playground and P. E. Classes

All Moderate and Enhanced Precautions followed

Additional Recommendations:

- Access to ALL playground equipment, sporting goods, etc., prohibited

Special Education, Related Services, or School Counseling

All Moderate and Enhanced Precautions followed

Additional Areas of Concern:

Preschool/ Day Care

All Moderate and Enhanced Precautions followed

Additional Recommendations:

- Limited number of students per classroom
- All students and teachers wearing face coverings (Student ages, range of disabilities, sensory sensitivities, and medical conditions should be considered.)
- Limited supervised usage of play areas with no students on the playground equipment

After-School Programs

All Moderate and Enhanced Precautions followed

Additional Recommendations:

- After-school programs may be prohibited
- If programs are in session, all students and teachers wearing face coverings or shields

Athletics

All Moderate and Enhanced Precautions followed

Additional Recommendations:

- Athletics may be suspended by the UHSAA
- If athletics are allowed, attendance will be limited to attendance recommendations by the Weber/Morgan health department and consistent with the limitations of the venue
- Junior High School athletics follow same requirements as the UHSAA guidelines

Driver's Education

All Moderate and Enhanced Precautions followed

Additional Recommendations:

- Virtual theory instruction only
- Single student per car on driver's education range allowed

Back-to-School Nights/Parent Teacher Conferences

All Moderate and Enhanced Precautions followed

Graduation

All Moderate and Enhanced Precautions followed

Additional Recommendations:

- Walk-through graduation allowed if physical distancing can be maintained
- Face coverings required for graduates
- Attendance limited to close family--face coverings encouraged

Resources

Health Office

- Health office procedures to include isolation area for students suspected of having COVID19 ([see Care for Student in Health Office Infographic](#))

Teacher Guidelines for Treating Minor Illnesses

- Follow teacher guidelines for treating minor illnesses in classrooms to avoid congestion and possible exposure to illness in the health office ([see Teacher Infographic](#))

Parent Guidelines

- Information for parents regarding signs and symptoms of COVID19, and when to keep their child home ([see Parent Infographic](#))

Facility Sanitation

Intense Precautions -- K-12 Schools

Classrooms

All Moderate and Enhanced Precautions followed

Additional Recommendations:

-Student desk tops cleaned between each student usage

Transitions/Common Areas

All Moderate Precautions followed

Entry and Exit Points/Parent/Guest/Volunteer Access to School

All Moderate and Enhanced Precautions followed

Transportation

All Moderate and Enhanced Precautions followed

Additional Recommendations:

- Seat and surface cleaning between routes

Restrooms

All Moderate and Enhanced Precautions followed

Cafeterias

All Moderate and Enhanced Precautions followed

Recess/Playgrounds/P.E. Classes

All Moderate and Enhanced Precautions followed

Additional Recommendations:

- Consider closing all slides and other play structures
- Horizontal and Vertical, touchable surface cleaning to include use of electro-static disinfection between uses.

Pre-Schools/Day Cares

All Moderate and Enhanced Precautions followed

Additional Recommendations:

- Student desk tops cleaned before every new student usage
- Eliminate usage of play structures

After-School Programs

All Moderate and Enhanced Precautions followed

Athletics

All Moderate and Enhanced Precautions followed

Additional Recommendations:

- Horizontal and Vertical, touchable surface cleaning to include use of electro-static disinfection between uses.

Distancing and Social Gatherings Considerations
Intense Precautions -- K-12 Schools

Classrooms

All Moderate and Enhanced Precautions followed

Additional Recommendations:

- Possible modified schedule: A/B Day, shortened schedule, half day, flexible learning model, etc.
- Prioritize classes that need to meet in person at the school
- Prioritize students needing to attend to those who require technology assistance and/or access to the internet, testing, tutoring, disability and special needs, ELL, and homeless, etc.

Transitions/Common Areas

All Moderate and Enhanced Precautions followed

Additional Recommendations:

- Students follow strict traffic patterns
- Congregating before, during, and after school prohibited
- Possible staggered bell schedule to limit number of students in hallways

Entry and Exit Points/Parent/Guest/Volunteer Access to School

All Moderate and Enhanced Precautions followed

Additional Recommendations:

- Parents/guests/volunteers discouraged from entering the building
- If entering is necessary, call office prior to entering
- Symptom check required

Transportation

All Moderate and Enhanced Precautions followed

Additional Recommendations:

- Limited number of students in attendance at school with limited numbers on buses

Restrooms

All Moderate and Enhanced Precautions followed

Cafeterias

All Moderate and Enhanced Precautions followed

Additional Recommendations:

- Limited number of students in the lunchroom
- Consider Grab and Go Lunches

Recess/Playgrounds/P.E. Classes

All Moderate and Enhanced Precautions followed

Additional Recommendations:

Due to limited social distancing PE classes may have to be taken online

- Access to all playground equipment, sporting goods, etc. prohibited

Large Group Gatherings: Assemblies/Performances/Dances, etc.

- Group gatherings no permitted

Unique Courses with Higher Risk of Spread - Choir, Band, Orchestra, Drama, CTE, Fine Arts, etc.

All Moderate and Enhanced Precautions followed

Special Education, Related Services, or School Counseling

All Moderate and Enhanced Precautions followed

Pre-Schools/Day Cares

All Moderate and Enhanced Precautions followed

Additional Recommendations:

- May be limited to those with disabilities and special needs

After-School Programs

- After-school programs suspended

Athletics -

All Moderate and Enhanced Precautions followed

Additional Recommendations:

Follow USBOE and UHSAA guidelines. Athletics could be cancelled or rescheduled

- If athletics are allowed, attendance will be limited to attendance recommendations by the Weber/Morgan health department and consistent with the limitations of the venue

Driver's Education

All Moderate and Enhanced Precautions followed

Additional Recommendations:

- Virtual theory instruction
- Single student per car on driver's education range allowed
- Driving with students not permitted

Back-to-School Nights/Parent Teacher Conferences

- Virtual Back-to-School and Parent Teacher Conference Appointments

Graduation


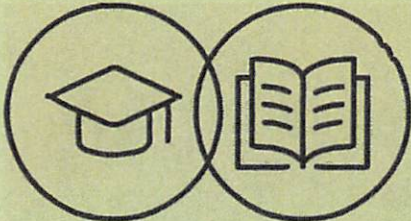
All Moderate and Enhanced Precautions followed

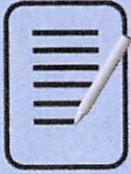
Additional Recommendations:

- Virtual graduations replace traditional graduations
- Walk-through graduation allowed to recognize graduates if physical distancing can be made
- Walk-through graduation by appointment
- Face coverings required
- Attendance limited to close family

SAFE WEBER - INTENSE PRECAUTIONS

Note: Unfinished learning refers to any prerequisite knowledge or skills that students need for future work that they don't yet have.

<p>Core Instruction</p> 	<p>Focus on <i>Essential Standards</i> from grade-level Core and scaffold as needed</p> <ul style="list-style-type: none"> • K-6 English Language Arts • K-6 Math • 7-12 English Language Arts • 7-12 Math • Other subjects are currently being completed. Feel free to use the Essential Learning Targets/GVC created by your PLCs. <p>Include tiered extensions and remediation</p>
<p>Recognizing and Completing Unfinished Learning</p> 	<p>Understand:</p> <ul style="list-style-type: none"> • Study the Essential Learning Targets for upcoming instruction. • Identify critical, prerequisite skills and understandings students need to access grade-level content <p>Diagnose:</p> <ul style="list-style-type: none"> • Determine student understanding of prerequisites based on diagnostic or formative data • Consider if gaps exist for the entire class or a small group. <p>Take Action:</p> <ul style="list-style-type: none"> • Entire class: plan to build needed scaffolds into upcoming lessons; make necessary adjustments to pacing to allow for additional lessons • Small group: plan differentiated instruction or coordinate to address gaps within intervention periods <p><i>It is more important to help students catch up on thinking skills than facts.</i></p>
<p>Feedback to Students</p>	<p>Continuous, personalized, learning-centered feedback throughout the learning cycle that moves the learning forward</p>



Based on submitted assignments, assessments, discussions, etc.

Assignments are likely fewer in number than with face-to-face instruction and feedback must increase

Tools: written, auditory, recorded, Google Meets, shared docs, using the "chat" feature as an exit ticket

Instructional and/or Practice Time



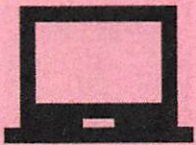
Elementary: 2 hours per day (instruction plus assignments total); 20 minutes of home reading is still highly recommended

Junior High: 30 min/class/day (instruction plus assignments total)

High School: 45 min/class/day (instruction plus assignments total)

For students receiving special education services, service minutes will be determined by the student's IEP team.

Digital Content - Essential Learning Targets are on an LMS (instruction, assignments, assessments)



Teachers have *Essential Learning Targets* on a common LMS per school following the district-created style guide (instruction, assignments, assessments)

Ensure there are increased options for supporting students and parents who choose to participate in home-based learning.

- Teachers may choose to use instructional tools such as: Google Meet, the conference option in Canvas, or streamed and/or recorded instructional videos.
- Consistent time should be scheduled during which students and parents can ask for help via direct communication and support.

Assessment






Assessment **FOR** instructional feedback and design; frequent, actionable and tied to specific curriculum

Diagnostic assessments provided within the first two weeks of school to identify unfinished learning

Formative and classroom assessments (with timely results) follow frequently to provide data that will inform instruction and intervention practices

Use items and tasks that support deeper thinking

Tools: Canvas, state platforms, observations, performances, Edulastic, Forms, paper-and-pencil,

	Reading Inventory, DRP, CBMs, ALEKS, Preschool DOT
Student and Family Communication 	Occurs several times per week (encourage documentation)
	Tools: Email, phone, MyStudent, LMS, surveys and Google Forms
Grading - Based on clear demonstration of proficiency by students with multiple data points 	Modified grading scales may be in effect as students complete online learning
	Consider using online engagement as part of grade determinations as appropriate
	Elementary may not issue report cards
Collaboration 	
<ul style="list-style-type: none"> • Student-student 	Google Meets and/or discussion threads
<ul style="list-style-type: none"> • Teacher-teacher 	<p>Consider cross or integrated curriculum to make it possible to deliver additional content that may be necessary to address unfinished learning</p> <p>Use team approaches and shared resources</p> <p>Continue PLCs (using modified format)</p>

Suggested Reading:

- [Addressing Unfinished Learning in the Context of Grade-Level Work](#)
- [Carpe Diem: Evolving Education After COVID-19](#)
- [Learning Acceleration Guide - Planning for Acceleration in the 2020-2021 School Year](#)
- [Five Essential Features of Assessment for Learning](#)
- [Remote Learning Provides an Opportunity to rethink Assessment \(and Learning\)](#)
- [The Looming Coronavirus Achievement Gap: What Schools Can Do](#)
- [Stop Searching for the Holy Grail: Responding to COVID-19 Achievement Gaps](#)
- [Re-Entry and Beyond: COVID-19 Implications and Considerations for Pre-K-12 School Districts](#)

Instructional Design and Delivery SAFE Weber INTENSE

Instructional Delivery

- All teachers are on a common LMS per school, providing a consistent experience for parents and students
 - Each school follows a style guide (district-created guide, personalized at the school)
- Ensure there are increased options for supporting students and parents who choose to participate in home-based learning.
 - Teachers may choose to use instructional tools such as: Google Meet, the conference option in Canvas, or streamed and/or recorded instructional videos.
 - Consistent time should be scheduled during which students and parents can ask for help via direct communication and support.

Instructional Support

- Live EdTech support for teachers will be provided via Google Meet on a daily basis at a scheduled time (sessions recorded and will be available for all WSD teachers)
- Additional support/training will be available by request

Network/Filters

- BARK responses go to home as well as school during the school day
- Increase iBoss nodes for additional Elementary devices at home
- Wireless Access Points placed outside will provide WiFi access to students in areas such as parking lots or near the building if needed.

Student Devices

Secondary

- All secondary students have access to a mobile device they can take home

Elementary

- Ascend schools identify what students need a device at home and set up a school-specific way to issue those devices (devices will be sent home base on need)
- Non-Ascend schools will evaluate which students/families need a device; unassigned devices from Ascend schools will be distributed to non-Ascend school students/families

RE-OPENING SCHOOLS THE "SAFE WEBER WAY"

WELCOME BACK!!

We are excited to have our schools open and students back in class. Weber School District takes the health and wellness of all students and staff seriously. We hope to keep our schools open and kids in class. With effort from all of us, we know this can happen. This training will educate administrators, teachers and staff on our efforts to reduce risk to the greatest extent possible!

GUIDANCE FOR *SAFE WEBER FRAMEWORK*

Weber School District will always follow state and local health department requirements. Our *Safe Weber Framework* is based on requirements and guidelines from the CDC, USBE, state and local health dept.



KEY CONSIDERATIONS

- + We must adapt how we run schools in order to mitigate the spread of the virus.
- + We also need to consider other important aspects of education, such as mental health, equity, and learning outcomes.
- + Our scientific understanding of the virus should guide the ways that mitigate the spread of COVID-19.
- + No guidance can deal with every situation, so we will discuss a framework to combine guidance with science-based judgements (our framework is included later).

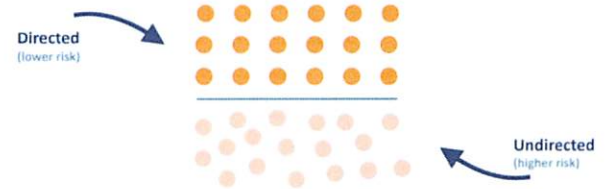
SCHOOL MITIGATION

There are 7 characteristics of a situation to consider -



Situational Characteristics

Movement: How do people move around in the space?



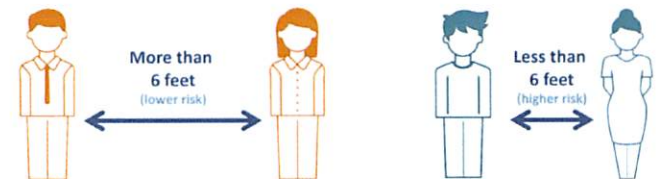
Situational Characteristics

Duration: How long are people in this space?



Situational Characteristics

Proximity: How close together are people in this space?



Key Factors of Transmission and Spread

What the virus is doing. How the virus is doing it.

Reproduction	Infectiousness	Close Contact	Respiratory Droplets	Temple Contact
Incubation period of the virus roughly 4 days. Patients are contagious 2-3 days before and 7-9 days after symptoms.	The reproduction number (or R) measures the number of people the virus will spread exponentially. It can go up or down based on social behavior.	Spreads through close contact (roughly 3-6 feet)	Spread through respiratory droplets from the nose or coughing, sneezing, laughing	Spreads through touching surfaces or objects and nose or mouth.

Sources: The Centers for Disease Control and Prevention (CDC) and the World Health Organization (WHO)

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Key Principles for Reducing Spread

What the virus is doing. How the virus is doing it.

Reproduction	Infectiousness	Close Contact	Respiratory Droplets	Temple Contact
isolate / quarantine for 14 days if all symptoms go away in 7 days or less. Monitor symptoms and engage in contact tracing.	Minimize group activities. Minimize group outbreaks probability. R can go up or down based on social behavior.	Maintain appropriate distance from others	Exceptional respiratory hygiene to reduce or stop the spread of droplets	Exceptional physical hygiene
isolate symptoms	Minimize outbreak probability	Physical Distancing	Respiratory Hygiene	Special Hygiene

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EMPLOYEES CAN REINFORCE HEALTH HYGIENE PRACTICES TO REDUCE THE SPREAD OF COVID-19

- Remind your students to wash their hands with soap and water for at least 20 seconds regularly
- If soap and water aren't available, use hand sanitizer and rub it in until dry
- Remind them to not touch their face with unwashed hands
- Remind them to sneeze and cough into their sleeve

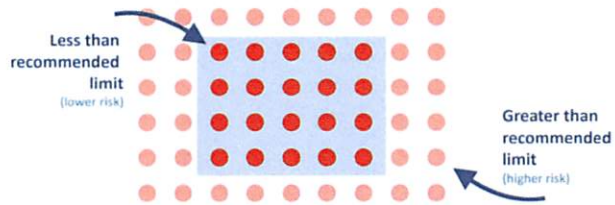
PLEASE REFER TO THE LINKED FLOW CHART IF A STUDENT SHOWS SYMPTOMS AT SCHOOL

Symptom Flowchart

**ADMINISTRATOR,
TEACHER, AND
STAFF TRAINING**

Situational Characteristics

Group Size: How many people are in the space?



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Situational Characteristics

Respiratory Output: How are people breathing in the space?

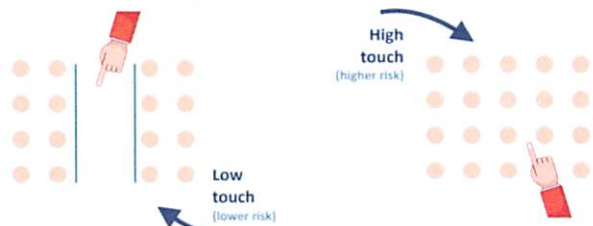


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Situational Characteristics

Touch: How do people engage with objects or fixtures in the space?



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Situational Characteristics

Congestion: Are there points of high congestion?



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WE'RE READY-

- ★ Weber School District has developed our [Safe Weber Framework](#)
- ★ Each School has developed a [School Wide Action Plan](#)
- ★ Each classroom teacher has developed a [Classroom Mitigation Plan](#) based on the 7 characteristics of a situation.



MOVEMENT TO ANOTHER PRECAUTIONARY STATUS

A move to another precautionary status will depend on conditions in a particular school, or even classroom. The move would be made in conjunction with the Health Department.

WE'RE READY VIDEO

[We're Ready!](#)

THANK YOU !