



## School Reopening Plan - August 2020



Updated: July 15, 2020

This document communicates with students, parents and employees of Alpine School District the plan for safely reopening schools in August 2020. The plan, approved by the Board of Education, follows guidelines issued by the Utah County Health Department and the Utah State Board of Education. Updates will be emailed and posted online.

### Plan At-A-Glance

- Alpine School District will resume daily face-to-face instruction for students, while also providing an online learning option for those who choose.
- A modified schedule will now take place every day of the week to give teachers sufficient time to schedule student interventions and to plan in-person and online instruction.
- Every employee and student will be expected to have a mask or face coverings and wear it in common areas, during transition times, classrooms, and when arriving and dismissing from school. Occasional allowances may be made under the discretion of the teacher or another school employee with appropriate distancing.
- Normal bus routes will run and masks or face coverings are required at all times for students and adults while riding a bus.
- Breakfast and lunch will be served each school day in a "grab-and-go" format. Eating areas throughout the school will be designated, including areas for students with food allergies (classrooms will not be required eating areas).
- Flexibility will be provided for students whose learning needs are best met online. Parents will receive a survey on Monday, July 20th to indicate whether they would like their child(ren) to participate in-person or online. Responses are due on or before Monday, July 27th at 9:00 a.m. All students registered in ASD, whether learning in-person or online, will be assigned a class schedule with ASD teachers, who will monitor the instruction, assessment, and intervention for each student assigned to them. Alternatively, students may register with ASD online services--East Shore Online for 9-12 students, or Alpine Online for K-8 students (this option applies to parents who intend to provide homeschooling with support from ASD teachers).

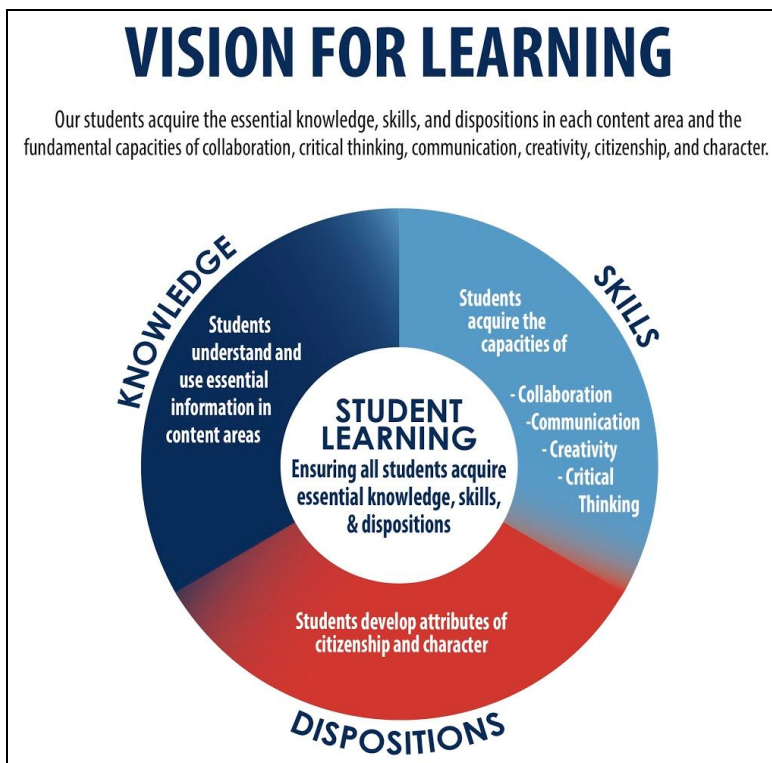
## Guiding Principles

Survey input from students, employees and parents regarding school reopening, student health and safety, and other operational issues helped shape this plan.

1. **Maximize student and employee safety.** We adhere to all current guidelines issued by state and county officials, with approval from our local board of education. We recognize that plans may change in response to conditions of the pandemic. On August 3rd, the UCHD will reassess the plan based on current circumstances. If needed, ASD could change to either an every other day option for students (½ students in the school at a time), or 100% online instruction. The plan will continue to be monitored by UCHD each week.

Just as we provide flexibility with snow days and the ability to close by school or by cluster, our phased plans will provide the ability- in coordinated effort with UCHD- to meet the needs of individual school communities based on current circumstances. Some schools may be in different phases than others to meet needs at the most local level.

2. **Optimize student learning.** No matter the educational platform, we remain focused on our Vision for Learning, which develops the capacities of collaboration, communication, creativity, critical thinking, citizenship, and character.
3. **Support student well-being.** We seek to interact in meaningful ways so that students and staff feel safe, connected, and confident.



## **Guidelines for Staff**

- Wash your hands frequently and avoid touching your face. Provide opportunities for students to wash their hands.
- Wear a mask or face covering when social distancing is not feasible. This is expected for all staff in all district and school buildings.
- Be mindful of your own, students' and co-workers' health and safety concerns.
- Remain flexible with attendance as you address the needs of individual students, while meeting learning standards and professional expectations. Attendance should not be a factor in student grades, and secondary schools will not issue NCs to assure that students do not attend when it is not advisable.
- Accommodate individual learning needs, especially for those students that face higher health risks.
- Assign seating to support contact tracing. Students should face forward and be appropriately spaced.
- Communicate with your immediate supervisor if you are unable to perform your essential functions in person at your work location. To determine if your particular condition warrants special accommodation, consult ASD Rules and Regulations 4162 (PDF version included below).
- When providing online learning, follow these guidelines:
  - [Elementary Expectations for Online Learning](#) (PDF version included below)
  - [Secondary Expectations for Online Learning](#) (PDF version included below)

## **Guidelines for Students**

- Prepare for a unique school year and remain engaged in your learning, no matter the format.
- Wash your hands frequently and avoid touching your face.
- Wear a mask or face covering while on the bus, in common areas, during transition times, in classrooms, and when arriving and dismissing from school. Occasional allowances may be made under the discretion of the teacher with appropriate distancing.
- Sit in assigned seats in classrooms and on the bus to facilitate contact tracing.
- Participate in activities and athletics, according to approved guidelines and safety measures.
- Bring a personal water bottle to school each day (refill stations will be available).

## **Guidelines for Parents**

- Monitor your child each morning and do not send them to school if they exhibit any of the following (if a student exhibits any of these symptoms at school, parents will be notified and the student will be sent home):
  - Fever greater than 100.4 degrees
  - Cough, shortness of breath, or difficulty breathing
  - Chills or muscle aches
  - Sore throat
  - Can't smell/loss of sense of taste

- If exposed to someone who has tested positive for COVID-19 in the last two weeks
- Obtain a doctor's note and send it to school if your child shows symptoms for another reason (allergies, etc.) This is required to allow a student to remain at school.
- Reinforce the expectation for frequent hand washing, mask wearing, and social distancing.
- Monitor your child's use of technology in the home.

## **Operational Guidelines**

- **Building/classroom cleaning** - Daily cleaning and sanitizing will occur at each Alpine facility by the custodial staff following district health and safety guidelines. Physical Facilities team members will provide continued guidance and support for schools. Hand sanitizer spray bottles have been procured for every classroom and department. Posters showing symptoms prohibiting entrance will be displayed on the doors of all district facilities (included below).
- **Transition times and areas** - Schools will identify high traffic areas and utilize signage and/or floor markings to minimize congestion. They will also establish protocols for any visitors and non-regular staff including at a minimum temperature checking and the wearing of masks or face coverings.
- **Transportation** - Bus drivers will wear masks or face coverings when students are present. Drivers will sanitize their buses multiple times each day.
- **Nutrition Services** - Breakfast and lunch will be provided each school day in a "grab and go" format. Eating areas throughout the school will be designated (classrooms will not be required eating areas).
- **Faculty meetings** - School principals and department leaders should review and consider modifying staff gatherings, utilizing smaller group meetings, online meetings, or other means of communicating with team members.
- **Special needs** - School staff should provide reasonable accommodations to meet individual student learning needs, while considering the health and safety needs of others. Adjustments to appropriately meet the needs of students with disabilities will be made in all parts of this plan.

## **Monitoring Guidelines**

- Each school and department should implement monitoring measures to assist students, staff and visitors in checking for symptoms.
- Thermometers have been provided to utilize as part of the school plan.
- Monitor staff and student symptoms and absenteeism.
- Encourage staff and students to stay home if they feel sick. Parents should check their children for symptoms each day before school. If staff or students display symptoms of illness at school, they will be sent home.
- If symptoms of COVID-19 are present, follow the protocol from the school nursing team and/or contact the Utah County Health Department, 801-851-4357 (see the "COVID-19 Screening Flowchart" attached below).

- Students and employees showing COVID symptoms should not return to school or work until they have followed all of the criteria established by the local health department or their health care provider.
- Each school will identify a quarantine area for students who are sick and unable to return home.

### **Training Guidelines**

- The ASD leadership team, in consultation with our nursing team, will continue to communicate safety guidelines and protocols, and provide training and support for employees and students.
- Teachers will be supported through their teacher team, district professional learning opportunities, and academic learning coaches.
- School personnel at each school site will be available for questions or specific concerns.



## **Supporting Documents**

Health & Disability Rules and Regulations 4162

Elementary Online Learning Expectations During School Dismissal

Secondary Online Learning Expectations During School Dismissal

Symptoms Poster

COVID-19 Screening Flowchart

# Rules & Regulations (Under Health & Disability Policy 4162)

## 1. COVID-19 Related Information

- 1.1. Symptoms of COVID-19 have been identified and outlined by The Utah Department of Health and the Centers for Disease Control.
  - 1.1.1. Fever over 100.4
  - 1.1.2. Cough
  - 1.1.3. Sore throat
  - 1.1.4. Shortness of breath
  - 1.1.5. Muscle aches and pain (without recent physical exertion)
  - 1.1.6. New reduced sense of taste or smell
  
- 1.2. Employees who are showing symptoms of COVID-19 should not be at work and should be tested. COVID-19 testing locations can be found at <https://coronavirus.utah.gov/testing-locations/>.
  
- 1.3. High-Risk Individuals
  - 1.3.1. People of any age with certain underlying medical conditions are at increased risk for severe illness from COVID-19. People of any age with the following conditions are at increased risk of severe illness from COVID-19:
    - 1.3.1.1. Chronic kidney disease
    - 1.3.1.2. COPD (chronic obstructive pulmonary disease)
    - 1.3.1.3. Immunocompromised state (weakened immune system) from solid organ transplant
    - 1.3.1.4. Obesity (body mass index [BMI] of 30 or higher)
    - 1.3.1.5. Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies
    - 1.3.1.6. Sickle cell disease
    - 1.3.1.7. Type 1, Type 2, or gestational diabetes mellitus
  - 1.3.2. COVID-19 is a new disease. Currently there is limited data and information about the impact of underlying medical conditions and whether they increase the risk for severe illness from COVID-19.
  
- 1.4. Employees identified as High-Risk Individuals should adhere to guidelines issued by the Utah Department of Health:
  - 1.4.1. Wear face masks at all times in public settings.
  - 1.4.2. Stay home as much as possible. If you need to go into public settings, stay at least 6 feet from others.
  - 1.4.3. Wash hands often.

- 1.4.4. Limit travel to only essential travel.
  - 1.4.5. Continue to seek emergency care, routine doctor visits, and medication pickups.
  - 1.4.6. Limit visiting friends or family without urgent need.
  - 1.4.7. Limit physical interactions with other high-risk individuals, except for members of your household or residence.
  - 1.4.8. Limit attending gatherings of any number of people outside your household or residence.
  - 1.4.9. Do not visit others in hospitals, nursing homes, or other residential care facilities.
  - 1.4.10. When working remotely is not possible, maintain social distancing.
- 1.5. When schools are operational and students/employees are present, the responsibilities of staff of the District cannot be fulfilled by working remotely. For example:
- 1.5.1. *District Office Personnel* - must be physically present to provide face-to-face customer service and support to employees/parents/patrons addressing student learning/safety and other concerns.
  - 1.5.2. *School Administrators* - must be physically present to oversee the general operations of the school and address student learning as well as safety/emergency situations.
  - 1.5.3. *Teachers* - must be physically present to address student learning and supervision, provide social and emotional support, as well as address safety/emergency situations.
  - 1.5.4. *Academic Coaches (Innovative, Instructional, PLC)* - must be physically present to provide support for teachers specific to student learning and supervision.
  - 1.5.5. *Counselors* - must be physically present to provide students social and emotional support as well as address safety/emergency situations.
  - 1.5.6. *School Psychologists/Social Workers/Other Related Service Providers* - must be physically present to provide student social and emotional support, complete required testing, as well as address safety/emergency situations.
  - 1.5.7. *Administrative Assistants/Secretaries* - must be physically present to address student, patron, educator, and supervisor needs/concerns as well as address safety/emergency situations.
  - 1.5.8. *Para Educators/Aides* - must be physically present to address student learning and supervision as well as address safety/emergency situations.
  - 1.5.9. *Nurses* - must be physically present to address ongoing student medical issues as well as address safety/emergency situations.
  - 1.5.10. *Custodial* - must be physically present to clean, sanitize, and maintain the facility.



- 1.5.11. *Physical Facilities Services* - must be physically present to perform maintenance duties such as electrical, HVAC, mowing, painting, plumbing, etc.
  - 1.5.12. *Information Technology Services* - must be physically present to perform maintenance duties such as computer and network repair, on-site employee customer service, etc.
  - 1.5.13. *Nutrition Services* - must be physically present to prepare and serve meals to students as well as clean and sanitize.
  - 1.5.14. *Transportation Services* - must be physically present to transport students as well as clean and sanitize, maintain and repair.
- 1.6. *High-Risk Individual Employees:*
- 1.6.1. are not precluded from working onsite; however, the employee should adhere to social distancing (ideally 6+ feet), wash hands often, and use appropriate Personal Protective Equipment (PPE).
  - 1.6.2. upon authorization from the principal/supervisor and Human Resources, an alternative position could be available for remote work.
  - 1.6.3. who are required to work onsite will be provided general PPE, at the employee's request through their supervisor.
  - 1.6.4. who require further accommodations and qualify under the Americans with Disabilities Act (ADA), should contact the Human Resources Department for assistance.
- 1.7. Due to the unprecedented events caused by COVID-19, the U.S. Congress passed the Families First Coronavirus Response Act (FFCRA), beginning April 1, 2020 and which expires December 31, 2020.
- 1.7.1. Leave is available through the FFCRA. A section of the Act grants employees emergency paid sick leave, which provides that a full-time employee is entitled up to two weeks (80 hours), or a part-time employee's two-week equivalent (a number of hours equal to the number of hours that such employee works, on average, over a 2-week period) of paid sick leave. Employees eligible for this leave would need to meet one of the following six (6) qualifying conditions:
    - 1.7.1.1. is subject to a Federal, State, or local quarantine or isolation order related to COVID-19;
    - 1.7.1.2. has been advised by a health care provider to self-quarantine related to COVID-19;
    - 1.7.1.3. is experiencing symptoms of COVID-19 and seeking medical diagnosis;
    - 1.7.1.4. is caring for an individual subject to an order described in (1.7.1.1.) or self quarantined in (1.7.1.2.);

- 1.7.1.5. is caring for their son or daughter whose school or place of care is closed (or child care provider is unavailable) for reasons related to COVID-19;
  - 1.7.1.5.1. If leave is needed beyond the initial 2 weeks and they have worked for the District for at least thirty (30) days, an eligible employee may receive an additional 10-week partially paid expanded family and medical leave, for which this leave can be taken (please contact Human Resources). Or,
- 1.7.1.6. is experiencing any other substantially similar conditions specified by the Secretary of Health and Human Services, in consultation with the Secretaries of Labor and Treasury.
- 1.7.2. Conditions 1.7.1.1, 1.7.1.2., 1.7.1.3. are paid at the employee's regular rate of pay for two weeks (up to 80 hours) or the maximum per day (\$511 for qualifying conditions - 1.7.1.1, 1.7.1.2., 1.7.1.3.)
- 1.7.3. Conditions 1.7.1.4., 1.7.1.5., 1.7.1.6. are paid at 2/3 of the employee's regular rate of pay for two weeks (up to 80 hours) or the maximum per day (\$200 for qualifying conditions - 1.7.1.4., 1.7.1.5., 1.7.1.6.)
- 1.7.4. FFCRA paid sick leave is capped at two weeks (up to 80 hours) for any combination of the qualifying conditions.
- 1.7.5. Notice will be posted at each work location site and sent to all employees through district email.
- 1.8. Employees testing positive for COVID-19
  - 1.8.1. Employees who test positive for COVID-19, and have been told to self-isolate by the health department or a medical provider, are required to self-isolate for fourteen (14) days or until the employee tests negative for COVID-19.
  - 1.8.2. Employees who use this leave must complete the Employee Family First Coronavirus Response Act Leave Form and submit it to Human Resources as soon as possible.
  - 1.8.3. If additional leave is required, as directed by a medical provider, benefit-eligible employees may use leave according to District policy (i.e. Health and Disability, or FMLA).
- 1.9. Employees caring for someone who has been quarantined as specified in FFCRA qualifying conditions 1.7.1.1. or 1.7.1.2 can apply for the stipulated leave and must complete the FFCRA Leave Form and submit it to Human Resources as soon as possible.
- 1.10. Notice: Where leave is foreseeable, an employee should provide notice of leave to the District as soon as possible. Under these rules, after the first workday of paid sick time, employees are required to follow reasonable notice procedures in order

to continue receiving paid sick time.

- 1.11. Employees who have been or were potentially exposed to COVID-19, and have been told to self-isolate by the health department or a medical provider, are required to self-isolate for fourteen (14) days or until the employee tests negative for COVID-19.
  - 1.11.1. Employees who use this leave must complete the FFCRA Leave Form and submit it to Human Resources as soon as possible.
  - 1.11.2. Employees experiencing symptoms of COVID-19 and seeking medical diagnosis should NOT be at work and should self-isolate until the employee tests negative for COVID-19.
    - 1.11.2.1. Employees who use this leave must complete the FFCRA Leave Form and submit it to Human Resources as soon as possible.

#### Board Approvals

- Approved Rules & Regulations July 2020



## Elementary Online Learning Expectations During School Dismissal (pandemic, construction delays, weather closures, natural disasters)

The Alpine School District maintains a focus on ensuring high levels of learning and well-being for all through a united effort of the school leadership team (SLT), teacher teams, and the school intervention team (SIT). Students thrive when these 3 essential teams continue to embrace the [Vision for Learning](#), [PLC Results Cycle](#), and the [RTI Framework](#) in order to meet students' needs.

### FAQs:

- 1. What should teachers be focusing on during this online learning experience?** Pursuing ASD's Vision for Learning by teaching carefully chosen [essential standards](#). Teachers should work with their teams to identify, assess, and intervene for the learning that is truly essential.
- 2. Are teachers using Google Classroom?** Yes. [Google Classroom is the expected learning management platform](#) for elementary educators in the event of online or blended learning in Alpine School District. Exceptions may be approved through the principal and their supervisor.
- 3. Can teachers still use other online tools with my students?** Yes. Teachers are encouraged to use a variety of [district supported solutions](#) or school supported solutions to meet student learning needs.
- 4. Should teachers still be having virtual face-to-face meetings with my students in an online environment?** Yes. Periods of online or blended learning will require the use of both [synchronous and asynchronous learning](#) opportunities. Teachers are expected to have regular face-to-face interactions with their students during periods of school dismissal.
- 5. How much work time should teachers require from my students?** Student work should be assigned according to these [class time recommendations](#) to ensure healthy balance and emotional well-being.
- 6. How many hours should teachers be working during periods of school dismissal?** Teachers should work all of their contract hours (including extended day), but the scheduling of those hours can be flexible to meet individual needs.
- 7. Are teachers still expected to collaborate with their team(s)?** Yes. Preparing, delivering, and managing online learning is a complex and difficult endeavor. The work teachers do in [collaboration](#) is essential for the development of meaningful online learning.
- 8. What should teachers do about grading during times of school dismissal?** Teachers will continue using Standards-Based Report Card grading. They will have the option of Pass and Needs Improvement during school dismissals.



## Online Learning Expectations During Periods of School Dismissal (pandemic, construction delays, weather closures, natural disasters)

*Updated: May 18, 2020*

### Guidelines for Elementary Educators

**Essential Standards and Curriculum Development:** Because comprehensive coverage of all standards is even more difficult in an online environment, deliberately **choosing standards that are essential** and **delivering a viable curriculum** becomes paramount for the success of students.

- **Assessment and Intervention:** Teachers should regularly assess student learning and provide opportunities for intervention, as necessary.
- **Enrichment:** As teacher capacity in a digital environment increases, enrichment experiences can become a more frequent part of the digital learning process provided for students.
- **6Cs:** Online learning requires specific student skills and dispositions, so teachers are encouraged to incorporate development of the 6Cs into their learning plans. Please refer to this guide for [best practices for online learning](#).

**Learning Management Platform:** A Learning Management Platform is meant to help teachers facilitate meaningful instruction, intervention, assessment, grading, discussion, collaboration, and relationship building. Google Classroom is the expected platform elementary educators should use in the event of online or blended learning in Alpine School District.

- **Why Google Classroom?** Using a singular platform significantly simplifies the educational experience for students and families.
- **Exceptions:** Teams with a compelling need for an exception to the exclusive use of Google Classroom should contact their principal to request district approval for an exception.
- **Parent/Family Access to Google Classroom:** Parents are encouraged to periodically log in to their students' Google Classroom accounts to see what work is required.
- **Grades:** Grades should be updated weekly in Skyward, which will remain the official system for recording grades.

### **Online Tools**

- **Supported Solutions:** Teachers are encouraged to use a variety of [district supported solutions](#) or [school supported solutions](#) to meet student learning needs and to provide a varied and enriching experience. Teachers may use other learning tools as long as they follow the [Required Practices for Student Data Privacy](#).

**Synchronous and Asynchronous Learning:** While most online learning will likely be asynchronous, teachers are expected to provide opportunities for regular face to face interactions with students. Personal interaction contributes to student well-being and supports learning.

- **Synchronous learning** (done at a set schedule; such as a video conference) is still recognized as a valuable pedagogical approach in an online setting.
  - **Scheduling:** When teachers choose to lecture or provide direct instruction, that instruction should be **scheduled in advance** and recorded, if possible, to allow for maximum student access. Live direct instruction should happen during school hours and in conjunction with the schedules developed by individual schools.
  - **Frequency:** Teachers are encouraged to provide face-to-face interactions with students at least two times per week.
  - **Teacher Availability:** Teachers are encouraged to make themselves available during specific school hours throughout the week to help students process learning delivered during direct instruction time. Please communicate these times to your parents.
  - **Small Group Work:** Small group interaction is encouraged. Students value interaction with their peers and teacher.
- **Asynchronous learning** (done on the student’s schedule) will be a necessity during times of online education, but teachers should still be involved in the learning process if they rely heavily on this delivery method.
  - **Student Feedback and Assignment Deadlines:** Regular feedback is crucial if learning is primarily asynchronous. Feedback should be given weekly. Students should have at least 48 hours to complete each assignment from the time that it is posted on Google Classroom to facilitate greater opportunities for asking questions and receiving feedback. No work should be due after school hours or on the weekend.

**Class Time Guidelines:** Student work should be assigned according to these recommendations to ensure healthy balance and emotional well-being. Students may work more on some days than others, but the average time working on classroom learning expectations should fall within the following guidelines.

<b>Grade</b>	<b>Preschool to Kindergarten</b>	<b>1-3</b>	<b>4-6</b>
Daily time range expectation	30-60 minutes	1-2 hours	2-3 hours

**Communication with Families**

- **How often?** Teachers should communicate with families on a weekly basis. This communication can be done through Google Classroom, email, text, etc. Learning expectations and due dates should be clearly communicated on a daily or weekly basis.
- **Responding to Parent/Guardian Emails:** Teachers should respond to parent/guardian emails (or other contact methods) within 24 hours on established school days.

- **Video Conferencing:** Individual video conferencing with students and their families is permissible to help teachers assess needs.

**Student Engagement:** Student engagement is necessary for online learning to be successful. Teachers should regularly monitor engagement in online learning activities.

- **Students who are not engaged:**
  - The families of students who do not engage in online learning should be contacted by the teacher or other designated school personnel, and assistance should be offered.
  - If students continue to stay disengaged, administrative referral should be made so school level resources can be offered.

### **Teacher Work Hours**

- **District Expectation:** Teachers should work the equivalent of their full contract work hours (including extended day, if applicable) in planning, assigning work, contacting students and families, intervening, and meeting with collaborative teams.
- **Flexibility:** Teachers may adjust the scheduling of their contract hours to accommodate their personal and family needs. Please make sure that a portion of the time worked is during normal school hours so that synchronous learning opportunities can occur.
- **Setting Limitations:** Teachers are encouraged to limit their work hours and not respond to families and students outside of established work hours. Online learning does not obligate teachers to be on-call at all times.

**Collaboration:** Preparing, delivering, and managing online learning is a complex and difficult endeavor. The work your collaborative teams do is essential for the development of meaningful online learning.

- **Focus:** Teams and teachers should continue to work through the PLC Results Cycle and assist each other in focusing on essential standards and developing online resources to ensure the learning of those standards.
- **Platform:** Teachers are expected to work with their collaborative teams through video conferencing or other means for at least 1 hour per week.
- **Scheduling:** Collaboration can be scheduled during the established hour or at a different time to accommodate team members. If possible, team leaders are encouraged to schedule collaboration at times that will enable administrators and coaches to occasionally participate in collaboration efforts.

### **Grading and Reporting Progress**

- **Grading Scale:** We will continue using Standards-Based Report Card grading. “Pass” and “Needs Improvement” options will be available during school dismissals.
- **Skyward:** Grades should be updated weekly in Skyward, which will remain the official system for recording grades.
- **Frequency:** Teachers should continue to update grades and progress weekly, just like they would in a face-to-face environment.



## FAQs for Secondary Online Learning During School Dismissal

(pandemic, construction delays, weather closures, natural disasters)

Alpine School District maintains a focus on ensuring high levels of learning and well-being for all through a united effort by the school leadership team (SLT), teacher teams, and the school intervention team (SIT). Students thrive when these three essential teams embrace the [Vision for Learning, PLC Results Cycle, and the RTI Framework](#) in order to meet students' needs.

1. **What should teachers be focusing on during this online learning experience?** Teaching carefully chosen [essential standards](#)! Teachers should work with their teams to identify, assess, and intervene for the learning that is truly essential.
2. **Are teachers using Canvas?** Yes! [Canvas is the expected learning management platform](#) secondary educators should use in the event of online or blended learning in Alpine School District.
3. **Can teachers still use other [online tools](#) with their students?** Yes! Teachers are encouraged to use a variety of [district supported solutions](#) or school supported solutions to meet student learning needs.
4. **Should teachers still be having virtual face-to-face meetings with their students in an online environment?** Yes! Periods of online or blended learning will require the use of both [synchronous and asynchronous learning](#) opportunities. Teachers are expected to have regular, virtual, face-to-face interactions with their students during periods of school dismissal.
5. **How much work time should teachers require from their students?** Student work should be assigned according to these [class time recommendations](#) to ensure healthy balance and emotional well-being.
6. **How many hours should teachers be [working during periods of school dismissal](#)?** Teachers should work all of their contract hours (including productivity), but the scheduling of those hours can be flexible to meet individual needs.
7. **Are teachers still expected to collaborate with their team(s)?** Yes! Preparing, delivering, and managing online learning is a complex and difficult endeavor. The work teachers do in [collaboration](#) is essential for developing meaningful online learning.
8. **What should teachers do about [grading during times of school dismissal](#)?** Starting in August of 2020, grading will once again be based on the traditional grading scale (A, A-, B+, B...F or Pass/Fail). Under unique circumstances and through discussion between teacher, parent, student, and administrator, a pass/fail option can be used.





## Secondary Online Learning During Periods of School Dismissal

(pandemic, construction delays, weather closures, natural disasters)

### Guidelines for Secondary Educators

**Essential Standards and Curriculum Development:** Because comprehensive coverage of all standards is even more difficult in an online environment, deliberately **choosing standards that are essential** and **delivering a viable curriculum** becomes paramount for the success of students.

- **Assessment and Intervention:** Teachers should regularly assess student learning and provide opportunities for intervention, as necessary.
- **Enrichment:** As teacher capacity in a digital environment increases, enrichment experiences can become a more frequent part of the digital learning process provided for students.
- **6Cs:** Online learning requires specific student skills and dispositions, so teachers are encouraged to incorporate development of the 6Cs into their learning plans. Please refer to this guide for [best practices for online learning](#).

**Learning Management Platform:** A Learning Management Platform is meant to help teachers facilitate meaningful instruction, intervention, assessment, grading, discussion, collaboration, and relationship building. [Canvas](#) is the expected platform secondary educators should use in the event of online or blended learning in Alpine School District.

- **Why Canvas?** Using a singular platform significantly simplifies the educational experience for students and families.
- **Exceptions:** Teams with a compelling need for an exception to the exclusive use of Canvas should contact their content leader or principal to request district approval for an exception.
- **Parent/Family Access to Canvas:** Beginning in August 2020, parents may download the Canvas Parent Observer app to monitor the work of students.
- **Syncing Grades:** Grades in Canvas should be synced weekly with Skyward, which will remain the official system for recording grades.

### **Online Tools**

- **Supported Solutions:** Teachers are encouraged to use a variety of [district supported solutions](#) or [school supported solutions](#) to meet student learning needs and to provide a varied and enriching experience. Teachers may use other learning tools as long as they follow the [Required Practices for Student Data Privacy](#).
- **Remote Access:** Ideally, tools should be web-based and should not require an installed program. The technology department will work, where possible, to give access to necessary installed applications remotely.

**Synchronous and Asynchronous Learning:** While most online learning will likely be asynchronous, teachers are expected to provide opportunities for regular face to face interactions with students. Personal interaction contributes to student well-being and supports learning.

- **Synchronous learning** (done at a set schedule; such as a video conference) is still recognized as a valuable pedagogical approach in an online setting.
  - **Scheduling:** When teachers choose to lecture or provide direct instruction, that instruction should be **scheduled in advance** and recorded, if possible, to allow for maximum student access. Live direct instruction should happen during school hours and in conjunction with the schedules developed by individual schools.
  - **Consultation Times/Teacher Availability:** Teachers are encouraged to make themselves available during consultation times throughout the week to help students process learning delivered during direct instruction time.
  - **Small Group Work:** Small group interaction is encouraged if feasible within the context of the discipline. Students value interaction with their peers.
- **Asynchronous learning** (done on the student’s schedule) will be a necessity during times of online education, but teachers should still be involved in the learning process if they are relying heavily on this delivery method.
  - **Student Feedback and Assignment Deadlines:** Regular feedback is crucial if learning is primarily asynchronous. Students should have at least 48 hours to complete each assignment from the time that it is posted on Canvas to facilitate greater opportunities for asking questions and receiving feedback. No work should be due after school hours or on the weekend.

**Class Time Guidelines:** Student work should be assigned according to these recommendations to ensure healthy balance and emotional well-being. Students may work more on some days than others, but the average time working on classroom learning expectations should not exceed the following guidelines.

<b>Time Recommendations</b>	<b>Grades 7-9</b>	<b>Grades 10-12</b>	<b>Honors or AP</b>
<b>Total Daily Student Work Time</b>	2 to 3 hours per day	3 to 4 hours per day	
<b>Approximate Daily Student Work Time for Individual Classes</b>	Approx. 20 minutes per class	Approx. 25-30 minutes per class	Approx. 30-45 minutes per class

**Communication with Families**

- **How often?** Teachers should communicate with families on a weekly basis. This communication can be done through Canvas, email, text, etc. Learning expectations and due dates should be clearly communicated on a daily or weekly basis.

- **Responding to Parent/Guardian Emails:** Teachers should respond to parent/guardian emails (or other contact methods) within 24 hours on established school days.
- **Video Conferencing:** Individual video conferencing with students and their families is permissible to help teachers assess needs.

**Student Engagement:** Student engagement is necessary for online learning to be successful. Teachers should regularly monitor engagement in online learning activities.

- **Students who are not engaged:**
  - The families of students who do not engage in online learning should be contacted by the teacher or other designated school personnel, and assistance should be offered.
  - If students continue to stay disengaged, school administration should be alerted so school level resources can be offered.

### Teacher Work Hours

- **District Expectation:** Teachers should work the equivalent of their full contract work hours (including productivity, if applicable) in planning, assigning work, contacting students and families, intervening, and meeting with collaborative teams.
- **Flexibility:** Teachers may adjust the scheduling of their contract hours to accommodate their personal and family needs. Please make sure that a portion of the time worked is during normal school hours so that synchronous learning opportunities and scheduled consultation times can be provided.
- **Setting Limitations:** Teachers are encouraged to limit their work hours and not respond to families and students outside of established work hours. Online learning does not obligate teachers to be on-call at all times.

**Collaboration:** Preparing, delivering, and managing online learning is a complex and difficult endeavor. The work your collaborative teams do is essential for the development of meaningful online learning.

- **Focus:** Teams and teachers should continue to work through the PLC Results Cycle and assist each other in focusing on essential standards and developing online resources to ensure the learning of those standards.
- **Platform:** Teachers are expected to work with their collaborative teams through video conferencing or other means for at least 1 hour per week.
- **Scheduling:** Collaboration can be scheduled during the established Monday afternoon hour or at a different time to accommodate team members. If possible, team leaders are encouraged to schedule collaboration at times that will enable administrators and coaches to occasionally participate in collaboration efforts.

### Grading and Reporting Progress

- **Grading Scale:** Starting in August of 2020, grading will once again be based on the traditional grading scale (A, A-, B+, B...F or Pass/Fail). Under unique circumstances and through discussion between teacher, parent, student, and administrator, a pass/fail option can be used.
- **Syncing with Skyward:** Grades in Canvas should be synced weekly with Skyward, which will remain the official system for recording and reporting grades.
- **Frequency:** Teachers should continue to update grades and progress weekly, just like they would in a face-to-face environment.

In the last 48 hours if you have had any of the following symptoms, please stay home.



**FEVER** greater than 100.4



**COUGH** shortness of breath or difficulty breathing



**CHILLS** or muscle aches



**SORE THROAT**



**CAN'T SMELL** loss of sense of smell



**NO TASTE** loss of sense of taste



If exposed to someone who has been tested positive for COVID-19, in the last 2 weeks

**DO NOT ENTER**

# COVID-19 Screening Flow Chart

Student or staff complains of COVID-19 symptoms.  
 Mask student or staff (unless they are having difficulty breathing, if so call 9-1-1).  
 \*Place student in a room away from others;  
 \*Staff should go home immediately.

## Signs and Symptoms of COVID-19:

- \*Fever  $\geq 100.4$  F
- \*Chills
- \*Nasal congestion
- \*Runny nose
- \*Shortness of breath
- \*Difficulty breathing
- \*Headache
- \*Diarrhea
- \*Nausea/vomiting
- \*Fatigue
- \*Muscle or body aches
- \*New loss of taste or smell

### VERBAL

- \*When did symptoms appear?
- \*Recent COVID-19 exposure?

### VISUAL

- \*Difficulty or rapid breathing (without recent physical activity)
- \*Flushed cheeks
- \*Fatigue
- \*Coughing
- \*Other COVID-19 Signs or Symptoms

### PHYSICAL

Temp  $\geq 100.4$  F

Verbal, Visual, & Physical concerns out of range?

NO

Allow to rest for 10 minutes

Improving

YES

Return to Class

YES

\*Isolate with mask  
 \*Send home ASAP  
 \*Encourage parent or staff to contact healthcare provider

NO

Contact custodial staff to clean and disinfect area.  
 Report 911 call as required.

YES

Call 9-1-1 (EMS)

- \*Trouble breathing
- \*Bluish lips/face
- \*Chest pain
- \*New confusion
- \*Unable to wake or stay awake

Utah County Health Department

