



2020-2021

Return to School



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Introduction

The Canyon Rim Academy Return to School Plan strives to balance efforts to reduce the risk of exposure to COVID-19 present in the community with the benefits of being together for social-emotional health and educational equity. The plan has three main goals.

- To safeguard the health and wellbeing of our entire community, including students, staff and families.
- To provide a high quality education for all students, no matter where learning take place.
- To respond quickly to changing conditions.

This handbook has been developed to provide direction for reopening by the CRA Governing Board of Trustees and describes expectations for reopening schools. Additionally, the handbook will share the guiding principles and framework utilized to plan for reopening schools.

The [Canyon Rim Academy Reopening Plan](#) was approved by the Governing Board of Directors on August 1, 2020.

Guiding Principles – Mitigating Risk






It is important for us to open school and keep it open for in-person instruction so that our students can experience appropriate academic growth and mental wellbeing. Some may question the decision to return to school when COVID-19 is still affecting our community. To help Canyon Rim Academy Stakeholders understand the decision to return for learning, the following statements are provided:

- In the Utah State Board of Education’s school reopening plan requirements and recommendations, it states that charter schools should “communicate the economic importance of supporting parents’ return to a normal workday”.
- Through an equity lens, we know it is critically important to have schools, as an essential service, open for our families and community in a manner that is safe and protects the health and well-being of our students and our adults.
- Everyday learning is important for the overall development of our students.
- Each of us can protect the health and well-being of the community by daily screening for symptoms of illness prior to leaving our homes.
- We are remaining agile and flexible as we continue to learn more and will utilize both in person and online learning options for our students as is most appropriate throughout the 20/21 school year.

As we open school, we must establish a set of guiding principles that will help us ensure the health and safety of our students and staff. One of the simplest ways to do this would be to provide an exhaustive checklist of compliance items based on official guidance. While this would help school leaders prepare to reopen schools it is a short-sided approach. A more comprehensive way to approach reopening school is to help our leaders understand guidance so they are better able to adapt and apply it to their particular school environments.

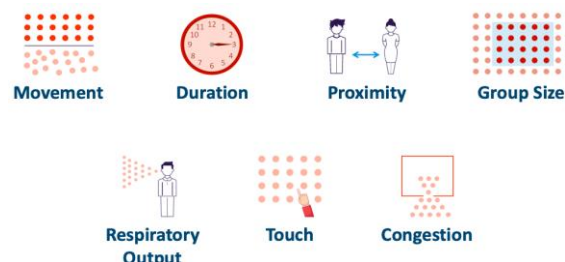
To create requirements and recommendations for school reopening plans, the Utah State School Board of Education (USBE) has utilized a [framework](#) put forward by Leavitt Partners. The framework focuses on understanding how COVID-19 spreads from person to person. This understanding then assists leaders to be able to determine and apply appropriate mitigation strategies for specific situational environments.

The chart below provides a visual representation of *what* the virus does and *how* the virus does as well as how to address it.

WHAT THE VIRUS IS DOING.		HOW THE VIRUS IS DOING IT.		
				
Reproduces	Infects	Close Contact	Respiratory Droplets	"Fomite" Contact
Incubation period of the virus roughly 14 days. Patients are contagious 2 1/2 days before and 7-9 days after symptoms.	The reproduction number (or "R") measures the virus' spread. If $R > 1$, the virus will spread exponentially. R can go up or down based on social behavior.	Spreads through close contact (roughly 3-6 feet).	Spreads through respiratory droplets from the nose or mouth (i.e., breathing, coughing, sneezing, laughing).	Spreads through touching surfaces or objects and then touching the eyes, nose, or mouth.
Slow what the virus is doing.		Mitigate how the virus is doing it.		
Isolate Symptoms	Minimize Outbreak Probability	Physical Distancing	Respiratory Hygiene	Physical Hygiene
Isolate/quarantine for 14 days or at least 7-9 days after symptoms subside. Engage in contact tracing.	Minimize group interactions to reduce outbreak probability.	Maintain appropriate distance from others.	Exceptional respiratory hygiene to reduce or stop the spread of droplets.	Exceptional physical hygiene.
<ul style="list-style-type: none"> • Testing • Contact tracing • Symptom monitoring • Self-isolating 	<ul style="list-style-type: none"> • Group size • Interaction with multiple groups 	<ul style="list-style-type: none"> • Maintaining distance • Close physical interaction • Frequency of travel 	<ul style="list-style-type: none"> • Face masks/coverings • Appropriate covering of sneeze/cough • Reduce duration spent face-to-face • Air circulation and filtering 	<ul style="list-style-type: none"> • Personal hygiene • Physical space hygiene • Personal protective equipment

Source: Leavitt Partners

As we plan for students and staff to return to school, it is important to apply official guidance to the everyday activities of schools while also addressing the uniqueness of our school. To do this, the framework focuses on seven "situational characteristics" which describe elements of environments that categorizes them as more or less risky. These are: movement, duration, proximity, respiratory output, group size, touch, and congestion. Our goal is to consider these characteristics for specific school settings and seek to put protocols in place to mitigate or minimize the risk.



Source: Leavitt Partners

The chart below describes each situational characteristic with an explanation of how each characteristic is categorized as more or less risky.

Details of this document are subject to change as directives from governing authorities, health officials or environmental conditions may determine.

Situational Characteristic	Lower Risk Characteristic		Higher Risk Characteristic	
Movement How do people move around in the space?	Directed	Movement is restrained or highly controlled, people are confined to a specific area, little intermingling.	Undirected	Movement is unrestrained or uncontrolled, people can wander in the space, frequent intermingling.
Duration How long are people in this space?	Less than 15 minutes	Less than 15 minutes is typically spent in the space.	Greater than 15 minutes	More than 15 minutes is typically spent in the place.
Proximity How close are people in this space?	Greater than 6 feet	It is possible, either naturally or with minimal interventions, to maintain a 6-foot distance.	Less than 6 feet	It is not possible to maintain a 6-foot distance; the activity cannot be done if distance is maintained.
Group Size How many people are in the space?	Less than recommended limit	A small group of people, mostly part of the same social circle.	Greater than recommended limit	A large group of people from different households and social circles.
Respiratory Output How are people breathing in the space?	Normal	People are breathing normally, low respiratory output.	Increased	People are breathing heavily, from exercising, laughing, cheering, singing, etc.
Touch How do people engage with objects or fixtures in the space?	Low	People do not interact much with each other or with objects in the space.	High	People frequently interact with each other or touch objects in the space.
Congestion Are there points of high congestion?	Low	The design of the space and activity do not result in congregations of people (e.g. entry points, lines, security, etc.)	High	Because of the design of the space or the nature of the activity, people must gather closely together at times.

Source: Leavitt Partners

As we consider the specific environment of our school, we can use each of the seven situational characteristics to develop mitigation tactics for our school settings.

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Canyon Rim Academy Mitigation Strategies

COVID-19 Exposure Mitigation

[See the UDOH COVID-19 School Manual for additional details](#)

Symptom Screening

The most effective way to reduce the spread of COVID-19 is to avoid being exposed. An important partnership exists between families and schools to ensure that regular symptom checking occurs prior coming to school. It is the responsibility of families and staff members to conduct daily health checks prior to coming to school and ensure that **anyone who exhibits one or more symptoms of COVID-19 or is ill should remain at home.**



Source: Center for Disease Control 2020

<ul style="list-style-type: none"> • Persistent Cough • Extreme Fatigue • Fever or chills • Headache • Close contact with a person who has COVID-19 	<ul style="list-style-type: none"> • Measured temperature of 100.4 degrees or higher • Nausea or vomiting • New loss of taste or smell • Shortness of breath or difficulty breathing • Sore throat
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Visitors to the Building:

To help limit exposure to COVID-19 the following expectations will be in place:

- Visitors to the school will be limited to essential visitors only.
- Essential visitors must have an educational or supportive purpose. Any essential visitor or other person wishing to visit must have prior approval from school administration.
- Essential visitors must self-certify they are free of COVID-19 symptoms, check-in, complete the [visitor symptom screening](#), and use a face mask while in the school or facility.

Absences Due to COVID-19

Student Absences

Students who are experiencing symptoms of COVID-19 should not attend school. Parents should notify the school and seek appropriate medical attention and/or COVID-19 testing.

Parents or guardians must notify the school immediately of any positive test results of COVID-19 or contagious illness.

Staff Member Absences

Staff members who are experiencing symptoms of COVID-19 should not report for work.

Employees must notify administration immediately of any positive test results related to COVID-19 or contagious illness.

Additionally, a staff member who does not report for work must follow the procedure outlined below:

- Staff members will make contact with Mr. Fuller by telephone. Email may not be viewed in a timely manner to ensure duty coverage.
- Staff members will follow current protocols to arrange for a substitute.
- Seek appropriate medical attention and/or COVID-19 testing.

Staff members should contact Dave Garrett with questions regarding employment, medical leave and/or accommodations under ADA.

Visible Symptoms at School

Students

The school will privately address individuals who exhibit visible symptoms of illness. When a teacher or staff member notices a student with visible symptoms, the teacher or staff member will follow the steps described below.

Details of this document are subject to change as directives from governing authorities, health officials or environmental conditions may determine.

- Step #1: Shawnette Abraham or another office secretary is notified by teacher/staff member that the student is being sent or needs to be escorted to the office.
- Step #2: Shawnette Abraham or another office secretary will use the [symptom checking protocol](#) to assess the student and determine next steps.
- Step #3: Symptomatic students who need to be picked up will be isolated in a designated health room. Students will continue to wear a face covering while in the health room while waiting to be picked up.
- Step #4: Shawnette Abraham or another office secretary will document symptom checking visits in Aspire so that contact tracing is possible, if needed.
- Step #5: Students will adhere to the protocol described in post-symptomatic return to school prior to returning to school.

Staff

Staff members who develop symptoms of illness at work should immediately contact Shawnette Abraham or another office secretary. The following protocols should be followed:

- Face coverings are required for symptomatic staff members regardless of physical distancing.
- Staff members with COVID-19-like symptoms should be sent home immediately.
- If a symptomatic staff member was assigned to a classroom, consider moving students to an alternative classroom or area.
- Disinfect the workspace/classroom used by the staff member following [CDC guidelines](#).
- A staff member who is sent home will adhere to the protocol described in post-symptomatic return to school prior to returning to school.
- Shawnette Abraham or another office secretary will document when staff members leave work due to illness in Aspire so that contact tracing is possible, if needed.

Post-Symptomatic Return to School/Work

When a student or staff is absent from school or sent home with symptoms of illness, guidelines from the Utah Department of Health and Salt Lake County Health Department will be used to determine when it is appropriate for them to return. Generally, individuals should remain home until they have had improvement of symptoms and 24 hours fever free (with no medication). Individuals who have tested positive for COVID-19 will be cleared to return to school by the local health department. Refer to the [UDOH COVID-19 School Manual](#) for more specific information.

COVID-19 Exposure and Outbreaks in Schools

Known Exposures to COVID-19

Students, teachers or staff members who test positive for COVID-19 **will not** be allowed to attend school. In the event of a confirmed case in a school setting:

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- Students, teachers, and staff who were wearing a mask and were able to physically distance are not considered exposed to the virus.
- Students, teachers, and staff who were not able to physically distance will be considered exposed and will be required to quarantine for 14 days from their last exposure.

Outbreaks in School

An outbreak occurs when a disease happens in higher numbers than expected. An outbreak can happen in one area (like a classroom) or extend more widely (like a school or local neighborhood).

The Utah Department of Health and Utah's 13 local health departments do not consider a single case of COVID-19 (meaning only one person tested positive for COVID-19) in a school or classroom to be an outbreak. However, it is important to know what the public health recommendations are for this situation and how these recommendations change as more people test positive for COVID-19 in the school.

Where is the outbreak happening?	How many people tested positive for COVID-19?	What are some examples of this type of outbreak?	What are the recommendations to protect students, teachers, and employees at the school?
Individual	1 This is not considered an outbreak if only one person tests positive for COVID-19 in a classroom or school.	A student tests positive. A teacher tests positive. A bus driver tests positive.	The person who tested positive should isolate until they have been fever-free for 24 hours and it has been at least 10 days since they first got sick or tested positive. The school should follow the cleaning guidelines on page 85.
Classroom	3 people who are connected by the same setting and time period is considered a classroom outbreak. People living in the same home are not considered an outbreak.	A teacher tests positive and within 2 weeks, two of the students in his or her class also test positive. Three students in the same class test positive within 2 weeks of each other.	The people who tested positive should isolate until they have been fever-free for 24 hours and it has been at least 10 days since they first got sick or tested positive. The people who were exposed should quarantine for 14 days from the last date of exposure. No one in the whole class can go to school for 14 days from the last date of exposure. Modified quarantine is not allowed if there is an outbreak in the classroom. The school will provide virtual learning for the whole class. The school should clean the classroom using the cleaning guidelines on page 85.

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School	15 people tested positive for COVID-19 across multiple settings in the school (more than one classroom) and are connected by the same time period or 10% of the student population, whichever is lower, is considered a school outbreak.	15 students and teachers in different classes in the school test positive within 2 weeks of each other. A charter school has 100 students and 10 of the students (10% of the total student population) have tested positive.	The people who tested positive should isolate until they have been fever-free for 24 hours and it has been at least 10 days since they first got sick or tested positive. The people who were exposed should quarantine for 14 days from the last date of exposure. No students can go to school for 14 days from the last date of exposure. Modified quarantine is not allowed if there is an outbreak in the school. The school will provide virtual learning for all students. They should clean the whole school using the cleaning guidelines on page 85.
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Source: UDOH COVID-19 School Manual

Cleaning and Disinfection

Reducing the risk of exposure to COVID-19 by cleaning and disinfecting is an important part of reopening schools for in-person learning. The CDC indicates, “The virus that causes COVID-19 can be killed if you use the right products. The EPA has compiled a list of disinfectant products that can be used against COVID-19, including ready-to-use sprays, concentrates, and wipes. Each product has been shown to be effective against viruses that are harder to kill than viruses like the one that causes COVID-19.” Canyon Rim Academy is taking the following steps to ensure a clean environment for students and staff:

- Procurement of EPA approved disinfectant products for cleaning and disinfecting.
- Custodial staff trained on [CDC recommended cleaning and disinfecting considerations](#).
- Sanitizing of common touch points and/or surfaces in classrooms and common areas of the building will be completed a minimum of three times per day. This includes restrooms, the lunch area, the computer lab, and specials classrooms.
- [Protocols from the CDC](#), including signage, will be implemented to teach students effective hand washing procedures with increased hand washing and use of hand sanitizer.

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Hand Washing

One of the most effective ways to reduce infection with COVID-19 is to wash hands frequently and effectively. Adequate hand washing is with soap and water for at least 20 seconds or the use of a hand sanitizer* (60% alcohol).

Canyon Rim Academy will add hand washing procedures to daily schedules/activities including

- Upon arrival at school
- Any time a student enters/exits a new space
- After being outside for physical activity
- Before and after meals
- After restroom use
- After sneezing, coughing, or blowing nose
- Prior to leaving school for home

[Handwashing signage](#) will be placed in prominent areas around the school including near sinks and in restrooms.

Face Coverings

Use of simple cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Face coverings are required in all schools per Public Health Order 2020-11V.2. Details regarding the use of face coverings at Canyon Rim Academy are listed below.

- All individuals will be expected to wear face coverings in buses and on school property*.
- Face coverings are not surgical masks, respirators or other medical personal protective equipment (PPE).
- When a face shield is worn, it is recommended that a face mask be used as well.
- Face coverings must be worn properly to be effective. Face coverings should fully cover the nose and the mouth.
- Disposable face coverings are for limited use only. Cloth face coverings should be laundered after each use.
- During outside recess time, face coverings do not need to be worn as long as 6 feet of physical distancing is maintained.

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- Students, staff, and other passengers will be required to wear face coverings when utilizing school arranged transportation services.

Canyon Rim Academy will provide face masks for students and face masks and shields for staff.

***COVID-19 Related Exemptions**

CRA has reviewed IEP and 504 plans for students for whom a face covering exemption would be necessary. Families may request exemption from wearing face coverings as a result of a medical condition. CRA will ensure [exemption paperwork](#) is completed and that families provide medical documentation of the condition.

When a student is not compliant with the face covering mandate:

Each school should have a procedure in place to support teachers to ensure students wear face coverings. When a student is not in compliance the following steps should be followed:

- Step 1: Schools will provide a face covering for any individual student who is not wearing a mask.
- Step 2: Students who require an exemption will be provided information about how to obtain one, but will be expected to wear a face covering until the exemption has been granted.
- Step 3: If a student continues to refuse to wear a face covering they will be detained in the office while they wait for a parent to pick them up.
- Step 4: Students who repeatedly refuse to wear face coverings may be assigned to remote learning.

Physical Distancing

Regulations and guidelines from USBE, as well as the CDC, highly “encourage” but do not mandate social/physical distancing. CRA will use the following strategies to mitigate exposure in places or instances where social/physical distancing is not possible:

- Organization of classroom seating to maximize distancing. Students will face the same direction and have assigned seats for potential contact tracing.
- Outdoor spaces, when feasible, may be utilized.
- Small student grouping will include additional mitigation measures such as using larger spaces in smaller amounts of time.
- Physical distancing protocols will be used outside of the classroom along with limited use of common areas, whenever feasible.
- Large group gatherings for events and assemblies will be limited to groups sizes where individuals can be reasonably physically separated.
- Signage and markings will be used to indicate directional flow and physical spacing where lines are necessary.

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health officials or environmental conditions may determine.

- Staff will engage in distancing protocols when outside the classroom and in common areas. Meetings with other teachers should employ distancing strategies and/or utilize virtual conferencing.

Arrival and Departure

Entry and exit points at the school present a challenge to ensure congestion is managed and traffic in and out of the building is smooth. CRA will use the following strategies at the beginning and ending of the school day:

Beginning of the day:

- Students will wear masks upon arrival at school.
- Students will line up by class in the courtyard or on the south side of the building. The pavement or cement will have white circles painted on the blacktop showing where students should stand to be physically distanced.
- Supervision will be provided by classroom teachers on duty.
- During inclement weather students will be allowed in the gym until 8:15 at which time students will be allowed to go to their classroom.

End of the day:

- Student release will be staggered to reduce the number of students moving through hallways at the end of the day.
- Supervision will be provided by assigned staff.

Visitors to the Building:

- Visitors to the school will be limited to essential visitors only.
- Essential visitors must have an educational or supportive purpose. Any essential visitor or other person wishing to visit must have prior approval from school administration.
- Essential visitors must check-in, complete symptom screening, and use face masks while in the school or facility.

Additional Considerations:

- Signage will be used to remind students to physically distance and adhere to designated flow patterns.
- Weather permitting, doors will be propped open during arrival/departure times to reduce touch surface and increase air circulation.

Transportation

Transportation on buses will be discontinued until health risk factors improve. Family members dropping off or picking up students will be required to wear face masks at any time they leave their car.

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Transitions

As students and staff enter, exit, and move through the school building, it is important to identify high traffic areas where there is increased risk of exposure. CRA will use the following strategies to reduce risk during transition times:

- Transitions or rotations in the school will be limited and will be scheduled to be staggered to minimize interactions between students between classes.
- Students will walk on the right sides of hallways with floor markings and signage placed to direct traffic.
- Interior doors will be propped open throughout the school to reduce touch and increase ventilation.

Meal Service

Meal service for students for lunch will continue to be provided. Students may also continue to bring food from home. CRA will use the following strategies at meal service times:

- Students will continue to eat in the lunchroom.
- Each student will have an assigned seat. Student seating will be spaced with appropriate distance by marking off seats or spaces where students should not sit.
- Weather permitting; students will be able to eat lunch on the front lawn with appropriate distancing. Supervision will be provided by Mr. Fuller or designee.
- “No Sharing” guidelines from the CDC will be in place for all food and drinks.
- Self-service salad bar will be removed from service.
- Disposable and biodegradable plates will be used.
- Hand sanitizing stations will be placed at the entrance of the lunch room and students will be reminded to sanitize before and after eating.
- Increased cleaning and disinfecting will be implemented of high-touch areas before, during, and after meal service.

Students and staff should not bring or share food with others. This includes celebration treats and potlucks unless the food is store bought and individually packaged.

Recess and Playground Equipment

Recess is the time of day where students do not have to wear masks as long as physical distancing is maintained. Students are welcome to wear masks outside if they choose.

- Playground equipment will be closed
- Structured recess activities will be encouraged
- Recess times may be adjusted to reduce the number of students at recess

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Shared Belongings

To prevent the spread of the virus through touch, CRA will use the following strategies:

- Sharing of items is discouraged, especially items that are difficult to clean or disinfect.
- Ensure there are adequate student materials, supplies and equipment to minimize sharing.
- Limit use of shared materials, supplies and equipment by one group of students at a time and clean and disinfect between each use.
- Individual student belongings should be separated from others' and kept in individually labeled containers, cubbies, or designated areas.

Indoor Air Quality

With the goal of optimizing indoor air quality, new air filters have been placed in each classroom heater/fan unit.

Air transfer in classrooms will be provided through the use of an exhaust fan in one of the classroom windows.

Instructional Models

It should be understood that schooling during the 20-21 school year will not be commonplace. Holding a common understanding around specific instructional models and learning vocabulary provides the greatest opportunity for an equitable learning environment for all students. The following terms are used to describe Canyon Rim Academy's instructional models for the 2020/21 school year.

In-person (on campus) learning: Students attend school and participate in learning activities in the classroom. This instructional model will be in place when allowable under the Governor's Utah Leads Together Plan (yellow and green phases) and with the approval of the county health department. <https://coronavirus.utah.gov/utah-leads-together/>

Remote (online) learning: Students participate in learning activities placed in a learning management system by the teacher (e.g. Google Classroom). This instructional model will be in place when allowable under the Governor's Utah Leads Together Plan (red and orange phases) and/or as directed by the county health department. <https://coronavirus.utah.gov/utah-leads-together/> Canyon Rim Academy has opted to utilize remote learning at the beginning of the school year.

Hybrid learning: Students participate in learning both in the classroom and online utilizing a school provided schedule. This instructional model will be in place when allowable under the

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Governor's Utah Leads Together Plan (orange and yellow phases) and/or as recommended by the county health department. <https://coronavirus.utah.gov/utah-leads-together/>

The decision to transition between the attendance models will be made by school administrators in collaboration with the local school board and the local health department.

Factors that influence these decisions include but not limited to:

- Importance of in-person learning to the social, emotional, economic, and academic growth and well-being of students.
- Number of people in the community who are testing positive for COVID-19 (called community spread or community transmission).
- Number of students, teachers, and employees who are testing positive for COVID-19 or who are on quarantine due to an exposure
- Growth rate of new cases (people who tested positive) in the area.
- Statewide capacity for testing, hospital beds, and ICUs
- The color coded risk phase in the city or county
- Ability to provide virtual learning to students
- Economic and social hardships on families and students

Instructional Models

Remote (online) Learning

- Beginning August 25, 2020
- Accommodation of "In Person (on campus) Learning" for children that have no day care options or students with special needs may be requested
- A daily learning schedule for K-6 will be included in the appendix at the end of this document.
- Remote Learning students will be assigned to an in-person classroom.
- In Person students will participate in the same lessons as Remote Learning students. An In Person student may be learning under the supervision of a teacher other than their assigned In Person teacher.
- K-6 students will be provided instruction in the Utah State Board of Education Essential Standards
- The Special Education Department will work with students with IEPs who enroll in remote learning.

Benchmark Assessments

The Utah State Board of Education has not waived all the requirement for students to complete benchmark assessments for elementary students. The DIBELS or Acadience Reading assessment is now available to give remotely. Students participating in remote instruction in K-3 will be required to report in person for some benchmark assessments.

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Teaching Teams and Increased Collaboration

To manage the adjustment to hybrid teaching, collaboration becomes more important than ever. As teachers collaborate they are better able to manage planning and preparation. At grades 1 – 6, teachers will use Google Classroom to organize learning materials. Teachers will need to build and house course materials on Google Classroom.

For help with Google Classroom or logging into G mail, use this link:

<https://classroom.google.com/w/MTIyOTk5MDYyMDQ2/tc/MTMwNDc5ODU4NDAY>

Transitioning from remote learning to in-person learning

Students who are enrolled for remote learning will be assigned to a classroom teacher and/or provided a class schedule. Students will be able to enter/exit in-person learning at the beginning of each trimester.

Students and families who choose not to enroll for in-person learning will be able to participate in remote learning.

Staff with specific accommodation needs should notify school administration.

Hybrid learning

During this next school year, teachers will need to prepare lessons that students can access both in-person and online. This is necessary to help ensure that students who are absent for short periods of time can continue to participate in learning. Additionally, lessons that are accessible in both formats makes transitioning from in-person to remote easier.

1. AA/BB Schedule

Students will be placed into the AA or BB schedule with an “In Person Learning” accommodation for children that have no day care options or students with special needs. A survey sent over the summer allowed parents to indicate if they wanted children in their family on the same schedule. We have also sent an email for parents to request the AA or BB based on special considerations in their family.

The AA schedule has students at school with their assigned classroom teacher on Monday and Tuesday. On Wednesday and Thursday these students will be Remote Learning at home. This learning will be from their assigned teacher either through live streamed lessons or the live lesson that will be recorded. These lessons will not be the same lessons given on Monday and Tuesday. Friday will be Remote Learning at home.

The BB schedule has students at school with their assigned classroom teacher on Wednesday and Thursday. On Monday and Tuesday students will be Remote Learning at home. This learning will be from their assigned teacher either through live streamed lessons or the live

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lesson that will be recorded. These lessons will not be the same lessons given on Wednesday and Thursday. Friday will be Remote Learning at home.

Students at all grade levels will be provided Utah State Board of Education Essential Standards instruction.

2. Teaching Teams and Increased Collaboration

To manage the adjustment to hybrid teaching, collaboration becomes more important than ever. When teachers collaborate they are better able to manage planning and preparation. At grades 1 – 6, teachers will use Google Classroom to organize learning materials. Teachers will need to build and house course materials on Google Classroom.

For help with Google Classroom or logging into G mail, use this link:

<https://classroom.google.com/w/MTIyOTk5MDYyMDQ2/tc/MTMwNDc5ODU4NDAY>

In-person (on campus) Learning

Students attend school and participate in learning activities in the classroom. We will follow the USBE Core Standards: <https://www.schools.utah.gov/curr/utahcorestandards>

This instructional model will be in place when allowable under the Governor’s Utah Leads Together Plan (yellow and green phases) <https://coronavirus.utah.gov/utah-leads-together/> and with communication and data analysis with the local health department.

https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf

Classroom Health and Safety Protocols and Procedures

Teachers will use school-planned mitigation strategies to develop new and revised classroom protocols and procedures for the 2020-21 school year.