# Utah State Board of Education

# AAI School Reopening Plan

| Name of LEA | American Academy of Innovation |
|---|---|

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

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

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

**Attestation**:

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

☒   Yes                ☐   No

| Insert the link to your public-facing school reopening plan on your LEA website here: | www.aaiutah.org/covid |
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Contents

# Repopulating Schools

## Communication and Training

| State Requirement ("What") | Implementation Plan ("How") |
|---|---|
| Develop administrator/teacher/staff education and training on school's reopening protocol and action plans <br> • Educate and train students and caregivers on school's protocols and action plan; post and/or make accessible to school communities <br> • Make materials available to families in their respective preferred/primary language | 1. Phased newsletter communication to all enrolled families detailing school protocols regarding Covid. <br> 2. Registration orientation session, held in conjunction with class registration detailing the same information. <br> 3. Protocol/orientation materials digitized and posted for accessibility. <br> 4. Squad teachers implement and practice protocols with students during orientation day (first day of school) and throughout the school year. |
| Appoint a point of contact for each school available for questions or specific concerns. | Indicate assurance: <br><br> ☒ Yes <br><br> ☐ No |

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

| State Requirement ("What") | Implementation Plan ("How") |
|---|---|
| Create a process for students/families and staff to identify as high risk[1] for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements, remote learning or instruction, or work re-assignments | 1. Survey families and staff regarding preferences and high risk status.<br>2. Convene with administration to determine appropriate alternatives for work/learning.<br>3. Implement individualized plans or 504s based on team recommendations. |
| Take reasonable steps to minimize and mitigate risk for employees who identify as high-risk | 1. Minimal to no teacher movement between rooms allowing for teachers to have full control of their teaching space.<br>2. Student schedule tracks to minimize contact.<br>3. Increased sanitation.<br>4. Staff social distancing protocols. |
| Systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Plans or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19 | Indicate assurances:<br><br>☒ Yes<br><br>☐ No |

## Enhanced Environment Hygiene & Safety

| State Requirement ("What") | Implementation Plan ("How") |
|---|---|
| Develop protocols for implementing an increased cleaning and hygiene regimen | Indicate assurance:<br>☒ Yes<br>☐ No |

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

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| Faculty and staff wear face coverings (e.g., masks or shields) when physical distancing is not feasible | 1. Yes, as mandated by the Governor.<br>2. Additional precautions will be implemented in the event that some faculty and staff identify as having medical necessity to not wear masks. |
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| Make hand sanitizer, disinfecting wipes, soap and water, or similar disinfectant readily available to staff/students/visitors in controlled environments to ensure safe use | Indicate assurance:<br><br>☒ Yes<br><br>☐ No |

## School Schedules

| State Requirement ("What") | Implementation Plan ("How") |
|---|---|
| *Due to the unique nature of school schedules, USBE has not provided state-wide requirements.* | 1. Condensed school day (still meeting required days and hours, but released at 2:30 M – TH)<br>2. Intelligent track options for $6^{th}$-$10^{th}$ grades, minimizing mixing thereby improving traceability and tracking.<br>3. Built in distance learning synchronous time.<br>4. Increased teacher preparation time to accommodate increased workload.<br>5. Additional handwashing stations have been installed.<br>6. Regular sanitation procedures implemented school-wide for classrooms, common areas, and food services. (Includes staff directed, student supported sanitation) |

# Monitoring for Incidences

| State Requirement ("What") | Implementation Plan ("How") |
|---|---|
| Develop administrator/teacher/staff education and training on your LEA's protocol for symptom monitoring | 1. Pre-year teacher development to focus on CDC guidelines and specific training for LEA equipment.<br>2. Ongoing training on revised sick student/staff policies and procedures.<br>3. Enhanced sanitation requirements in classrooms and school implemented school-wide and practiced/monitored daily and posted on the classroom cleaning/sanitation logs.<br>   a. Normal routine cleaning with soap and water will decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure.<br>   b. Disinfection using EPA-approved disinfectants against COVID-19 external icon can also help |

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| | reduce the risk. Frequent disinfection of surfaces and objects touched by multiple people is important. |
| Establish a plan to assist families in conducting symptom checking at home | 1. Survey for home symptom checking capacity. <br> 2. Registration/orientation one sheet overviewing symptom checking protocols. <br> 3. Newsletter, website, and one-call information sharing |
| Assist families in access to thermometers, or other items, as needed to fulfill appropriate symptom checking requirements | 1. Equipment usage and access on a need by need basis through the front office. <br> 2. Sanitation protocols for all school equipment. <br> 3. Minimum equipment list part of home symptom survey. |
| Monitor staff/student symptoms and absenteeism carefully | Indicate assurance: <br><br> ☒ Yes <br><br> ☐ No |
| Educate and promote to staff/students: "If you feel sick; stay home" | Indicate assurance: <br><br> ☒ Yes <br><br> ☐ No |
| Do not allow symptomatic individuals to physically return to school unless their symptoms are not due to a communicable disease as confirmed by a medical provider | Indicate assurance: <br><br> ☒ Yes <br><br> ☐ No |

## Containing Potential Outbreaks

### Preparation Phase

| State Requirement ("What") | Implementation Plan ("How") |
|---|---|
| Develop administrator/teacher/staff education and training on school's protocol for containing potential outbreaks | 1. Daily symptom/absenteeism monitoring. <br> 2. Threshold identification training for all classroom teachers, staff, admin. <br>     a. Percentage of confirmed cases within a designated timeframe. <br>     b. Percentage of likely student/staff exposure. <br> 3. Designated quarantine rooms with overflows designated. <br> 4. Parent/guardian communication protocols <br> 5. Return policy |

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| Consult with local health department regarding procedures for tracing a positive COVID-19 case by an employee, student, visitor, or those who have come into contact with an individual testing positive | 1. Administration will lead contact tracing communication and training with the local health department. |

## Quarantine/Isolation Protocol[2]

| State Requirement ("What") | Implementation Plan ("How") |
|---|---|
| Designate quarantine rooms at each school to temporarily house students who are unable to return home | Indicate assurance:<br><br>☒ Yes<br><br>☐ No |
| Communicate health and safety issues transparently, while protecting the privacy of students and families | 1. Part of the parent/guardian communication protocol mentioned above. |

# Temporarily Reclosing (if Necessary)

## Preparation Phase

| State Requirement ("What") | Implementation Plan ("How") |
|---|---|
| Develop administrator/teacher/staff education and training on school's protocol for temporarily reclosing schools if necessary | 1. Utilize threshold governance outlined above to designate re-closure levels.<br>2. Maintain adequate distance learning synchronous scheduling in accordance with the state approved distance learning plan.<br>3. Maintain staff, teacher, student contract hours, pay, and benefits.<br>4. Train all staff regarding temporary closure plan. |
| Establish a plan in consultation with local health on responding to confirmed cases and the coordination of temporary closure of a school | 1. Administration will again lead on the consultation and plan development.<br>2. Unverified case in a single classroom would trigger a class dismissal, isolating affected students until symptoms are verified as non-Covid. |

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

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3. Unverified cases in multiple classrooms with multiple groups of students would trigger a school dismissal until symptoms are verified as non-Covid.
4. Minimum 10-day dismissal upon closure threshold being reached.
5. Contact tracing and communication to affected families.
6. Full facility sanitation (Electro-static sprayer, all surfaces).
7. Symptom tracking and self-reporting to enhance contact tracing.

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| In the event of an outbreak, contact the local health department in order to trigger the pre-established plan which may include: class dismissal, school dismissal, longevity of dismissal based on community spread, cleaning/sanitization, communications, contact tracing, etc. | 1. Please see above for plan outline. |

## Transition Management Preparation

| State Requirement ("What") | Implementation Plan ("How") |
|---|---|
| Develop a communication procedure for students and faculty in the case there is a temporary reclosure | 2. Communication plan is identical to the communication plan mentioned above. OneCall, newsletter, Aspire/email, and website (with a dedicated Covid-19 resource and communication page) will be our primary communication modalities. |
| Review original Continuity of Education Plans that were implemented during the spring 2020 soft closure and analyze lessons learned. Consider making changes accordingly and incorporating into transition management plans | Indicate assurance:<br><br>☒ Yes<br><br>☐ No |
| Analyze remote learning capabilities | Indicate assurance:<br><br>☒ Yes<br><br>☐ No |
| Explore extracurriculars/in-person events that may also need to be temporarily postponed/canceled or transitioned to virtual | 1. Choir concerts, dance recitals, school dances, after-school clubs and in-person tutoring.<br>2. All events and extracurricular activities will follow school safety and sanitation protocols, including masks, symptom monitoring, and social distancing. |

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## Mitigation Tactics for Specific School Settings

### LEA Mitigation Strategies for Specific School Settings

*Analyze each of the following settings to determine the appropriate risk mitigation strategies to implement.* By analyzing the environmental features of your unique setting/activity, you can use what you know about how the virus works and how it spreads to develop a plan for additional strategies. For complete directions on how to fill out the chart, see the USBE School Reopening Handbook. The state requirements have been included in the chart in purple, bold font. If a certain state requirement prompts you to develop a protocol or strategy, describe your planned approach within the appropriate table cell. You can also reference the Handbook for additional recommended considerations specific to each school setting. Add additional mitigation strategies to each school setting as you see fit. You may also add additional rows for other school settings that your LEA would like to address.

| | | Mitigation Tactics | | | | |
|---|---|---|---|---|---|---|
| Setting | State Requirement(s) | Isolate Symptoms | Minimize Outbreak Probability | Physical Distancing | Respiratory Hygiene | Physical Hygiene |
| | | (e.g., contact tracing, testing, symptom monitoring, self-isolation, etc.) | (e.g., group size, interaction with multiple groups, etc.) | (e.g., maintaining distance, close physical interaction, frequency of travel, etc.) | (e.g., face coverings, appropriate covering of sneeze/cough, reduce duration spent face-to-face, increase air flow, etc.) | (e.g., personal hygiene, physical space hygiene, personal protective equipment, etc.) |
| Classrooms | - **Develop and provide educator training on implementing strategies to identify and mitigate risk in a classroom setting** | - Symptom monitoring procedures and training provided to teachers including detailed, current, health department guidance on identification and response to symptomatic individuals.<br>- Self-isolation procedures and training. | - Small group spacing in classrooms procedures and training.<br>- Minimal interaction with multiple groups procedures and training.<br>- Strategic seating training. | - Minimizing frequency of class passing periods.<br>- Social distancing training.<br>- Interaction procedures and training. | - Face coverings while in any shared space.<br>- appropriate covering of sneeze/cough procedures, signage, training. | - Personal hygiene procedure.<br>- Handwashing procedure.<br>- Frequent surface disinfected before/after each class. |
| Transitions | - **Identify high traffic areas and apply floor markings or signage to direct traffic** | - Hallway monitoring by Administration and teachers.<br>- Symptom monitoring. | - Intelligent dismissal progression emphasizing efficient travel. | - Ground markings indicating traffic flow<br>- Entry and exit flow patterns.<br>- Separation of up and down flow patterns. | - Face coverings required.<br>- appropriate covering of sneeze/cough. | - Common area decontamination/cleaning daily. |

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| Setting | State Requirement(s) | Mitigation Tactics | | | | |
|---|---|---|---|---|---|---|
| | | Isolate Symptoms | Minimize Outbreak Probability | Physical Distancing | Respiratory Hygiene | Physical Hygiene |
| | | (e.g., contact tracing, testing, symptom monitoring, self-isolation, etc.) | (e.g., group size, interaction with multiple groups, etc.) | (e.g., maintaining distance, close physical interaction, frequency of travel, etc.) | (e.g., face coverings, appropriate covering of sneeze/cough, reduce duration spent face-to-face, increase air flow, etc.) | (e.g., personal hygiene, physical space hygiene, personal protective equipment, etc.) |
| Entry/Exit Points | - Establish protocols for any visitors and non-regular staff, including at a minimum temperature checking and the wearing of face coverings<br>- Establish protocols for drop-off/pick-up and communicate updates and expectations to families<br>- Limit nonessential visitors and volunteers to campuses and programs; each school is to determine essential versus nonessential<br>- Designate entry/exit flow paths to minimize congestion | - Symptom verification upon arrival<br>- Wait zones designated.<br>- Self-isolation and quarantine. | - Hallway, gym, and entry/exit points monitored.<br>- Small group size strongly encouraged.<br>- Limit wandering students and groups.<br>- Gym or outdoors designated as wait area for before school and after school. Parents are asked to remain in their vehicles and await the child. | - Limit close physical interaction.<br>- Nonessential visitors and volunteers will not be permitted in the building during regular school hours.<br>- Strategic track system minimizing group interactions. | - Face coverings while in the building.<br>- Reduce duration of face-to-face interactions. | - School cleaned professionally nightly. |
| Transportation | - Develop protocols for minimizing mixing of students from different households and regularly cleaning and disinfecting seats and other high-touch surfaces<br>- Implement strategies to ensure driver safety<br>- Face coverings for students, staff, other passengers; LEAs may make exceptions for unique student circumstances | - N/A | - N/A | - N/A | - N/A | - N/A |
| Restrooms | - Provide education and display signage on proper hand hygiene<br>- Create schedule for cleaning high-touch areas (e.g., faucets, paper towel dispensers, door handles)<br>- Ensure PPE (gloves, masks) is available for staff providing support in restrooms, including custodians<br>- Provide training for proper cleaning protocols for COVID-19 | - Symptom monitoring of bathroom access requests by teachers.<br>- Self-isolation.<br>- Signage on proper hand hygiene. | - Bathroom occupancy limit.<br>- Group bathroom usage strongly discouraged.<br>- Signage on proper hand hygiene. | - Limit students outside of class to one student per class.<br>- Single use bathrooms encouraged.<br>- Large groups dispersed. | - Face coverings while in the building.<br>- Reduce duration of face-to-face interactions. | - Sanitation and hygiene signage displayed in each bathroom.<br>- Cleaning high-touch surfaces every passing period.<br>- PPE secured and available for Admin/staff.<br>- All staff trained in cleaning protocols and procedures |

| Setting | State Requirement(s) | Mitigation Tactics | | | | |
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| | | Isolate Symptoms | Minimize Outbreak Probability | Physical Distancing | Respiratory Hygiene | Physical Hygiene |
| | | (e.g., contact tracing, testing, symptom monitoring, self-isolation, etc.) | (e.g., group size, interaction with multiple groups, etc.) | (e.g., maintaining distance, close physical interaction, frequency of travel, etc.) | (e.g., face coverings, appropriate covering of sneeze/cough, reduce duration spent face-to-face, increase air flow, etc.) | (e.g., personal hygiene, physical space hygiene, personal protective equipment, etc.) |
| | | | | | | |
| Cafeterias | - Mark spaced lines and designate serving line flow paths<br>- Remove self-service salad bars and buffet<br>- Student hand hygiene routines (i.e., hand washing or sanitizer) before and after meal services<br>- Increase cleaning and disinfecting of high-touch areas | - Grade-level contact tracing.<br>- Self-isolation for students/staff.<br>- Symptom monitoring by lunch duty staff. | - Divide lunch across grades to minimize the number students in the cafeteria at a time.<br>- Limit table seating.<br>- Closed Campus lunch for all grades. | - Mark spaced lines and designate serving line flow paths.<br>- Minimize group interactions. | - Face coverings<br>- Appropriate covering of sneeze/cough.<br>- Increase air flow<br>- Reduced duration of face-to-face interaction.<br>- Cafeteria sanitation routines. | - Removal of self-serve options.<br>- Tables and chairs sanitized after each use.<br>- Cafeteria cleaning after each designated lunch period. |
| Large Group Gatherings (e.g. assemblies, performances) | - Ensure group gatherings are organized with health and safety principles and requirements in place and, as needed, in consultation with local health departments | - Symptom monitoring.<br>- Contract tracing through attendance records.<br>- Seating with class groups to minimize contact. | - Group gatherings limited to state mandated size.<br>- Additional gatherings/streaming made available to those not able to attend in person.<br>- Seating with class groups to minimize contact. | - Social distancing for all participants and viewers.<br>- Strategic seating to allow for safe social distancing guidelines. | - Face coverings required if gathering is happening indoors.<br>- Increased air flow if held outdoors. | Cleaning protocols for any group event<br>Maintain the same level of cleanliness as school related activities. |

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| Setting | State Requirement(s) | Mitigation Tactics | | | | |
|---|---|---|---|---|---|---|
| | | Isolate Symptoms | Minimize Outbreak Probability | Physical Distancing | Respiratory Hygiene | Physical Hygiene |
| | | (e.g., contact tracing, testing, symptom monitoring, self-isolation, etc.) | (e.g., group size, interaction with multiple groups, etc.) | (e.g., maintaining distance, close physical interaction, frequency of travel, etc.) | (e.g., face coverings, appropriate covering of sneeze/cough, reduce duration spent face-to-face, increase air flow, etc.) | (e.g., personal hygiene, physical space hygiene, personal protective equipment, etc.) |
| Unique Courses with Higher Risk of Spread | - Identify courses that would be more at risk and make plans with support from local health departments (as needed) to mitigate the risks | - Course rostering for contact tracing.<br>- Symptom monitoring before, during.<br>- Self-isolation. | - Course participants organized by section or small groups.<br>- Minimal section to section contact.<br>- Rehearsal/whole group activities reserved for areas of increased ventilation. | - Maintaining distance between sections.<br>- Maintain increased distance for all rehearsals | - Reduce face-to-face interactions.<br>- Rehearsals occur in areas of increased air flow.<br>- Face coverings while in the building. | - Electrostatic sprayer utilized before/after each choir class.<br>- |
| Recess and Playground | - Ensure recess and playgrounds are managed with health and safety principles and requirements in place and, as needed, in consultation with local health departments | - Symptom monitoring | - Limit the duration and size of dismissed groups. | - Maintain safe distancing during dismissal.<br>- Limit close physical interaction. | - Face coverings when in the building.<br>- Increased air-flow when out of the building. | - Personal hygiene upon re-entry to the school. |
| Special Education, Related Services, or School Counseling (e.g. School Psychologist, Speech Language Pathologist, etc.) | - Provide plexiglass, face shields, and/or auxiliary aids for one-on-one close contact to ensure students with disabilities have equal access to information<br>- Offer reasonable accommodations for students who are unable to wear face coverings in settings where it is required for other students | - Symptom monitoring.<br>- Contact tracing.<br>- Self-isolation offered. | - Limit group size to | - Provide early release options for qualified students. | - Face coverings when possible.<br>- Appropriate distancing when coverings are not an option.<br>- Increased air-flow | - Plexiglas shields for small group/individual work groups. |

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# Waiver from the 990-Hour Instructional Requirement

**Utah State Board of Education**

Thursday, July 23, 2020 the Utah State Board of Education (USBE) approved an updated version of Board Rule R277-419 for the 2020-2021 school year. The updated Board rule allows an LEA to receive a waiver from the requirement for an LEA to provide 990 hours of instruction/educational services for the 2020-2021 school year if the LEA fulfils certain requirements.

**Local Education Agency (LEA) Name**
American Academy of Innovation

**Contact Email**   ryan.hagge@aaiutah.o

**Contact Phone**   (801) 810-4786

The applicable language can be found on lines 305-311 of R277-419:

"Notwithstanding the requirements of Section R277-419-5, for the 2020-21 school year, an LEA is not subject to the requirement to conduct school for at least 990 hours of educational services if, by August 1, 2020, the LEA includes in the LEA's reopening requirements template, how the LEA will ensure continuity of teaching and learning by providing high quality instruction that includes blended learning and formative assessment strategies."

To obtain the waiver from the 990-hour requirement, an LEA is required to include a description of how the LEA will ensure continuity of teaching and learning by providing high quality instruction that includes blended learning and formative assessments into the LEA's reopening requirements template.

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**Description Ensuring Continuity of Teaching/Learning**

First, the immediate implementation of "Squads". Every student will have a dedicated mentor teacher. These squads are small groups of students (15 on average), and they meet every day at the beginning of the school day and at the end of the school day. Mentors are tasked with building fundamental relationships with the students in their squad, as well as holding students accountable for goals, learning, and engagement. Second, The shift in Friday scheduling away from elective workshops to core curriculum. We have shifted the focus on Friday instruction away from electives and now have three additional hours per week dedicated to core instruction. This is currently slotted to be a distance learning day where students and staff work to complete the assigned tasks for that week. The entire curriculum has been built on a week by week basis, so every class has outcomes every week. This will allow for productive, accurate pacing for every student. Third, the inclusion of additional prep. time for each teacher. Each teacher will have 1/2 hour before school starts, and 1 1/2 hours after school ends to prepare both live and digital content as well as reach out to students and families. This additional time will facilitate a much more robust communication cycle, and will facilitate differentiated supports for all students.

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*After completing the description above email the completed form to*
*coronavirus@schools.utah.gov*
*Submission due by **August 1, 2020***

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