



# REOPENING PLAN FOR THE 2020-21 SCHOOL YEAR



## MESSAGE FROM THE SUPERINTENDENT

Dear CCSD Parents and Employees,

This is my twenty-fifth year as Superintendent of the Cache County School District. It has been a privilege to live and work in Cache Valley over these many years. During my twenty-five years, I have witnessed many challenges, including ups and downs in our economy, the H1N1 pandemic, and now our latest challenge, the COVID-19 pandemic.

Like past challenges, I am confident we will successfully navigate this situation if we work together as a school district and community to support one another. We recognize the importance of children having access to a quality education, while at the same time having a safe and healthy environment in which to learn. In addition, we understand the importance of schools in supporting our economy and working families.

In a district as large as ours, it is impossible for us to anticipate or accommodate every individual circumstance. The goal of our reopening plan is to provide options for families and employees, allowing each family and employee to make the best decision they can based on individual and family health needs.

This plan, as well as the procedures and protocols we will employ in our schools this year, are based on requirements and recommendations we have received from our Governor and the Utah State Board of Education. Guidelines from state and local health departments were also used, as well as feedback from both parents and employees.

We hope parents and employees will support this plan as we work to open our schools and navigate this school year together. If nothing else, this crisis has confirmed how much we love your children, why being in education is so rewarding, and how much we appreciate the parents and students in Cache Valley. It is a wonderful place to live and to work and we cannot wait until we are able to move forward and put this pandemic behind us.

Sincerely,

A handwritten signature in black ink, appearing to read "Steven P. Norton". The signature is fluid and cursive, with the first name "Steven" being more prominent.

Steven P. Norton  
*Superintendent*

## PURPOSE

This plan has been developed to provide help for parents, students, and employees to understand their educational options and to make the best decision given their individual and family circumstances. This plan will also provide direction for our school employees to work as a team to maintain a safe and healthy environment for students while continuing to deliver high-quality instruction and keeping themselves and their families healthy. The plan does not outline the specific procedures and protocols that will be employed in different situations and settings throughout the district. This is purposeful, as these specific procedures and protocols need to adapt to meet ever-changing conditions across the district and at each school campus.

## GUIDING PRINCIPLES

1. We are committed to doing our best to protect the safety and well being of our staff, students and the larger community.
2. The CCSD has a long tradition of academic excellence. We commit to continue to promote and support effective teaching and learning whether in-person or in remote or online environments.
3. We recognize the need for this plan to be adaptable as circumstances are likely to change.
4. We will work closely with our elected officials, state and local health departments, and school and district leaders to make the best decisions we can as we move forward.
5. We will focus on the social and emotional needs of both students and employees in person and in remote or online environments.
6. We recognize that we cannot anticipate or accommodate every individual circumstance, but we can provide options and allow parents and employees to make the best possible choice they can to support themselves and their families.

## 2020-21 District Calendar

The State of Utah currently requires that schools provide 180 days and 990 hours of educational services to students during an academic calendar year. As we learned last year, those 180 days and 990 hours may look different as to where, when, or how those educational services are delivered.

We understand that families with school-aged children plan their personal and work schedules around the school calendar. Our hope is to keep the school year calendar as unchanged as possible.

This means that school will begin on August 20, 2020, and will finish on May 28, 2021. Adhering to the academic calendar as closely as possible, we plan to continue to provide in-person instruction Monday through Friday. We hope this allows families to count on consistent, safe, and meaningful places for their children to be during the school day. The CCSD 2020-2021 school calendar is provided on the next page for your reference.

We do plan to adjust our daily schedule to provide additional time for our teachers to accommodate the needs of students. The school day will be shortened 45 minutes at the end of each day for elementary, middle, and high school students at all campuses. Teachers will be available during this time to provide open office hours for both in-person and remote learning students and to prepare instruction for both of these learning environments.





## 2020-2021 School Calendar

Board Approved July 30, 2020

July 2020						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

July	
4	Independence Day
24	Pioneer Day

January 2021						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January	
1	New Years
18	Martin Luther King Jr. Day

August 2020						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August	
20	School Begins
26	Kindergarten Begins

February 2021						
Su	M	Tu	W	Th	F	Sa
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

February	
12	Extended President's Day (no school)
15	President's Day
26	End of 2nd Trimester

September 2020						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

September	
7	Labor Day

March 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

March	
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October 2020						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

October	
15-16	Fall Break

April 2021						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

April	
5-9	Spring Break (Snow Days make up if needed)

November 2020						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

November	
13	End of 1st Trimester
25-27	Thanksgiving Break

May 2021						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May	
31	Memorial Day
28	School Ends

December 2020						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

December	
23-31	Christmas Break

June 2021						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

June	
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**180 Total School Days**  
(Plus 3 Prof. Dev. Days)

### Professional Development

Three days Principal-directed PD  
(Prior to Aug. 17th)

### Secondary Trimesters

Aug. 20 - Nov. 13 = 59 days  
Nov. 16 - Feb. 26 = 61 days  
Mar. 1 - May 28 = 60 days

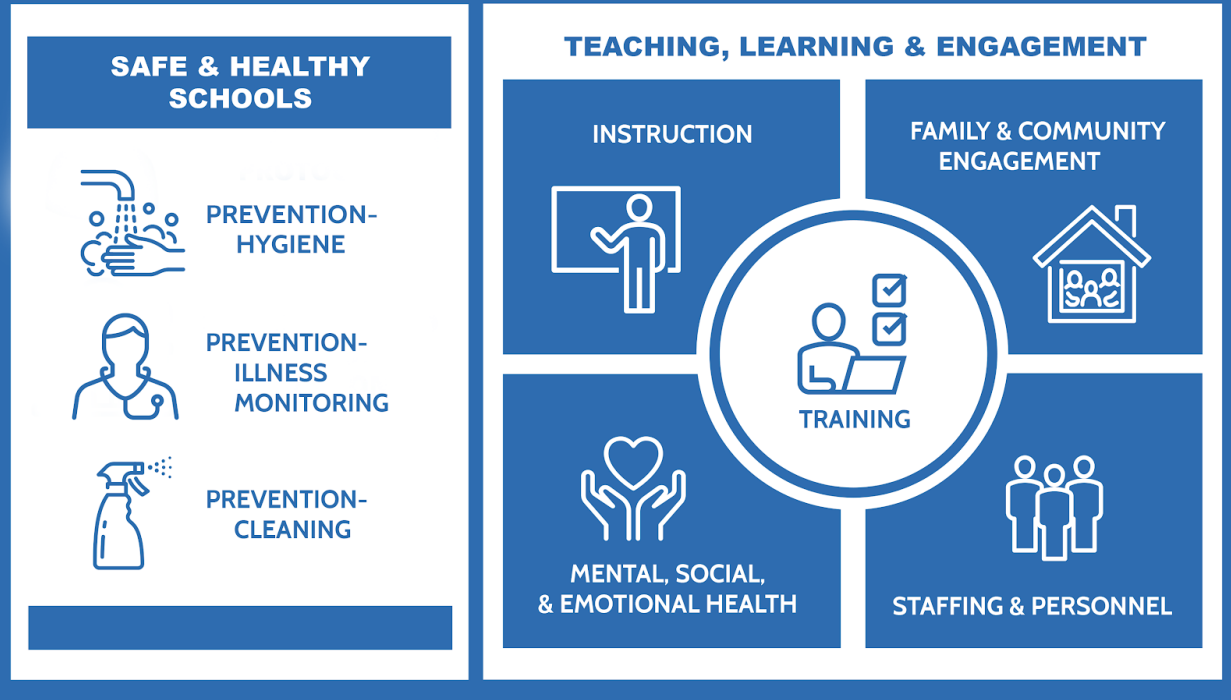
### Parent Teacher Conferences

Elementary:  
Fall - Nov. 5 & 6  
Spring - Mar. 4 & 5  
Middle Schools:  
Published by schools  
High Schools:  
Published by schools

### Kindergarten Registration

March 10 & 11

# REOPENING PLAN FOR THE 2020-2021 SCHOOL YEAR



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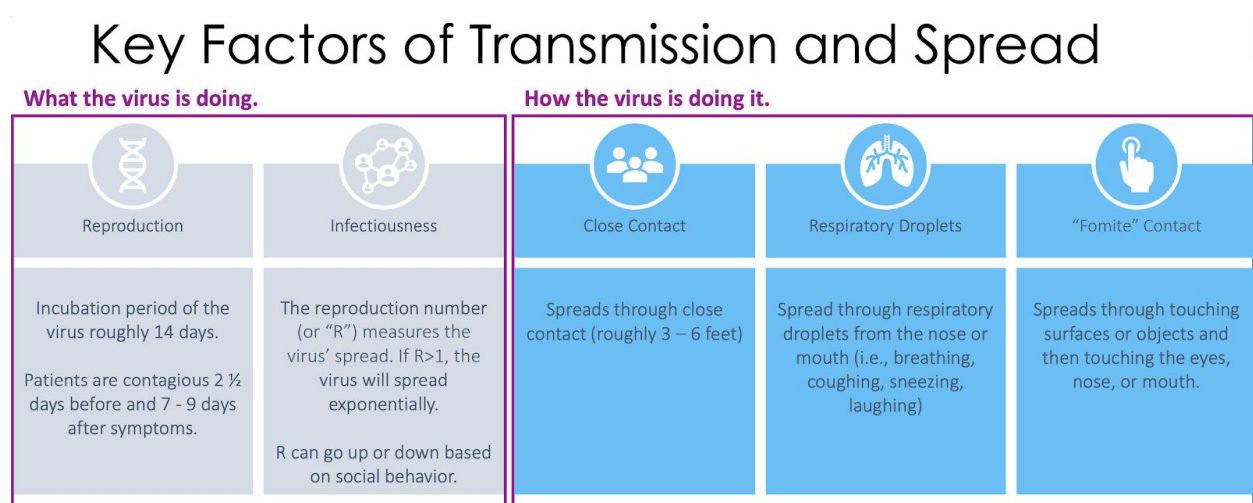
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# SAFE & HEALTHY SCHOOLS

Schools have a responsibility to help manage and minimize the transmission of infectious diseases in their facilities. Schools also play an important role in supporting the prevention and control of infectious diseases. Administrators, teachers, staff, and students rely on the families that send their children to school to be partners in this process.

As the COVID-19 pandemic unfolds, we are learning more about how the virus is transmitted and contracted. This is important as we contemplate reopening our schools. The *Key Factors of Transmission and Spread* graphic below provides important information about the incubation period and when people who have the virus are most contagious. It also indicates how the virus spreads through close contact, respiratory droplets, and by touching surfaces and then touching one's eyes, nose, or mouth.








When we know how the virus operates, we can design strategies for reducing the transmission of the virus (see the *Key Principles for Reducing Spread* graphic on the next page).

For example:

1. When we think someone has been exposed or if they demonstrate symptoms, we can use isolation to reduce the likelihood of transmission. This is why staying home when ill is so essential to fighting the virus.

2. When we know the virus spreads through close contact, we can increase physical distance.
3. When we know that the virus spreads through respiratory droplets, we can apply face coverings.
4. When we understand that the virus can spread from high-touch surfaces, we can promote increased hygiene and cleaning protocols.

## Key Principles for Reducing Spread



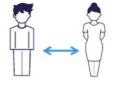
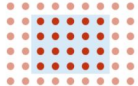



What the virus is doing.		How the virus is doing it.		
				
Reproduction	Infectiousness	Close Contact	Respiratory Droplets	"Fomite" Contact
Slow what the virus is doing.		Mitigate how the virus is doing it.		
Isolate Symptoms	Minimize Outbreak Probability	Physical Distancing	Respiratory Hygiene	Physical Hygiene
Isolate / quarantine for 14 days or at least 7 – 9 days after symptoms subside.  Monitor symptoms and engage in contact tracing.	Minimize group interactions to reduce outbreak 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

It is important to examine each situation in a school setting and, to the extent possible, reduce risk by adjusting the following characteristics (see the *Seven Situational Characteristics to Mitigate Risk* table on the next page). Face coverings are also an important tool to reduce risk in settings that cannot be adjusted.

In addition to addressing these seven situational characteristics, we know that good hygiene practices, illness monitoring, and cleaning regimens are important tools for keeping staff and students healthy. These practices begin at home and continue inside the school.



# Seven Situational Characteristics to Mitigate Risk

Situational Characteristic	Low Risk	High Risk
 <p><b>Movement</b></p>	<p>Movement more directed</p> <p>Movement is more controlled with reduced intermingling</p>	<p>Less directed movement</p> <p>Movement is uncontrolled, people can wander in the space and intermingle</p>
 <p><b>Duration</b></p>	<p>Less than 15 minutes</p> <p>Less time is spent in a space or in close contact with others</p>	<p>Greater than 15 minutes</p> <p>More time is spent in a space or or in close contact with others</p>
 <p><b>Proximity</b></p>	<p>Greater than 6 feet</p> <p>Time spent with others is kept to a distance greater than six feet</p>	<p>Less than 6 feet</p> <p>Time spent with others is kept to a distance of less than six feet</p>
 <p><b>Group Size</b></p>	<p>Less than recommended limit</p> <p>Time is spent in small groups of people of the same social circle</p>	<p>Greater than recommended limit</p> <p>Time spent with large groups of people from different social circles</p>
 <p><b>Respiratory Output</b></p>	<p>Normal breathing output</p> <p>Most situations</p>	<p>Increased breathing output</p> <p>Exercising, cheering, singing</p>
 <p><b>Touch</b></p>	<p>Low touch environment</p> <p>People do not interact with each other or objects in a space</p>	<p>High touch environment</p> <p>People frequently interact with each other or objects in a space</p>
 <p><b>Congestion</b></p>	<p>Low congestion</p> <p>The nature of a space or activity does not lend to congestion/crowding</p>	<p>High congestion</p> <p>The nature of a space or activity does lend itself to congestion/crowding</p>



# PREVENTION - HYGIENE

Hand hygiene is considered one of the most important control measures for reducing the spread of infection. Everyone can protect themselves and prevent the spread of coronavirus (COVID-19) or other viruses by practicing effective and routine hand hygiene. Enhanced hygiene measures should always be in place at home and at school.

All employees and students should perform regular hand hygiene by washing their hands or using hand sanitizer. Specifically, on arrival to school, before and after eating, after blowing their nose, coughing, sneezing, after using the restroom, and before and after going to recess and P.E. For students, this should be directed and supervised by staff when needed, especially for younger children.



Hand sanitizer will be made available to faculty and students in each classroom and in common areas of the school.

Students and employees are encouraged to bring their own personal water bottles to minimize the use and touching of water fountains.

For respiratory hygiene, all students and employees are expected to have a clean face covering and wear it when physical distancing is not possible. Cloth face masks will be supplied to all students and cloth face masks and shields will be made available to all employees and staff. Accommodations will be made for students or staff who are unable to wear masks for medical or health reasons.



## PREVENTION - ILLNESS MONITORING

One of the most important tools we have at our disposal is for students and employees to stay home when they have been exposed or are ill. In the past, schools have promoted or rewarded outstanding attendance. As a result, students and employees have often come to work while ill. All children, employees, and parents that feel ill or have symptoms should stay home from school.

Symptoms for COVID-19 specifically include:

- Chills
- Cough
- Difficulty breathing
- Fever of 100.4 or above
- Muscle aches and pain
- New or reduced sense of taste or smell
- Sore throat



Schools will monitor employees and students for symptoms of illness and students and employees who become ill at school will be sent home. Each school is required to follow quarantine protocol and have an onsite location for ill students at school until a parent, guardian, or emergency contact can pick them up.

Employees or students that have a confirmed positive case of COVID-19 verified by the Bear River Health Department (BRHD) will be asked to remain isolated at home under the direction of the (BRHD). Individuals exposed to COVID-19 must remain quarantined at home. Under state requirements, symptomatic individuals will not be allowed to physically return to school unless their symptoms are not due to a communicable disease as confirmed in writing by a medical provider.

Staff and students traveling to high-risk areas will be required to self-quarantine before returning to school under the direction of the Bear River Health Department. Refer to the following CDC website for up-to-date high-risk locations:

<https://www.cdc.gov/coronavirus/2019-ncov/travelers/map-and-travel-notice.html#travel-1>

***Note: As schools set up quarantine areas, student privacy and dignity will be preserved.***







## PREVENTION - CLEANING

The primary and most probable mode of transmission for COVID-19 is through close contact from person-to-person. However, based on data from lab studies on COVID-19 and what we know about similar respiratory diseases, it may be possible that a person can get COVID-19 by touching a surface or object that has the virus on it and then touching their own mouth, nose, or possibly their eyes.

The primary responsibility of the custodial staff at each school campus is to maintain a clean, safe facility for everyone in our schools. This will be done by enhanced and routine cleaning of surfaces before, during, and after the school day, with special attention given to frequently touched surfaces.







## TRAINING

Most school employees, parents, and students have limited experience teaching good hygiene, monitoring symptoms, or practicing new cleaning procedures and protocols. Nor do school employees have experience operating in an environment where they are trying to support and educate students while simultaneously working to reduce the transmission of a virus during a pandemic. Yet, our most powerful weapon is what we do best – education and training.



We will be providing initial training for our administrators, employees, parents, and students on how to stay healthy when returning to school and in implementing the procedures and protocols contained in this plan. We will provide ongoing training as requirements and recommendations evolve, relying on our administrators, employees, and parents to continue to communicate with and educate one another and our students.

This training will take place in-person, through our online district training platform, and through communication channels with parents including email, district website, and social media platforms.

# TEACHING, LEARNING & ENGAGEMENT

When school was dismissed on March 16th due to the COVID-19 pandemic, our teachers and support staff had to pivot almost overnight to transform an in-person teaching and learning model to a remote teaching and learning model. We are extremely proud of their individual and collective efforts. It was truly inspiring to watch. Equally, we are appreciative of the support we felt from parents as they took on the challenge of supporting both our teachers and their children.

Since then, we have spent a considerable amount of time reflecting on that experience – surveying and holding focus groups with administrators, teachers, students, and parents. We learned a great deal that will inform teaching and learning in our district well into the future. In the short term, we have made plans to put what we learned in the spring of 2020 into practice as we continue to address remote and online learning needs throughout the 2020-2021 school year.

As a school district, we are committed to teaching your children no matter the environment or conditions we may find ourselves in. In a situation where we experience a classroom, school, or district dismissal as directed by the local health department, schools will continue to provide remote learning using a similar pattern as we used in the spring of last year.





# INSTRUCTION

For the 2020-2021 school year, we will have two instructional options available for students.

## 1. **In-Person Instruction**

Students will attend class in-person as normally scheduled. Elementary students will be assigned a classroom teacher. Middle and high school students will transition between scheduled classes throughout the school day. Students who become ill or who must be isolated at home will participate in remote learning. Teachers will provide schoolwork and opportunities for those students to stay engaged in learning. Regular school hours will be reduced by 45 minutes each day at all campuses to allow for teachers to hold open office hours for both in-person and remote students and to prepare instruction for both of these learning environments.

## 2. **Online School**

Students who are unable to attend in-person instruction may choose to participate in the district's online school for grades K-12. These students will be enrolled in courses based on grade level and credit requirements and will complete all of their coursework and assignments from home. This online school option will not include all of the same class options that students have for in-person instruction, but will include the essentials. For example, K-6 courses will include instruction in English Language Arts (reading and writing), Math, Science, and Library Media/ Digital Citizenship. All K-12 online courses will be taught by a licensed teacher. Dual Language Immersion (DLI) programs will not be available for online learning. However, provision will be made to reenroll students in our DLI program if a student returns to in-person instruction.

## TECHNOLOGY SUPPORT FOR INSTRUCTION

If no computer is available at home, schools will provide a Chromebook for students who are participating in remote learning and for students in our online school who are in a high-risk category. Check with your child's school for access to specific technology devices to support learning needs.



Additionally, schools will provide broadcast equipment, as needed and available, to teachers so that they can broadcast live instruction to their remote learning students. It may not be possible to broadcast from every classroom or to replicate all learning opportunities for those students in remote learning situations.





## FAMILY & COMMUNITY ENGAGEMENT

It is difficult to overstate the importance of families in helping us to have a successful and uninterrupted school year. Cooperation and communication between school and home will be crucial. One of the greatest challenges we face is the unknown. Patience and flexibility will be key. We may start the school year in-person and then find ourselves in a remote learning environment. This may happen by classroom, by school, or as an entire school district. Individual families or employees may need to quarantine or isolate themselves for a period of time and be able to teach or learn from home.

Ideally, our goal is for everyone to stay healthy and to keep our schools open for in-person instruction. To have a chance at this ideal, it is important to work together. As an educational community, we commit to doing our best to create and maintain a safe and healthy environment for students to learn. As a larger community, we need families to keep their children home when they are ill. We also rely on our families to stay engaged and work with us as we adapt to new and ever-changing circumstances.



We also appreciate our community partners. We know that the school district is an important part of our local economy and that keeping schools open and operating on schedule supports both employers and employees. We appreciate those employers who have supported our local schools. We count on that support. Thank you.

We also value our local health care providers and the role they play in keeping our community healthy. Specifically, we have appreciated the opportunity to consult with



local pediatricians to advise us as we have developed our reopening plan.

We appreciate our close communication and relationship with the Bear River Health Department (BRHD). They were instrumental in helping us navigate the school dismissal last spring. We have worked closely with them in developing our reopening plan and in creating specific procedures and protocols and will rely on them to help us monitor cases, contain potential outbreaks, and make decisions on temporary closings if necessary.



## **MENTAL, SOCIAL & EMOTIONAL HEALTH**

The COVID-19 pandemic has had a far-reaching impact on students and school staff. Many are currently, and will continue to experience some form of trauma as each returns to school this fall. Schools will most certainly look different from what they remember earlier. In order to mitigate the effects of trauma, our district is prepared to provide support through social-emotional services to students and school staff.

Project AWARE counselors/social workers, and school counselors in both elementary and secondary schools will continue to provide counseling services. They will meet with individuals, small groups, and larger classroom groups. Those who may be experiencing depression and anxiety will receive needed support. Students who have a greater need for services will be referred to a tiered support of service through our community partners. District and school administrators are preparing to hire additional counselors to support our elementary students.

### **STUDENT SUPPORT**

Counselors will provide mindfulness practices and regulation strategies through evidence-based programs such as Learning to Breathe and MindUp. These mindfulness groups give students a chance to talk, share what they are experiencing, and connect with other students in a safe setting. Counselors will also share additional resources and strategies for continued use at home. This summer, several teachers, counselors, and administrators participated in Trauma-Informed Schools training. Knowing the effects of trauma on student learning and behavior will be valuable as students return to school. Teachers have also experienced personal trauma that impacts their ability to connect with students. Training and resources around becoming trauma-responsive in the schools will be shared with all district staff.

### **SPANISH SPEAKING SERVICES**

Spanish speaking groups and individual meetings will be held regularly to address difficult circumstances for many in our Latino population. Our full-time, Spanish-speaking counselor will meet with students in order to help them with managing anxiety, integrating mindfulness practices, and learning resilience.

## **QPR (QUESTION, PERSUADE, REFER) SUICIDE PREVENTION TRAINING**

QPR Suicide Prevention training will continue to be provided to staff and parents in both Spanish and English.

## **MENTAL HEALTH TIPS AND HELPS FOR TEACHERS, SCHOOL COUNSELORS, AND PARENTS**

Project AWARE will work with school counselors to distribute mental health care packages to students and their families. We will continue to meet regularly with secondary and elementary school counselors, keeping them informed and offering ongoing services to support them.

## **K-6 ONLINE LEARNING SUPPORT**

As part of our newly created online learning program for students in grades K-6, we will be integrating short, practical, social-emotional practices into daily modules for students and their families. These will be especially important as many of these students may have a greater feeling of social isolation than their peers.

## **COMMUNITY PARTNERSHIPS**

We will continue to work closely with our community partners, such as Bear River Mental Health, CAPSA, Bear River Health Department, Utah Division of Mental Health and Substance Abuse (DMHSA), and others. These partners provide support and services to students, staff, and families as needed with mental health and relationship building. These community partners will also be an integral piece during crises that may occur during the school year by helping to heal those who may be grieving.

## **DATA**

SHARP Surveys are scheduled to be given to Cache County School District students in grades, 6, 8, 10, 12 for the 2020-21 school year. Perhaps now, more than ever, the results of this survey will be most relevant, particularly as it relates to the mental health of our students, and their relationship to others. This survey data will help us better understand the needs of our students during this time of uncertainty, so that we may be able to provide mental health services for summer of 2021 and the following school year.

Our Project AWARE counselors will continue their efforts in sharing best practices in mental health, and in strengthening relationships with students and staff in order to build a strong, resilient community.



## STAFFING AND PERSONNEL

Like any business or organization, our school district relies on all of its employees to function. We rely on our bus drivers to transport students to and from school, custodians to clean and disinfect our schools, teachers to teach, lunch personnel to feed students, maintenance and technology employees to keep our school systems functioning, administrative and clerical staff to keep front offices operating, and paraprofessional and professional staff who perform a number of different services. Each role is critical to successful daily operations at each of our schools.

The health and safety of all of our employees are important to us as we consider our entire district team to be a large family dedicated to educating students no matter their role. We recognize that some of our employees may be in a high-risk category for COVID-19, or they may have a family circumstance with someone at high-risk.

Employees who consider themselves as high-risk will have the opportunity to work with our Human Resources Department to determine if they qualify in a high-risk category. If they do qualify in a high-risk category, accommodations will be available to protect their health and safety.



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## SPECIAL THANKS TO:

Curriculum, Instruction, & Technology  
Custodial Services  
Human Resources  
Student Services  
Nursing Services  
Public Information Office  
Transportation  
Bear River Health Department  
Nicole Leavitt Photography

Updates to this plan will be available at  
[www.ccsdut.org](http://www.ccsdut.org)

