

From: [Katherine Kennedy](#)
To: [Alan Kearsley](#); [Larry Madden](#)
Subject: FW: Evidence-based COVID-19 Assessment
Date: Wednesday, August 5, 2020 1:48:00 PM
Attachments: [image001.png](#)

FYI: I do not think I know [REDACTED] personally. Not sure why she approached me. We have one mutual FB friend: Jeremy Chatterton. I have no strong feelings one way or the other about these services.

From: Katherine Kennedy <Katherine.Kennedy@slcschools.org>
Date: Wednesday, August 5, 2020 at 1:45 PM
To: [REDACTED]
Subject: Re: Evidence-based COVID-19 Assessment

Hello [REDACTED],

Thanks for your email and text. It's nice of you to offer these services; your team does sound very well informed about the latest evidence-based practices. In addition, I always appreciate hearing from experts with real information about and connection to our city and state. I appreciate your contacting me.

I have already forwarded this email to our superintendent and business manager. Together, they decide whether to forward information to our procurement department or other hiring teams. As board members, we do not make decisions about hiring beyond the superintendent and business manager. You will be glad to know that our superintendent is a trained scientist, so he will recognize your team's qualifications as I do.

Sincerely,
Katherine

Katherine Kennedy, Ph.D.
Salt Lake City School Board
Representative, District 3:
The Avenues, Capitol Hill, and Federal Heights



From: [REDACTED]
Date: Wednesday, August 5, 2020 at 11:13 AM
To: Katherine Kennedy <Katherine.Kennedy@slcschools.org>
Subject: Evidence-based COVID-19 Assessment

Hi Katherine

I know you are slammed and trying to navigate this incredibly difficult start to the school year. I texted you a few days ago and thought I would also email.

I would love to discuss how we can help you and the board navigate the school year with our evidence based assessment. I have included a link to a quick video to give you some context.

We are a group of epidemiologists, medical doctors who have not only been hired by the CDC to lead a large research study for COVID, but also as paid consultants. I care so deeply about the SLC school district, that I wanted to reach out and see if there was a way we could help.

[REDACTED]

Please let me know,

[REDACTED]

(ps. I sent this from my personal, but my work would be better for further correspondence

[REDACTED])

From: [Larry Madden](#)
To: [Melissa Ford](#)
Subject: link
Date: Wednesday, August 5, 2020 12:13:10 PM

It is at the bottom of this page under Resources.

Larry

<https://www.slcschools.org/news/2020-21/board-of-education-approves-school-restart-plan/>

From: [Larry Madden](#)
To: [Melissa Ford](#); [Kristi Swett](#); [Michael Nemelka](#); [Michelle Tuitupou](#); [Samuel Hanson](#); [Nate Salazar](#); [Katherine Kennedy](#)
Cc: [Alan Kearsley](#)
Subject: Board update
Date: Monday, August 3, 2020 4:03:33 PM

Dear School Board Members,

Below I am including an email we sent out from Paul Schulte regarding cleaning and safety in the schools.

District teams are training in Kagan structures Monday and Tuesday of this week. These structures are all about student engagement and participation and the entire training was reformatted from its original in-person approach to effective use in a remote environment.

Administrator Institute is this coming Thursday. You should receive a link in the next couple of days.

I hope you are all well. Thanks for all you do.

Larry

From: Paul Schulte <Paul.Schulte@slcschools.org>
Sent: Wednesday, July 29, 2020 11:29 AM
To: Administration <Administration@slcschools.org>
Subject: RE: Safety precautions

The newest clarification. During the procedure for secondary cleaning the students and teachers don't need to wear gloves. Hypochlorous acid (HOCl) is the perfect weapon to fight germs. It hits hard against pathogens like Methicillin-Resistant Staphylococcus Aureus and Pseudomonas Aeruginosa. Yet this powerful weapon is 100 percent **safe** for humans, chemical free, non-**toxic** and all-natural. This cleanser is a food grade. It is the best of both worlds, safe for our people and hard on the virus. Our custodial department has been a leader throughout the country and state for several years!

Subject: Safety precautions

The Salt Lake City School District is committed to the safety all students and employees. The district has taken many steps to ensure all schools are prepared for

the return of staff and students. The district is aligned with the recommendation for k-12 school reopening plan from the Utah State Board of Education. The following items outlines some of the actions that have been taken. Please use this information as needed.

1. Cloth masks have been purchased to provide 2 cloth mask for every school staff member and students.
2. Plexiglas barriers have been installed in all buildings for areas that staff will interact with the public.
3. Face shields are available for any employee that would like to use one.
4. All classrooms will be organized to align with social distancing standards and desk with student Plexiglas barriers.
5. Every classroom will have two 16 oz. bottles of hand sanitizer that will be refilled as needed.
6. Every classroom will have a 24 oz. liter bottle of disinfectant that will be refilled as needed.
7. There will be hand sanitizer dispenser at the entrance of every school.
8. There now two hand sanitizer in all the playgrounds.
9. All HVAC systems have been adjusted to ensure 100% of fresh air will be cycled daily.
10. Air filters will be checked weekly and replaced quarterly.
11. Water bottles will be provided to each student.
12. Filtered touchless water bottle filling stations have or will be installed in all schools.

The district's primary cleaning agent is created by On-site generators - Salt Water Biocides which produces Hypochlorous acid. **Hypochlorous Acid or HOCl** provides a unique power to eradicate **dangerous** organisms while not causing harm to our cells. **HOCl** is one of the only agents that is both nontoxic to the delicate cells that can heal our wounds while being lethal to almost all known **dangerous** bacteria and viruses that threaten our health. Here is a link to an interesting article about the cleaner the district is using. <https://www.dailymail.co.uk/news/article-8558121/Spray-costs-pennies-kills-viruses-instantly-simple-solution-Covid-nightmare.html>

Our custodial staff in our facilities will be sanitizing routinely throughout the day using an EPA N list approved product. They will be wiping and sanitizing touch points and routinely checking and sanitizing the restrooms. This will be done on a schedule of at least 4 times a day and specific to the schools needs throughout the days of operation.

In the classrooms and other areas, the school staff will have hand sanitizer and a spray bottle with the cleaner/sanitizer on hand to wipe down the desks and other area as needed throughout the day.

At the end the of the day, when the building is unoccupied, our custodial team will then do a thorough cleaning and sanitization of all areas used during the day.

In the secondary schools where students will be moving between class rooms the following procedures will be followed.

As students enter the learning environment at the beginning of class:

(Students entering the room)

- Proper social distancing is arranged in the room.
- Masks are worn during the class period.
- Teacher sprays each desk to be used with the approved sanitizing spray.
- Students pick up a paper towel and wipes off the desk surface sprayed by the teacher.
- Student disposes of the paper towel.
- Students apply hand sanitizer.
- Class instruction begins.

As students leave the room at the end of class:

(10 minutes before the class concludes)

- Class instruction concludes.
- Teacher again applies the approved spray sanitizer to each desk used by the students.
- Student wipes their desk with a paper towel.
- Student disposes of the paper towel.
- Student again receives an application of hand sanitizer as they leave the room.

Here is another link that discusses the steps that the district is taking to keep everyone healthy and safe. https://www.abc4.com/news/preparing-classrooms-for-the-upcoming-school-year/?fbclid=IwAR20b5VGpjuouFYngkhr6oGK_FdlbyMC6ptaXPcM1uMvKILUDYozzGIdEBA

Auxiliary Services is committed to keep everyone safe. Please feel free to call or email with any thoughts or questions.

Paul R. Schulte
Executive Director
Auxiliary Service
Salt Lake City School District
801-974-8372

From: [Melissa Ford](#)
To: [Larry Madden](#)
Subject: Re: Some thoughts
Date: Monday, August 3, 2020 8:24:07 AM

Thanks for this email. I hope that you had a wonderful break and that you actually were able to relax and not think about school stuff for a bit.

I would love to find time to talk today to be prepared for tomorrow. I'm fairly available today. It would be easiest for me at 4 or after, but can really make anything work.

I know that there is an enormous amount of work to do. And I am sensitive to that. I do think that engaging with parents and answering questions is important. Let's talk about ways we can solicit questions before. I don't want it to become a debate either.

Thanks!
Melissa

Sent from my iPhone

> On Jul 31, 2020, at 9:23 AM, Larry Madden <Larry.Madden@slcschools.org> wrote:

>

> Hi Melissa,

> Thanks for the support last night. Really appreciate it. I'm heading out of town this weekend for a recharge. Just a couple of thoughts on the coming days.

> 1. It will take some time to create a video for a HS schedule. Especially if we revisit the days as suggested in the petition - which I am ok doing. It took many hours to make the MS video.

> 2. It does take an enormous amount of time and effort for people to get ready to present to the board/public. I know how important it is but just want that to be considered.

> 3. For the Q and A. If it is an open forum where people get air time it seems that it could go bad and become a platform for those that are not happy with the decision. If it turns into a debate it might not get us to a better place. We need to think about how best to structure it.

> 4. It came up last night that we should look at things at the zip code level. I really worry about that. If we go there I think it is very likely that it will quickly become an equity issue. It will magnify existing inequities in our district.

> Just food for thought I wanted to share before I head out. I'll talk to you Monday.

> Thanks again.

> Larry

>

>

> Sent from my iPhone

From: [Katherine Kennedy](#)
To: [REDACTED]; [Larry Madden](#)
Subject: Re: school board meeting
Date: Wednesday, July 29, 2020 11:52:31 PM
Attachments: [image001.png](#)

Hello [REDACTED],

Thanks for writing to me and to Superintendent Madden. I agree that some members of the Salt Lake City community seem to have forgotten that we are in the midst of a global pandemic.

I support the Superintendent's plan as well as the Salt Lake Education Association's "Return-to-School Parameters." Both prescribe a remote learning model for the first quarter of the year. If COVID-19 numbers fall below a 5% positivity rate for two weeks by the end of October, the SLCSO could move to our hybrid plan on November 1st. This plan balances public health and safety of educators, students, and their families alongside strong commitment to educational achievement. While certainly different than a traditional school schedule, the proposed schedules are reflective of and responsive to the extraordinary times we're facing. I believe our teachers have worked hard this summer to develop methods that provide effective remote instruction for their students—and they didn't have anything like our innovative remote learning modules in the 1940s during the last months-long Polio quarantine that you reference.

Thanks for your advocacy for remote learning. I really think it's the right way to go while our COVID-19 numbers are this high. I am sorry for our West kids, but I agree with you that they are resilient and will recover unlike the adults who might die from the virus. Tomorrow night, I will vote in favor of Superintendent Madden's plan.

Katherine

Katherine Kennedy, Ph.D.
Salt Lake City School Board
Representative, District 3:
The Avenues, Capitol Hill, and Federal Heights



From: [REDACTED]
Reply-To: [REDACTED]
Date: Wednesday, July 29, 2020 at 7:01 PM
To: Larry Madden <Larry.Madden@slcschools.org>

Cc: Katherine Kennedy <Katherine.Kennedy@slcschools.org>

Subject: school board meeting

Dear Superintendent Madden,

The decision of whether to open Salt Lake County schools, and if so how to do it, becomes painfully clear if one examines the data. You really have no choice, given where we are today, but to make the vastly unpopular decision to continue remote learning at least for the first quarter. The US still has by far the largest COVID outbreak in the world. We do not have the leadership or political will at a national, state or local level to contain it. Individuals are not universally willing to make the simple sacrifice of wearing a mask. I personally can't believe that anyone can get high school students to consistently wear masks and distance themselves. It's just not going to happen, based on what I've seen this summer.

The bottom line is that until the pandemic (yes, this is a PANDEMIC, despite the fact that there are many treating it like a common cold) is under control enough and/or there is a vaccine, children cannot gather in a classroom setting. Children are like puppies: they have a need to be close to each other, to touch each other, to have their faces close. This is normal and unpreventable, but unacceptable during a pandemic. I've seen it at camps this summer. Despite best efforts, it is impossible to keep children away from each other. It is not likely that most children will be the ones to suffer from the disease, although even those cases are now on the rise. The ones who will suffer will be the adults that are exposed by the silent spreaders: teachers, staff, parents, and grandparents.

One just has to look at how other countries are handling reopening. Those who have contained the disease are reopening slowly and successfully. Those who opened before the virus was under control (and the US and Utah certainly do not have it under control), see spikes and reclosing of schools, sending them back to the drawing board.

Parents, students, and teachers need to put more pressure on our government leaders, friends and neighbors, to wear their masks and get the virus under control. Only after this happens with cooperation from everyone will our schools be safe to open. Recall that when the polio outbreak occurred in the 1940s, schools were closed for months to contain the spread of the disease, showing that this has been done successfully before in the name of public health. Children are resilient and will bounce back.

A better option might be to start planning for how to catch kids up later, how to get kids who absolutely need support and encouragement in the short term to stay focused, help them figure out how to learn at home, or set up small groups that need the help. We also need to help those parents who cannot be home with their students. We need to have teachers more engaged with their students, unlike last spring. Maybe even offer a gap year to kids, or a way to repeat a year after things return to normal. Nothing will be the same, or as good as it would have been, so just as some college kids are opting out with a gap year until it gets better, we could allow our high school kids to do the same.

All I know is that my son will not be attending live school this fall. He is missing out on a lot, being an 11th grader at West HS, including an important year on the basketball team (which we are not allowing him to participate in yet). My husband and I both are in higher risk health groups, and cannot afford to have the unknown exposures to the virus that my son would most certainly incur by being in a classroom or a hallway at West. In addition, my husband's job in health care already puts him at daily risk, imposing that potential daily risk on our family, including our son, which he could then bring into the school (of course unknowingly if an asymptomatic spreader). The whole idea is to lower the risk, flatten the curve, take some of the burden off our healthcare system and workers, save lives until the vaccine comes out.

Remember what's important here. We are in the middle of a GLOBAL PANDEMIC. This is not to be taken lightly. The US has not gotten this under control. Lives are at stake. There is no compromise, because some of us will die. We have the power to stop what we are doing temporarily to do our part to contain this. Sending our kids to school is irresponsible and will make matters worse, prolonging the unfortunate trajectory of the pandemic. The only choice we have, and yes, it is difficult and tragic for our children who will miss so much, is to close schools until the pandemic is under control. This is certainly the lesser evil when faced with some kids potentially losing a teacher or grandparent to the disease. It is the ONLY responsible choice we have.

I recommend reevaluating throughout the first quarter, so that if it is possible to reopen schools at the start of the second quarter, everyone is ready to go. We need to be much more prepared than we are. Teachers need more, parents need more, and our students need more to make this work. We need immediate and firm guidance from our school board so we can all get prepared and support each other.

Thank you.



From: [Larry Madden](#)
To: [Melissa Ford](#)
Subject: scheduling video
Date: Wednesday, July 29, 2020 2:44:36 PM

See what you think

<https://www.youtube.com/watch?v=nVOXosPByog&feature=youtu.be>

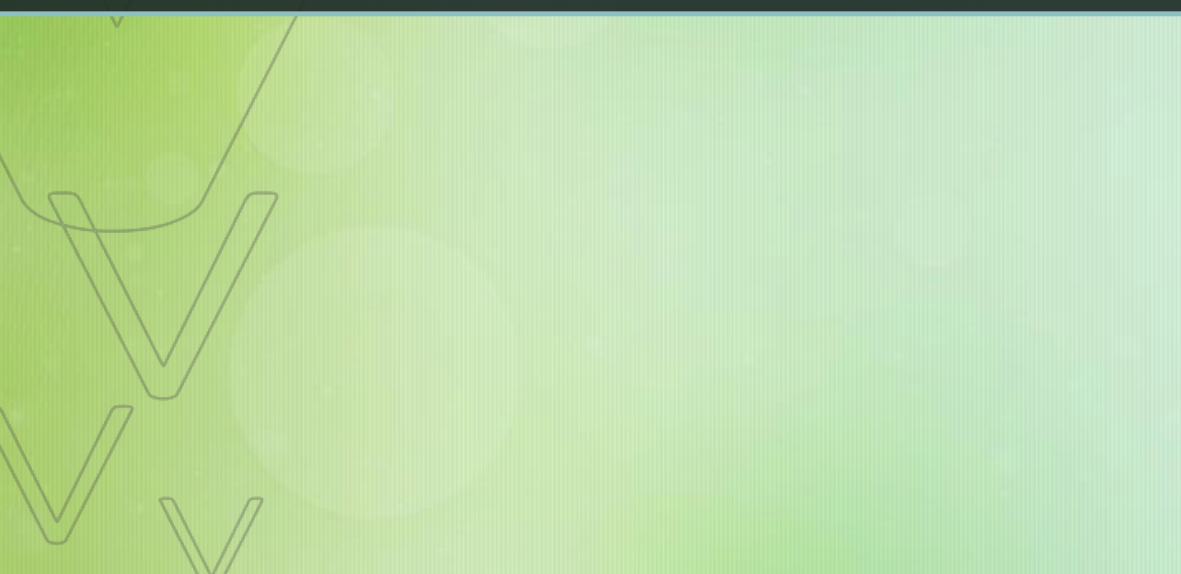
If you turn on CC, you can then click on settings. From there select auto-translate and click on Spanish. The captions should show up.

From: [Larry Madden](#)
To: [Melissa Ford](#)
Subject: pdf
Date: Wednesday, July 29, 2020 12:31:49 PM
Attachments: [Board Presentation 7-29.pdf](#)

I will call you in a few minutes



Salt Lake City School District Reopening Plan



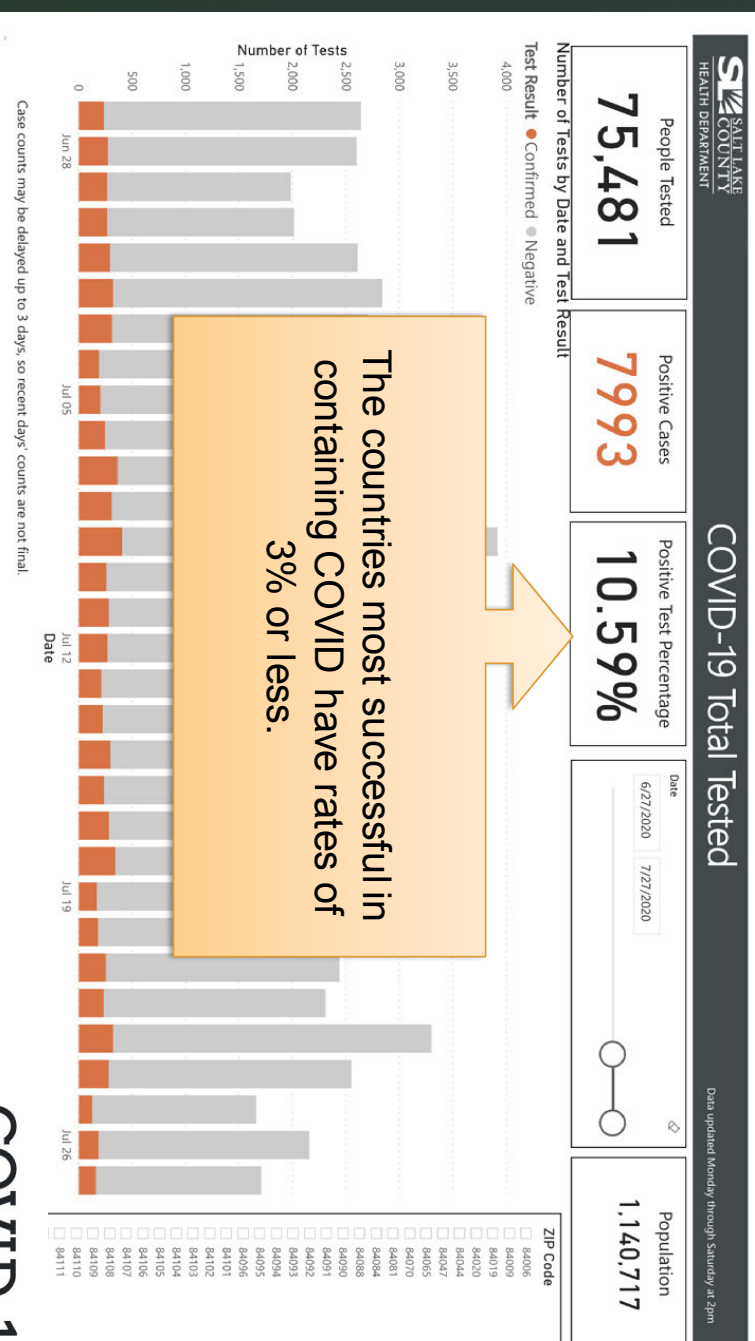
Our Goals

- Provide quality learning while maintaining the safety of our community.
- Take steps that will allow us to open and remain open as soon as it is safe.

Data Informs Good Decisions

Test Positivity Rate: Salt Lake County

COVID-19 Data Dashboard



COVID-19 Data Dashboard

<https://slco.org/health/COVID-19/data>

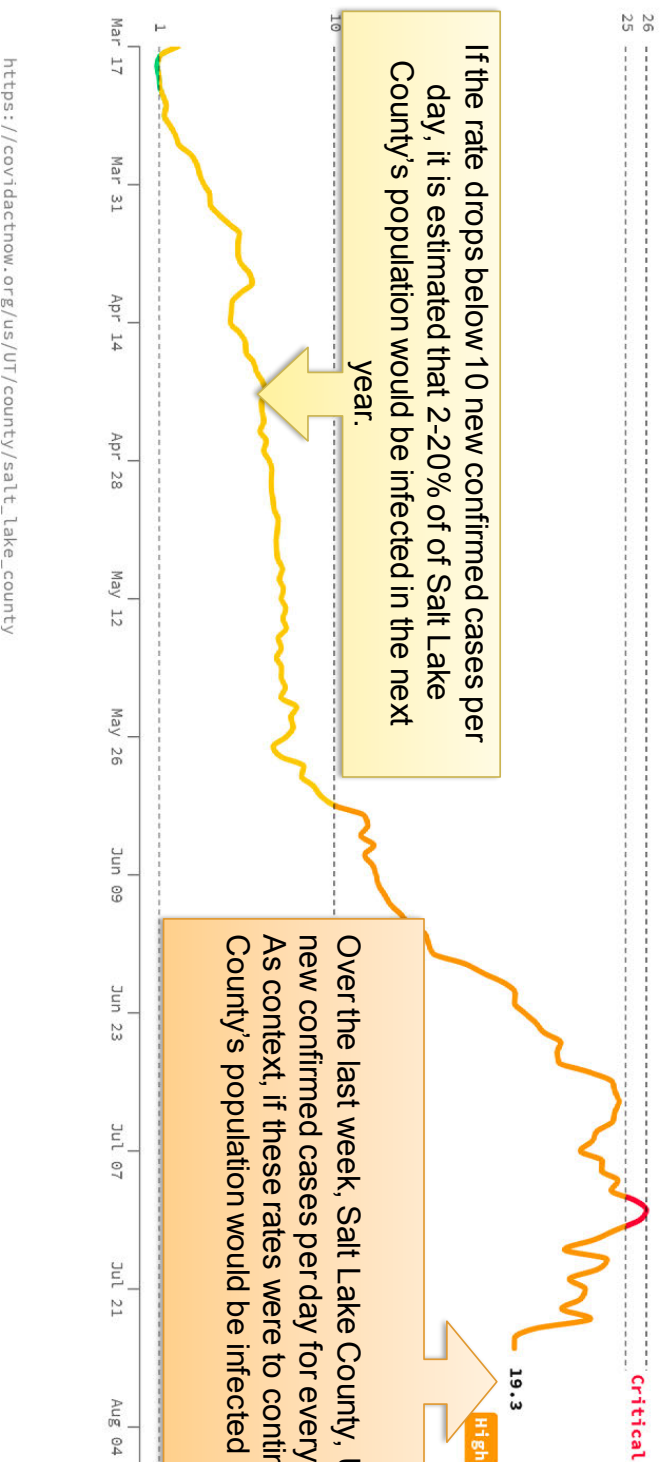
Data Informs Good Decisions

Daily New Cases: Salt Lake County

SALT LAKE COUNTY, UTAH Daily New Cases Per 100k Population

Last updated July 28, 2020

Generated by
CovidActNow.org



<https://covidactnow.org/>



GEORGETOWN UNIVERSITY
Georgetown University Medical Center
Center for Global Health Science and Security



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▪ **Uncertainty about COVID-19 transmission and severity in children**

- Long-term effects of COVID infection not fully understood.
- COVID infection generally causes mild disease in children.
- Household transmission of COVID is low for children aged 10 and younger (contact tracing study from South Korea). Children older than 10 transmit the virus as well as adults.

The Proposal

- Students start on September 8th.
 - August 18 – 24
 - Professional learning and planning for teachers
 - August 25 – Sep. 4
 - Assessments, small groups, meet students
 - Make sure technology is in place
- Begin with remote learning.
- Change in learning environment would occur at a mid-term or end of quarter.

Main Criteria for Transitioning to Hybrid Scenario

Positive Test Percentage Below 5% in Salt Lake County

- Based on the rolling average of the past 7 days
- Maintained for 7 consecutive days

Daily New Cases in Salt Lake County/100k Population Less than 10

- Based on the rolling average of the past 7 days
- Maintained for 7 consecutive days

Remote Learning Will Look Different

Easier to find resources.

- Every teacher has a Canvas classroom and available resources can be linked within Canvas
- Train families in accessing Canvas

Scheduled time with teachers.

- Students will have scheduled, live, online sessions with their teachers

More support.

- District resources and scheduled online support (help sessions, office hours, counseling resources) will provide academic and emotional help.

Student Well-Being

- Counselors and/or social workers in every building to assist with Social Emotional Learning lessons, relationship building, mindfulness, restorative practices, trauma-informed practices, and mental health supports
- Provide a blended model of support, inclusive of in-person and virtual deployment of mental health services
- Site specific activities – Lunch groups, socials, games

Student Schedule Example

Schedule example
video. About 5-6
minutes

Special Education and 504 Students

- Flexibility in scheduling students based on individual needs.
- Student schedules and remote learning services will be driven by student need as outlined on IEPs and 504 plans.
- Remote learning will be available for students unable to access in person services due to medical concerns.
- IEP and eligibility meetings will continue to be held online or in person, when it is safe to do so.

Technology

- 12,798 laptops ready for distribution
- 2,000 laptops on order (Oct 2020)
- 1,000 iPads
- 200 hotspots on hand; 400 on order
- Foundation is working with Comcast to provide additional connectivity options
- 10 mobile hotspot units that can be placed on buses or in buildings
- 8 schools where WiFi is accessible in parking lots; 5 additional schools to expand exterior WiFi.

Professional Development

Canvas

- 900+ participated in basic Canvas training
- 400+ participated in intermediate and/or advanced training

Kagan training for school teams

- 300 teachers and administrators in Cooperative and Engaging Learning online

PLCs at sites through summer

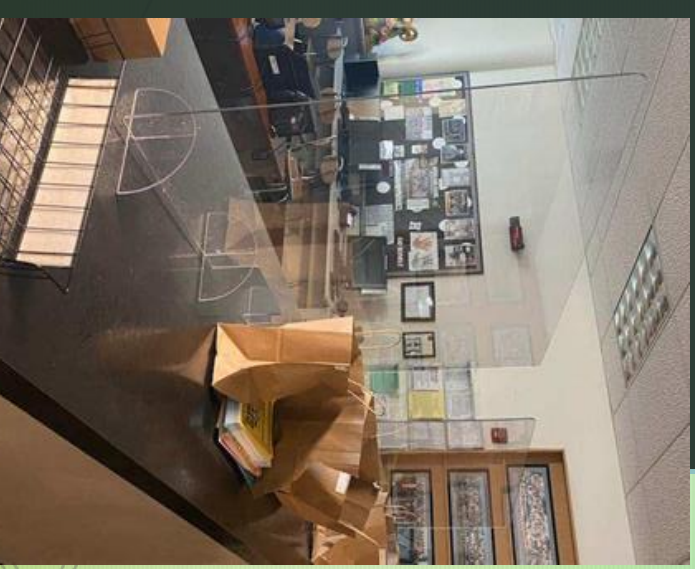


A Sampling of Professional Learning This August

- Canvas (Beginning, Intermediate, and Advanced)
- Live team planning to use priority standards and content efficiently and effectively in a remote or hybrid classroom
- Organizing learning in a hybrid or remote learning environment
- Best practices for building community online
- Zoom for remote, live-and-in-person teaching with students
- Teams for groups and discussions
- Newsela (NEW! [What is Newsela?](#)) K-12
- Social emotional learning
- Literacy: Personalizing Lexia for students K-12
- Math: Eureka in Sync (NEW! Virtual manipulatives to support student work, downloadable, fillable PDFs of assignments, and more) K-6
- Math: Eureka Equip (NEW! Assessment reporting that provides recommendations organized both by individual student and the whole class) K-6
- FlipGrid
- SeeSaw (K-2, SpEd)
- Mystery Science (NEW! Online science instruction that is tied to the SEED standards) K-5
- NearPod
- Common Lit (online literature and informational text, lessons, scaffolded supports) 9-12
- Using Sora for online reading K-12

Ready to Return

- Cloth masks for every staff member and student
- Plexiglas barriers are in areas where staff will interact with the public
- Face shields are available for any employee
- Every classroom will have disinfectant
- Hand sanitizer dispenser(s) (school entrance, playgrounds, every classroom)



Ready to Return

- HVAC systems adjusted to ensure 100% of air will be cycled daily
- Water bottles will be provided to each student and touchless filling stations in all schools
- Classrooms organized to align with social distancing standards



In Support of Our Families

- Meals for students every day
- District family support hotline
- Emergency food resources
- Access to medical care and mental health care
- Clothing and furniture
- Transportation needs
- Emergency gift cards
- Medical and CHIP enrollment support
- Dental and vision support

Let's get back to school!

- We call on everyone to help us get there!
- Utah Moonshot – 55
 - Wear Masks
 - Social distance
 - Isolate as needed
 - Reopening plan ([link](#))
 - FAQ ([link](#))

From: [Larry Madden](#)
To: [Kristi Swett](#); [Melissa Ford](#); [Michael Nemelka](#); [Katherine Kennedy](#); [Samuel Hanson](#); [Nate Salazar](#); [Michelle Tuitupou](#)
Cc: [Alan Kearsley](#)
Subject: Update
Date: Monday, July 27, 2020 1:04:50 PM
Attachments: [1049 Responses Utah Teachers and Staff COVID Repopulation Plans \(Responses\).pdf](#)
[Written Comments 1049 Responses Utah Teachers and Staff COVID Repopulation Plans \(Responses\).pdf](#)

Dear School Board Members,

You have seen some data from SLASA that was sent earlier today. I am including some addition data that came from Syd Dickson related to how teachers are feeling. It was gathered by a teacher from Canyons School District. I would note that, while 55% of the respondents are from Salt Lake County, it is not broken down by district.

We are preparing our presentation for the Thursday board. If there is anything you want to make sure we address please let me know as soon as you can. I will have district leadership with me at the meeting and they will be part of the presentation. I will have a draft of the reopening plan that we intend to post and the presentation Wednesday afternoon.

I spoke with Mayor Wilson last week and I expect that will be getting CARES money from the county this week to support our efforts to make sure that all of our families are digitally connected. The anticipated amount is somewhere in the range of 1.5 to 2 million dollars.

The foundation is getting each board member a shirt to wear to the in-person board meeting on Thursday. They should be delivered to you late tomorrow on on Wednesday. While it is a small thing, I think a show of unity will provide some level of reassurance to our families.

All the best to you,
Larry Madden

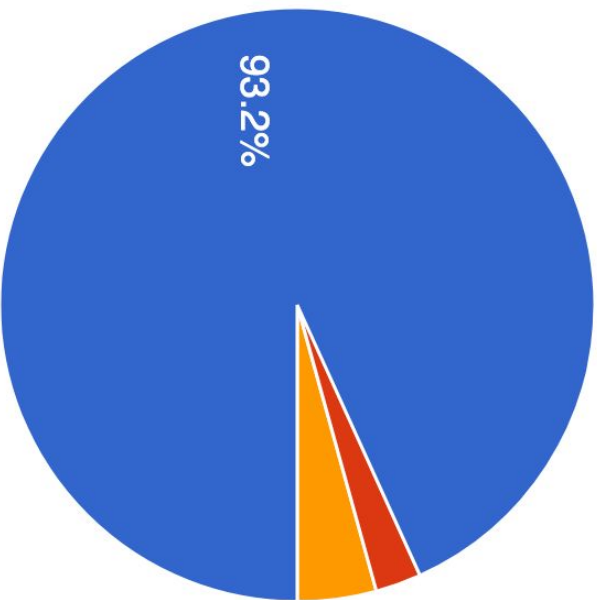
Survey created by Katie Nelson, a teacher in Sandy, Utah.

Initial share of survey was via public post on facebook by creator just before midnight on July 21. The survey was closed at 10 am on July 24. The survey was open for approximately 58 hours and relied on social shares.

A total of 1049 responses were collected during that time.

I have read my school's or district's (draft or final) re-opening plan.

1,049 responses



Yes

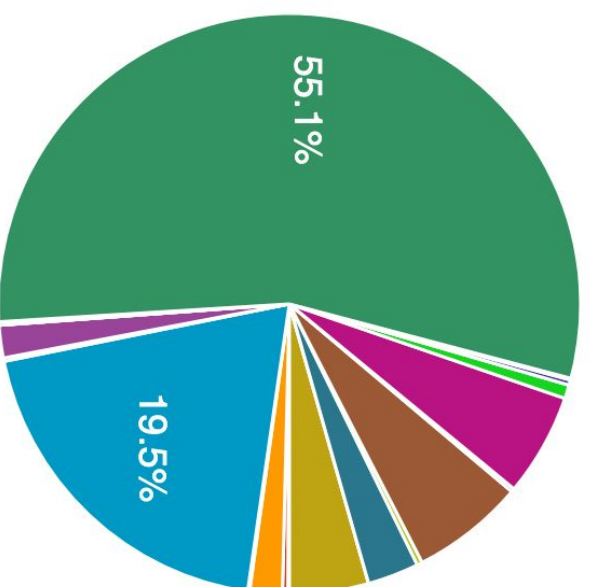
No

I don't know where to find it.

93.2% have read their re-opening plan.

What county do you teach in?

1,049 responses



55.1% Salt Lake County

19.5% Davis County

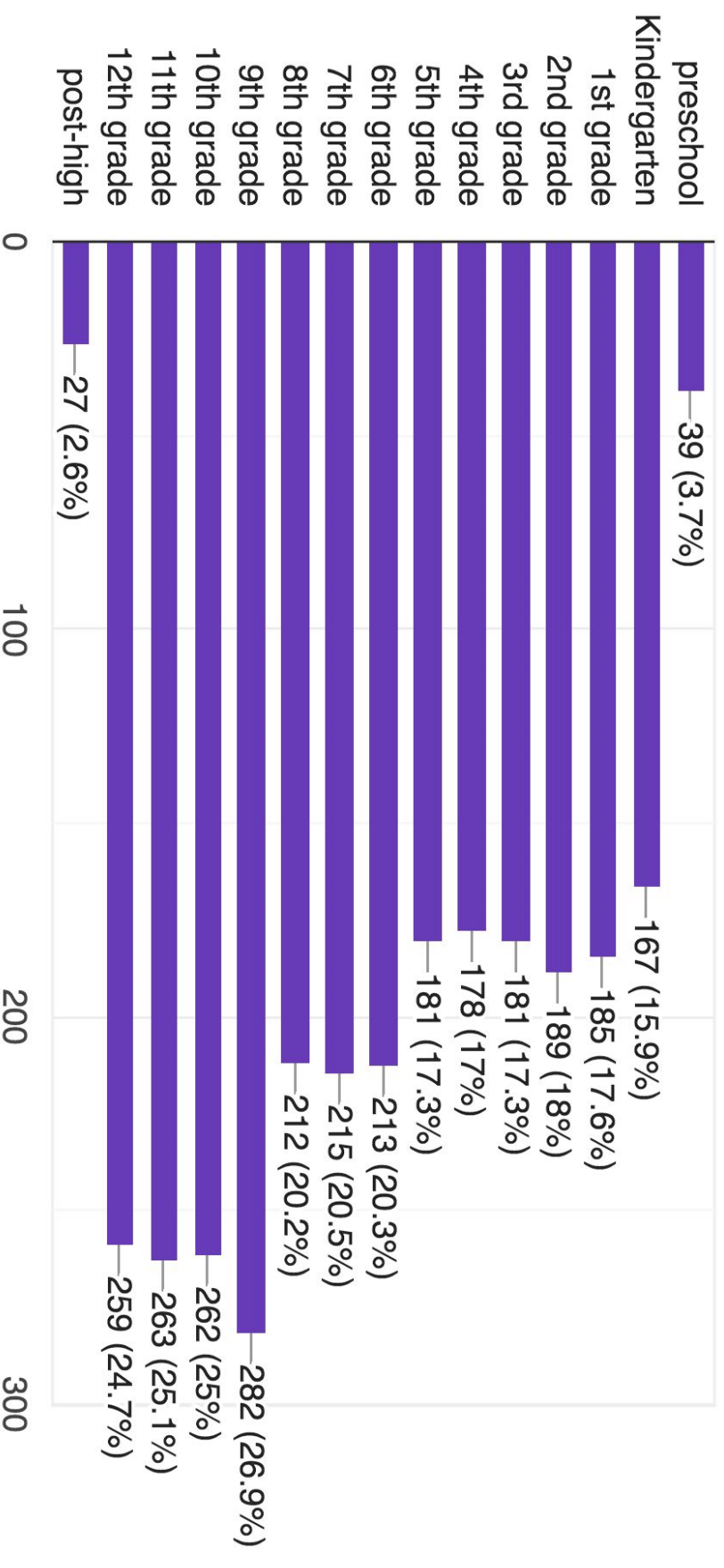
6.3% Utah County

5.7% Tooele County

4.4% Weber County

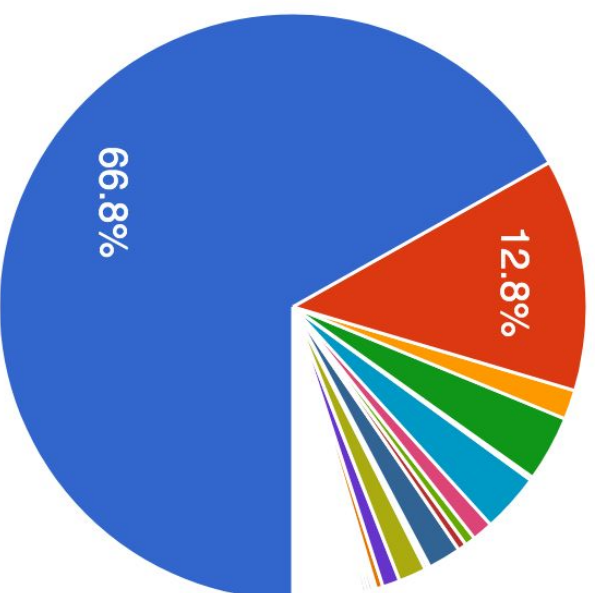
Other respondents from
Box Elder, Cache, Iron,
Sanpete, Summit,
Wasatch, and Washington

I work primarily in a setting with kids who are in
1,049 responses



I am a

1,049 responses



66.8% General Educator

12.8% Special Educator

3.6% Para in SpEd

3.2% Coach, Teacher Leader

Other respondents are

Paras, Counseling,

Administrators, Office Staff,

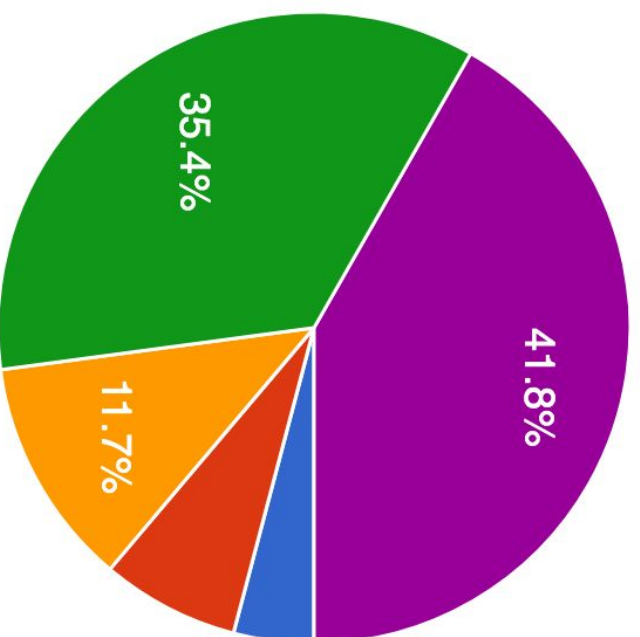
District Office Employee,

Substitute Teacher,

Librarian, Music, PE, etc

I feel safe returning to school.
1,049 responses

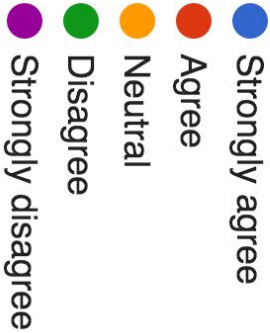
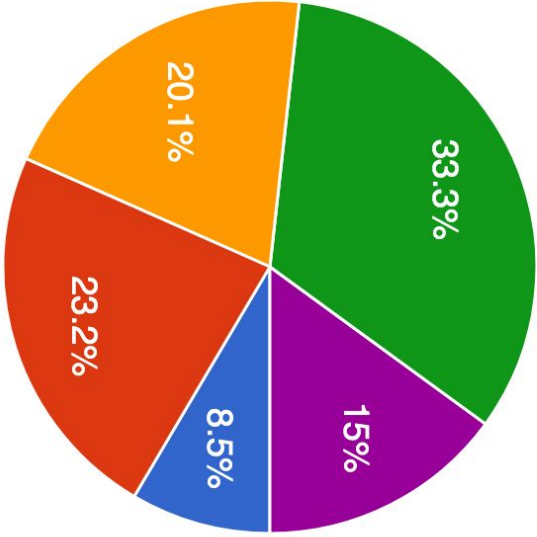
77.2% Disagree or
Strongly Disagree
with this statement



- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

I have received regular and informative direct communication regarding my school/district reopening plan.

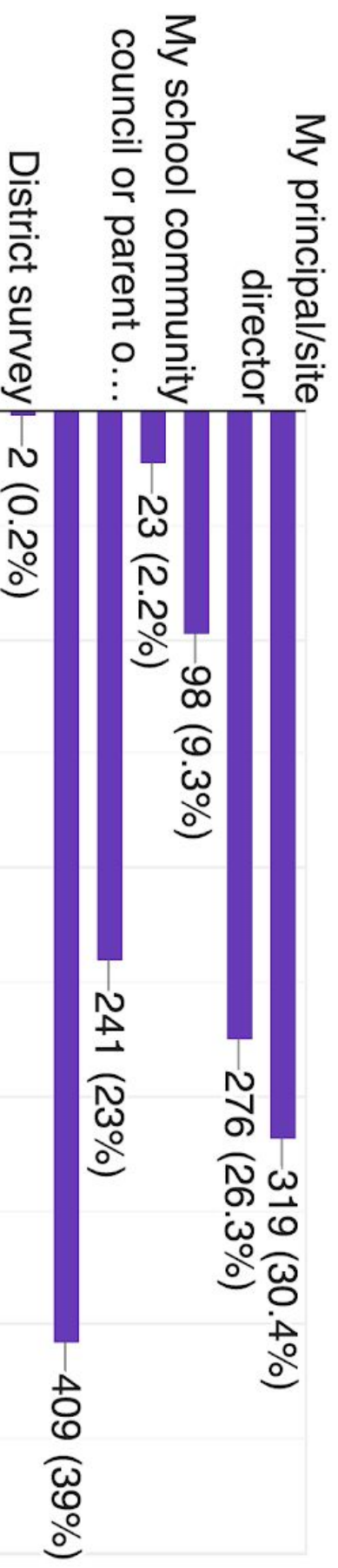
1,049 responses



31.7% Agree or
Strongly Agree with
this statement

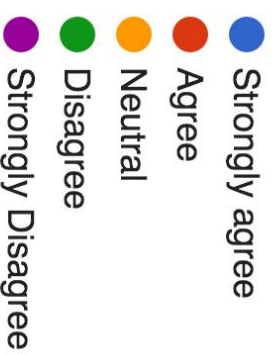
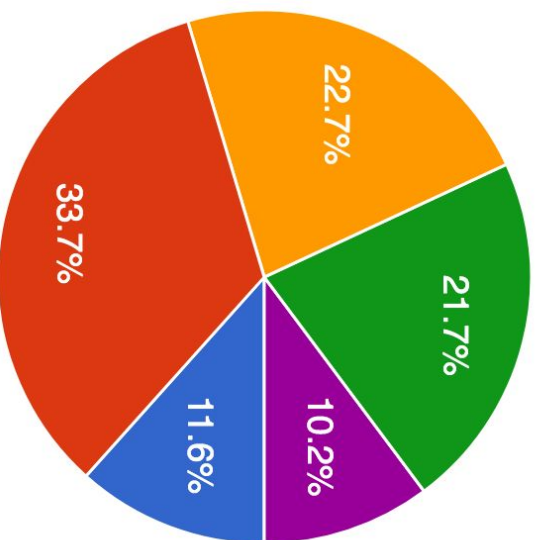
Who has involved you/gathered your input on reopening plans as an employee in a satisfactory manner? Select all.

1,049 responses



39% report “I have NOT been contacted directly with requests for feedback or input.”

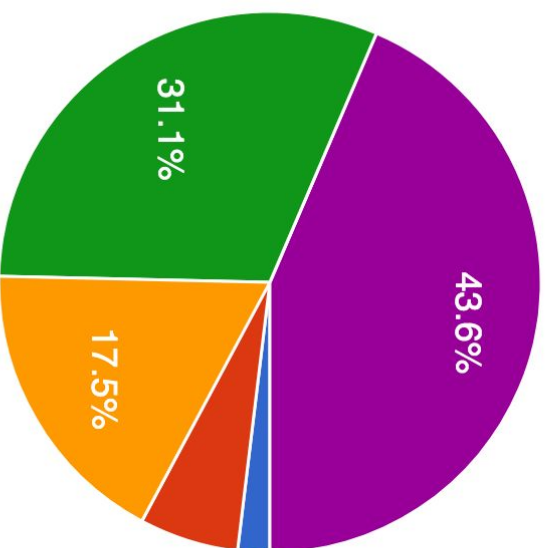
My school/district has done a great job arranging for students/families to have alternative learning arrangements including remote learning OR hybrid options.
1,049 responses



45.3% Agree or Strongly Agree with this statement

My school/district has done a great job arranging for employees to have alternative working arrangements including work reassignments OR remote work OR another viable solution for those who request it.

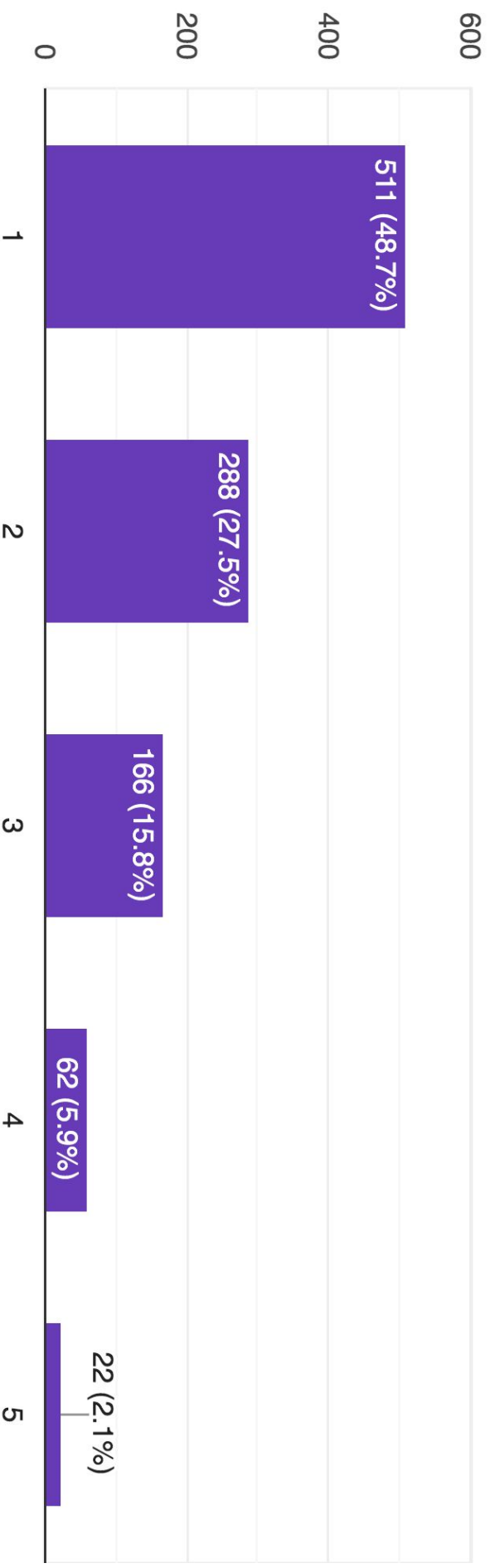
1,049 responses



- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

74.7% Disagree or Strongly Disagree with this statement

My school/district has taken reasonable steps to minimize and mitigate enough risk for employees who identify as high-risk as outlined in the Utah Leads Together Plan and by ADA.
1,049 responses

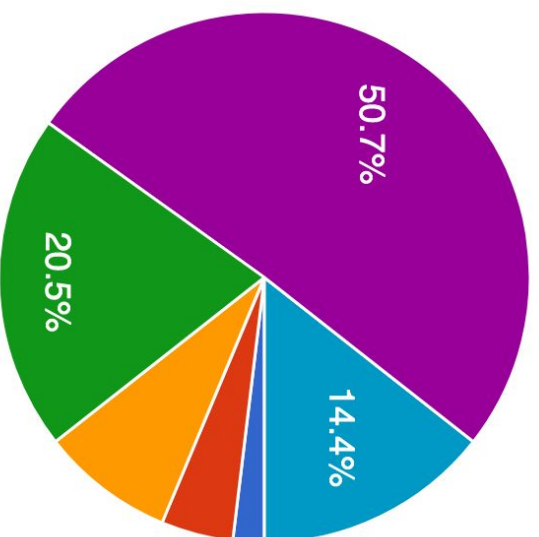


(1) High-risk employees do not have enough options

(5) High-risk are well planned for and taken care of

My school/district has considered emotional and social needs of educators and staff and has planned for respite, de-stressors, breaks, and adult interactions to enhance the well-being of the staff.

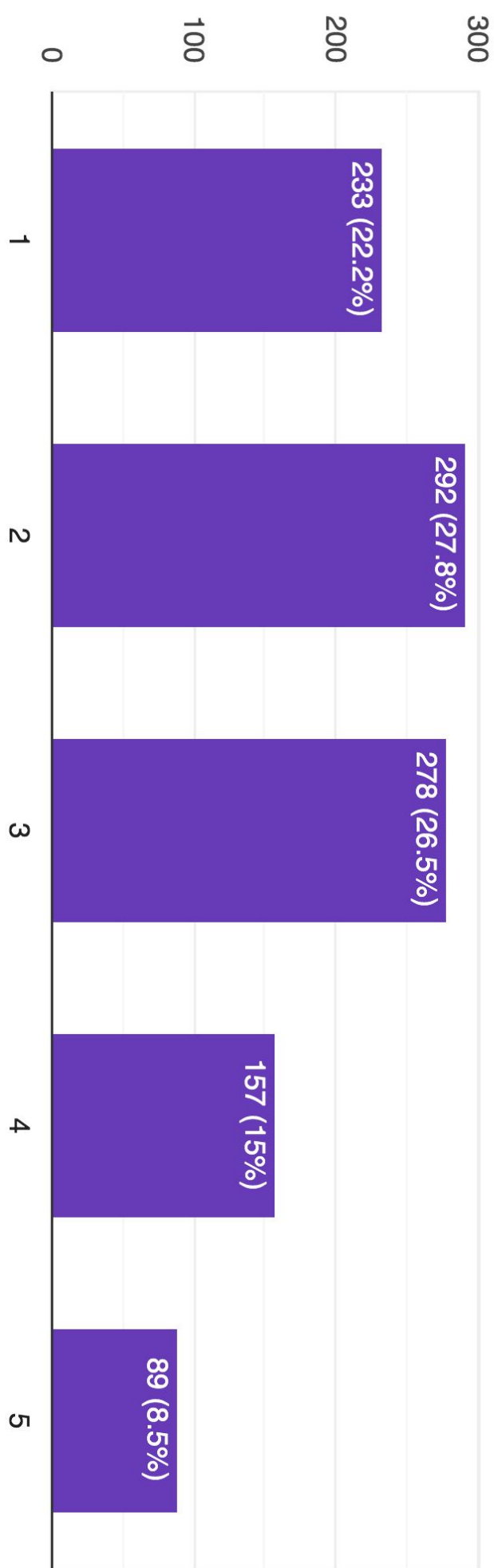
1,049 responses



- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- I don't know

71.2% Disagree or Strongly Disagree with this statement

I am satisfied with my school/district plan for increased cleaning and hygiene regimen.
1,049 responses

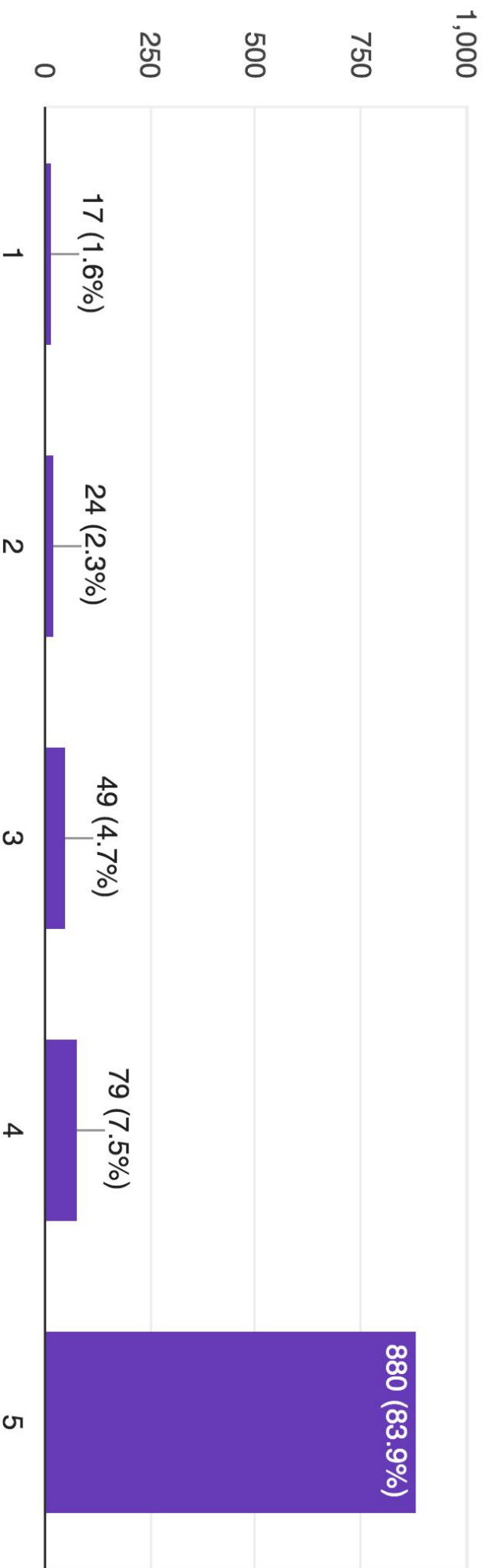


(1) not at all satisfied

(5) very satisfied

I support the K12 mask mandate and will lead by example.

1,049 responses

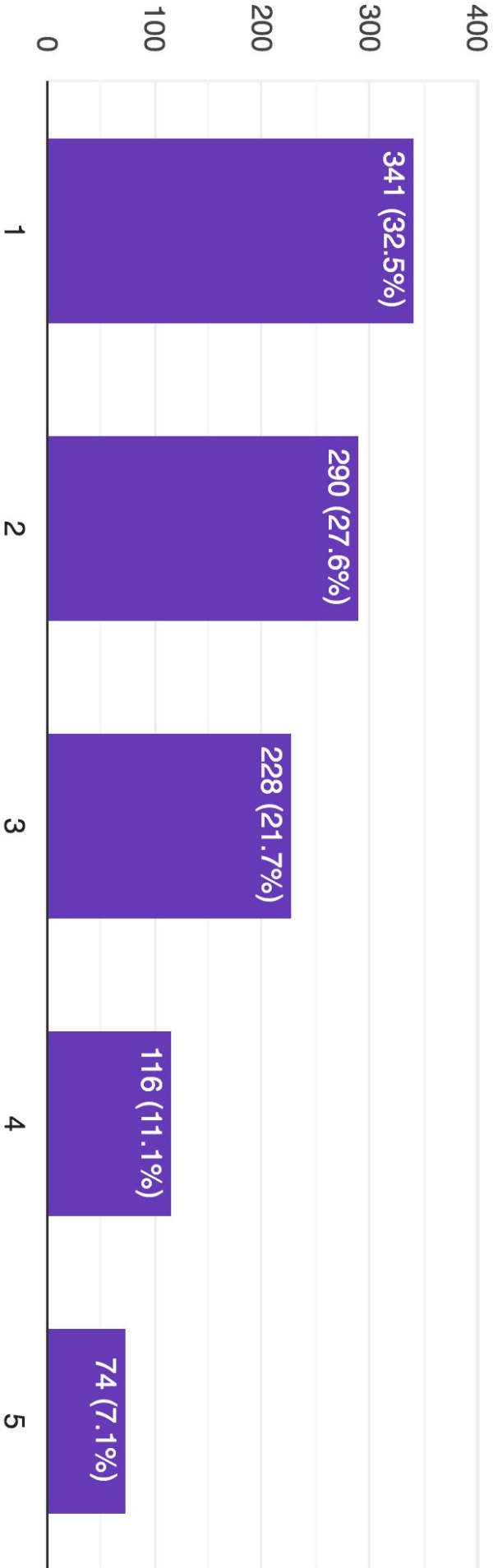


(1) not at all supportive

(5) very supportive

I feel confident that my school will be able to maintain adequate and necessary cleaning supplies for staff and student use.

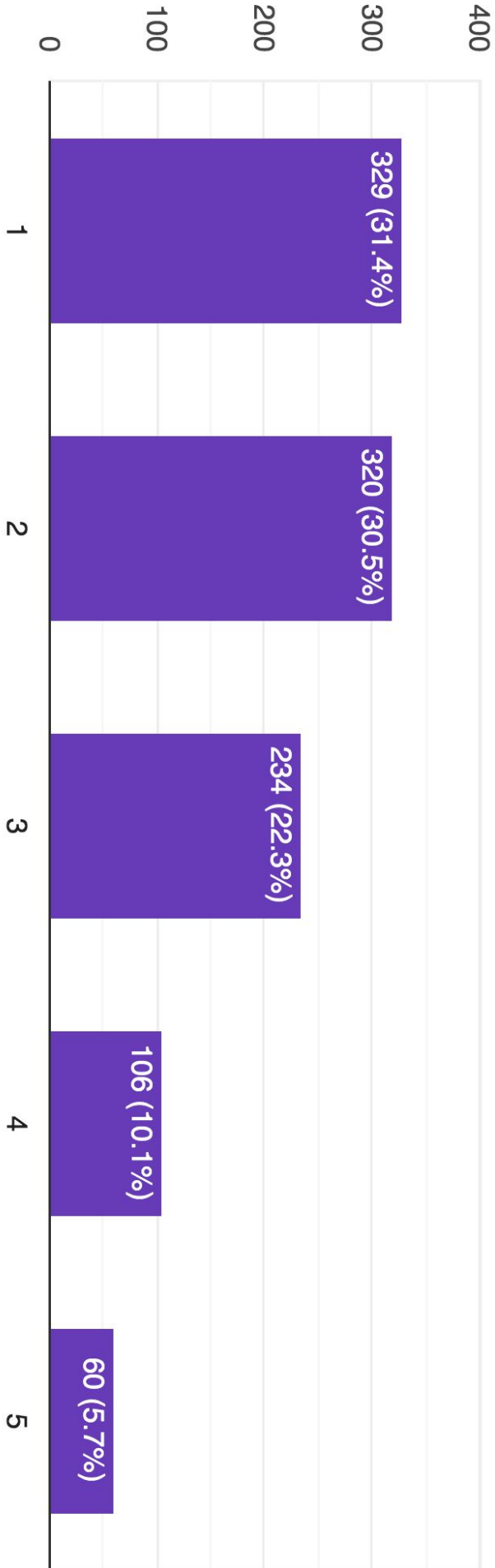
1,049 responses



(1) not at all confident

(5) very confident

I feel confident that my school/district will be providing adequate PPE to keep staff safe.
1,049 responses

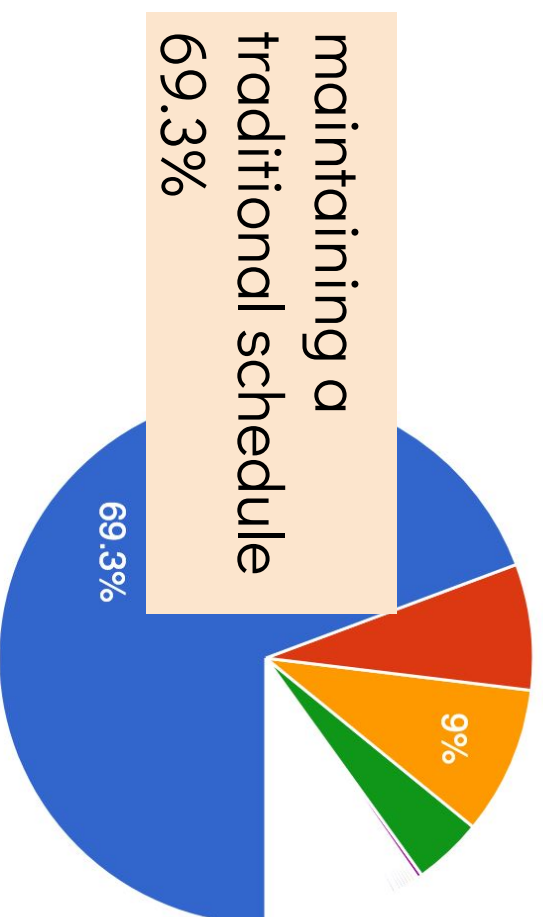


(1) not at all confident

(5) very confident

My school/district is...

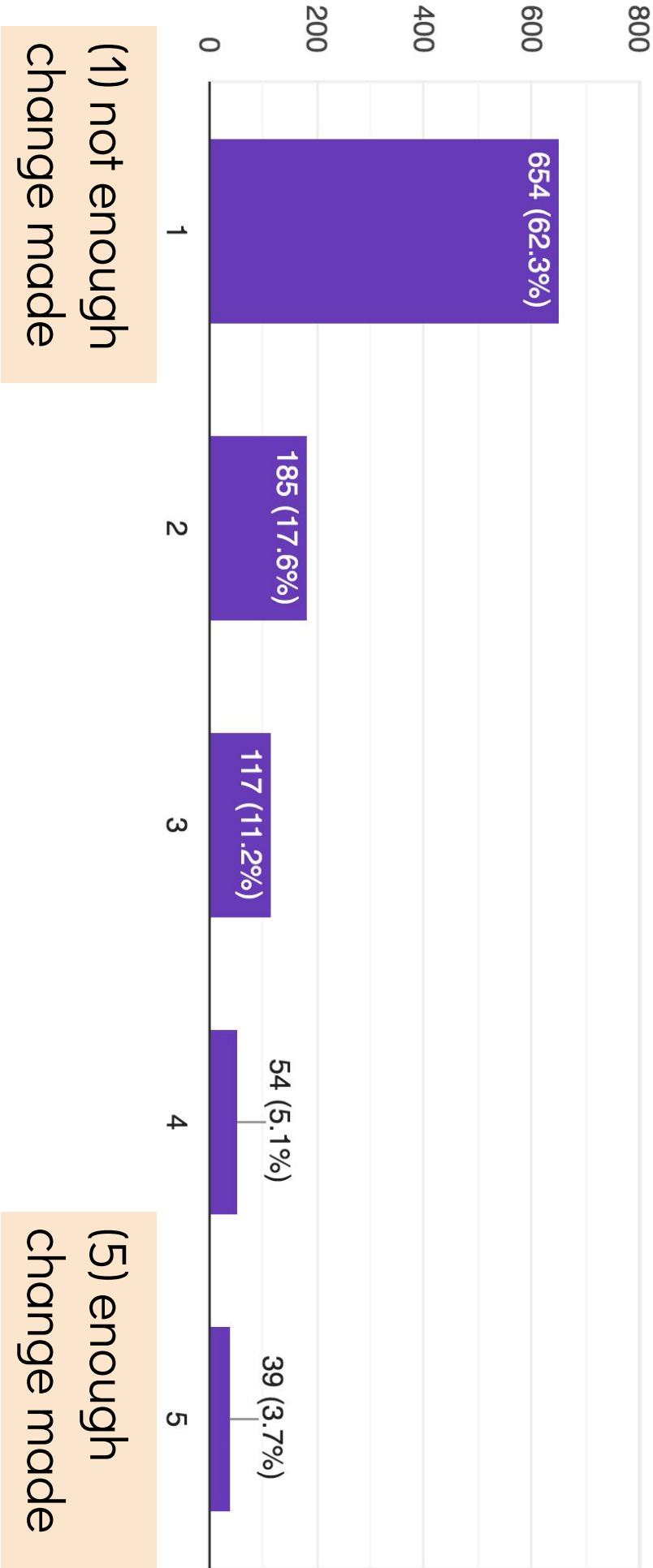
1,049 responses



- Maintaining a traditional schedule
- Shortening daily hours of attendance
- Shortening weekly days of attendance
- Providing a 2-3 day in-person schedule
- Shortening by 1/2 day on Friday
- Don't know yet
- Not sure
- Shortening one day (Fridays) for P...

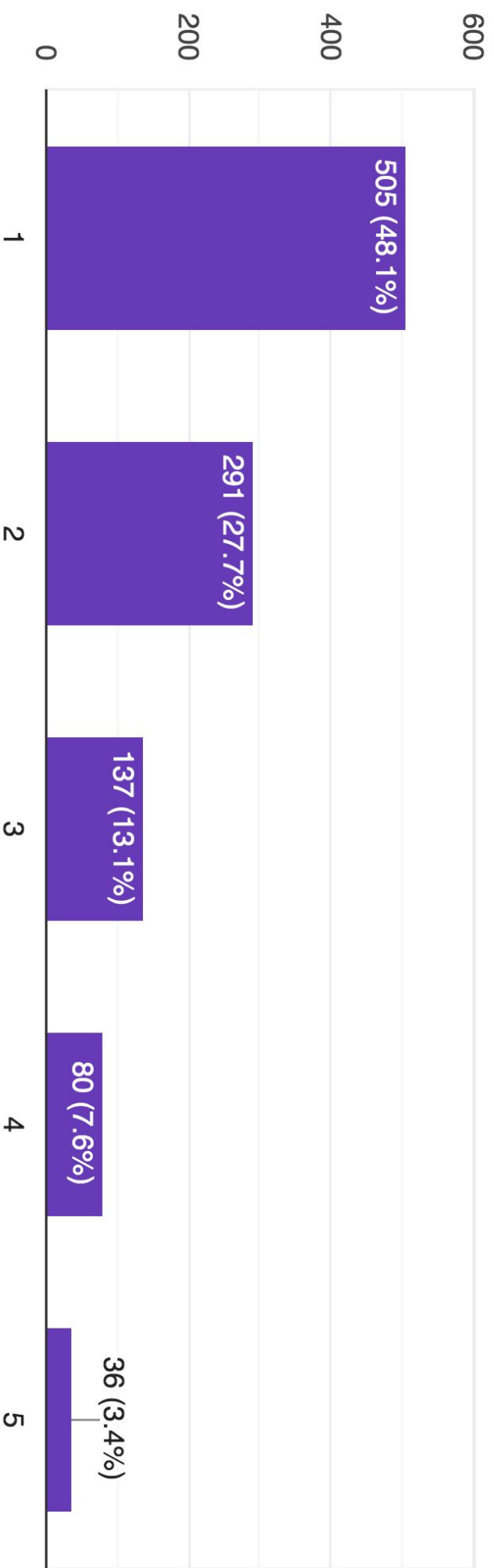
I feel the attendance/hours/days changes to my school schedule will adequately contribute to mitigated risks for students and staff.

1,049 responses



I feel confident I can make adequate changes within the classroom or my workspace (i.e. cafeteria, gym, library, etc) to create a safer space.

1,049 responses

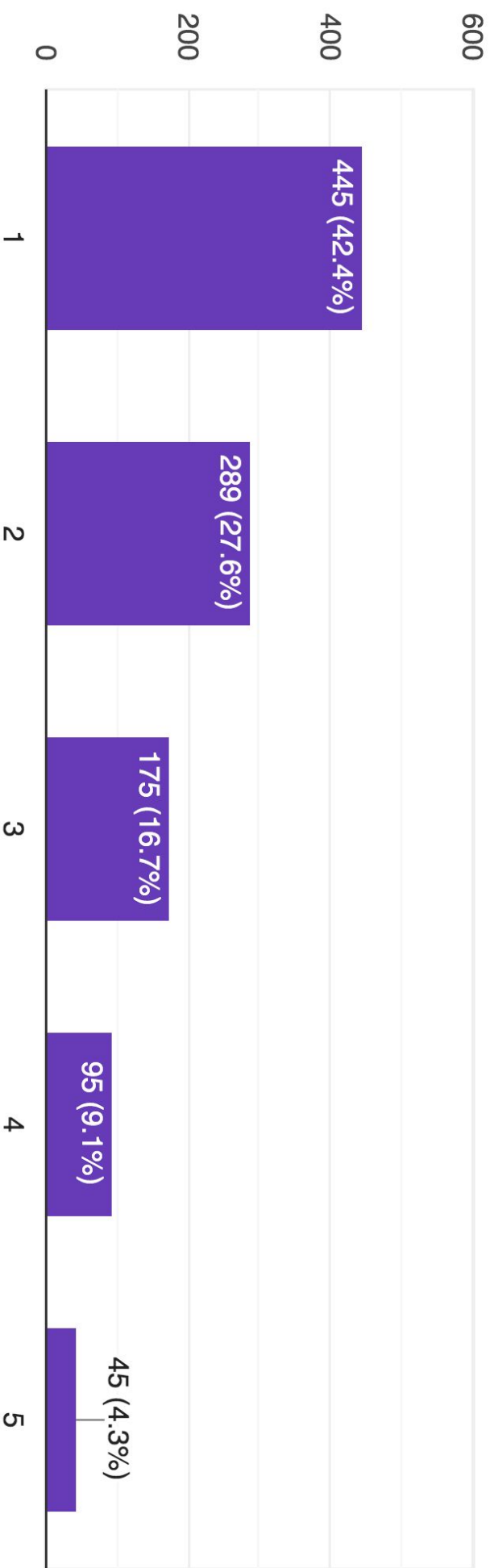


(1) not at all confident

(5) very confident

I feel confident that my school leaders can create a plan to manage transitions (before/after school, between classes, etc) to adequately reduce exposure with the space and architectural options we have.

1,049 responses

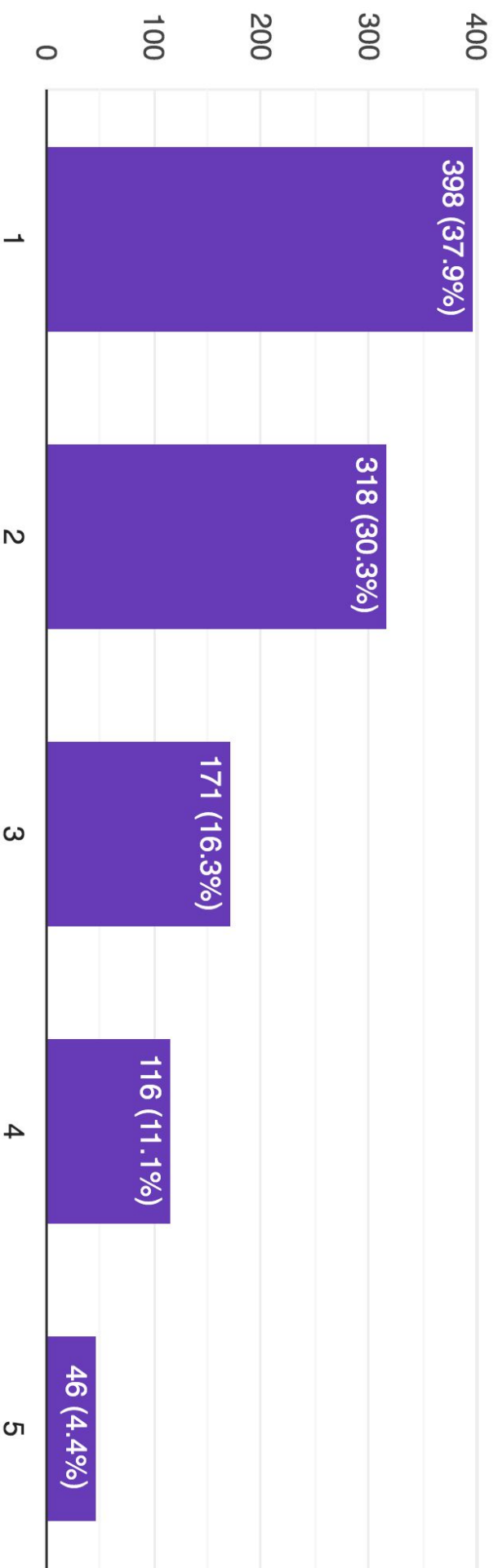


(1) not at all confident

(5) very confident

I feel confident that my school leaders can create a plan to manage entry/exit (before/after school, lunches, etc) to adequately reduce exposure with the space, doors, and architectural options we have.

1,049 responses

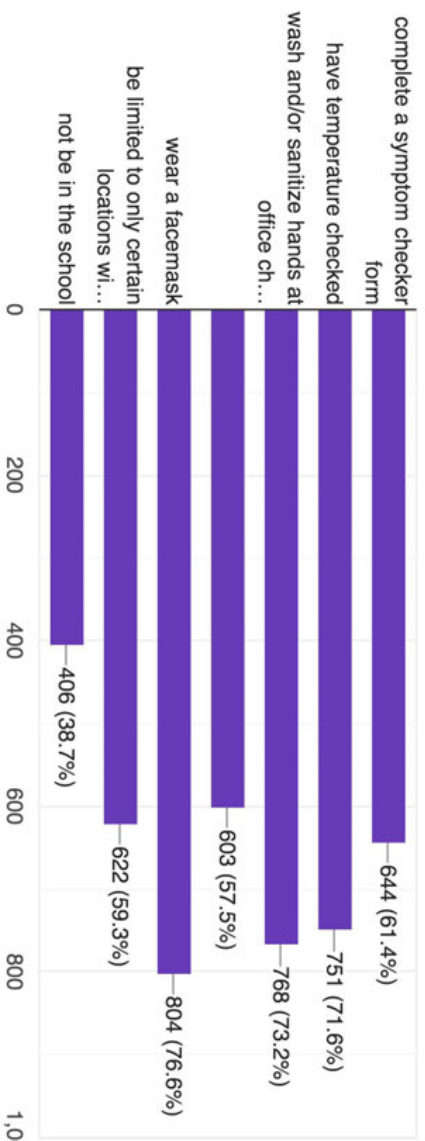


(1) not at all confident

(5) very confident

Check all that apply. I feel that volunteers should...

1,049 responses



Volunteers should...

76.6% wear a face mask

73.2% wash/sanitize

hands at office check-in

71.6% have temp checked

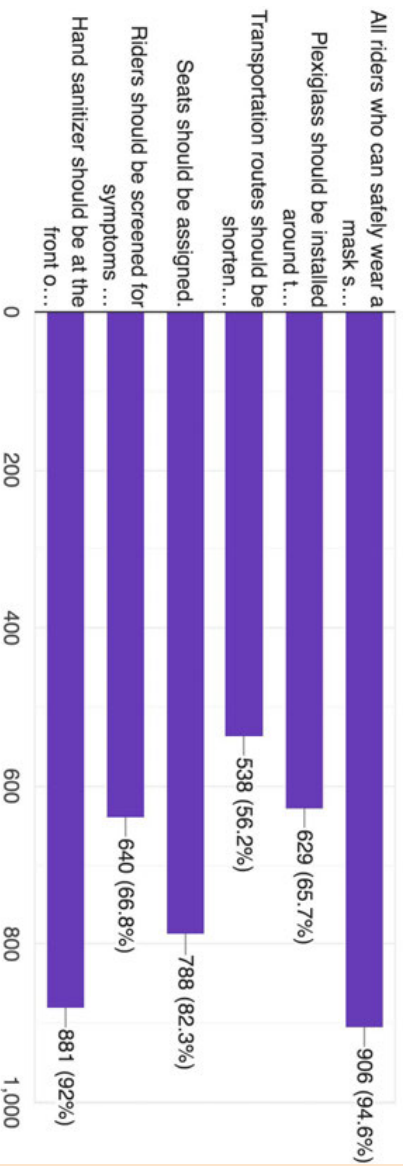
61.4% complete symptom

checker form

...

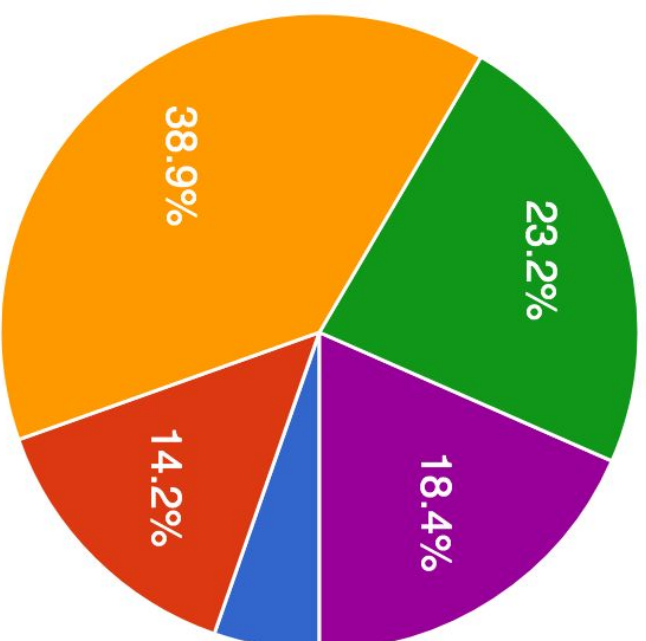
38.7% not be in the school

What transportation essentials should be part of the school/district protocol? (If your school does not provide transportation, you can skip this question.)
958 responses



Transportation essentials
94.6% wear a face mask
92% sanitizer at front of bus
82.3% assign seats
66.8% screened for symptoms before boarding
65.7% plexiglass around driver
56.2% shortened routes to reduce riders

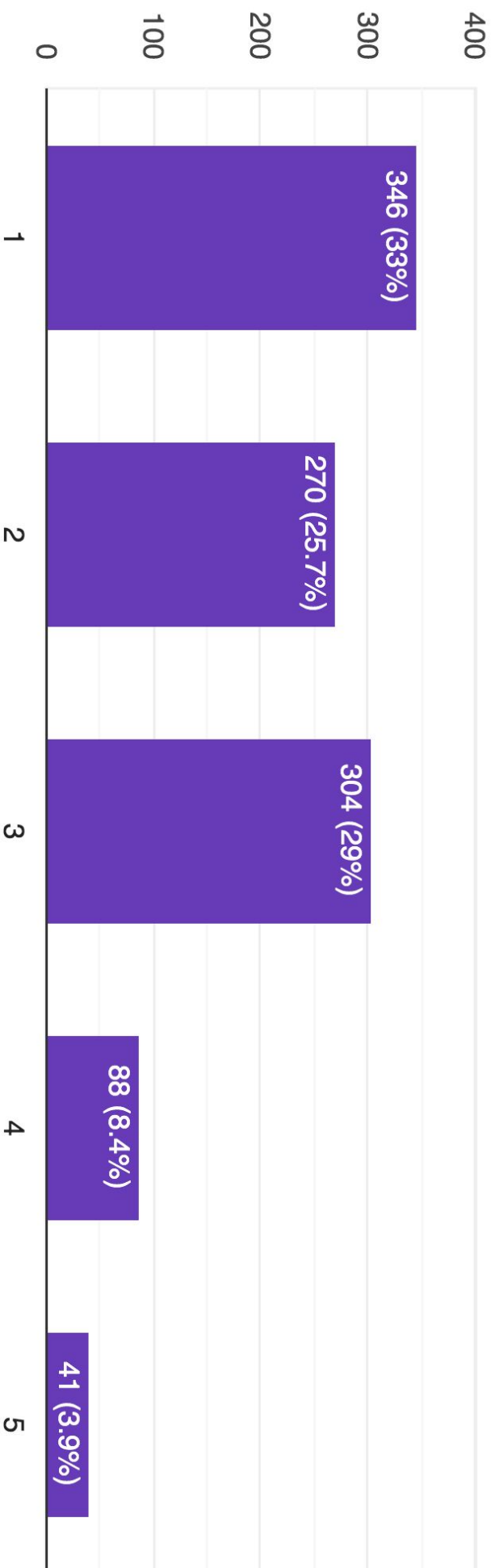
My school/district plan for restroom cleaning is adequate. 1,049 responses



- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

19.5% Agree or
Strongly Agree with
this statement

I feel satisfied with my school/district plan for cafeteria use.
1,049 responses

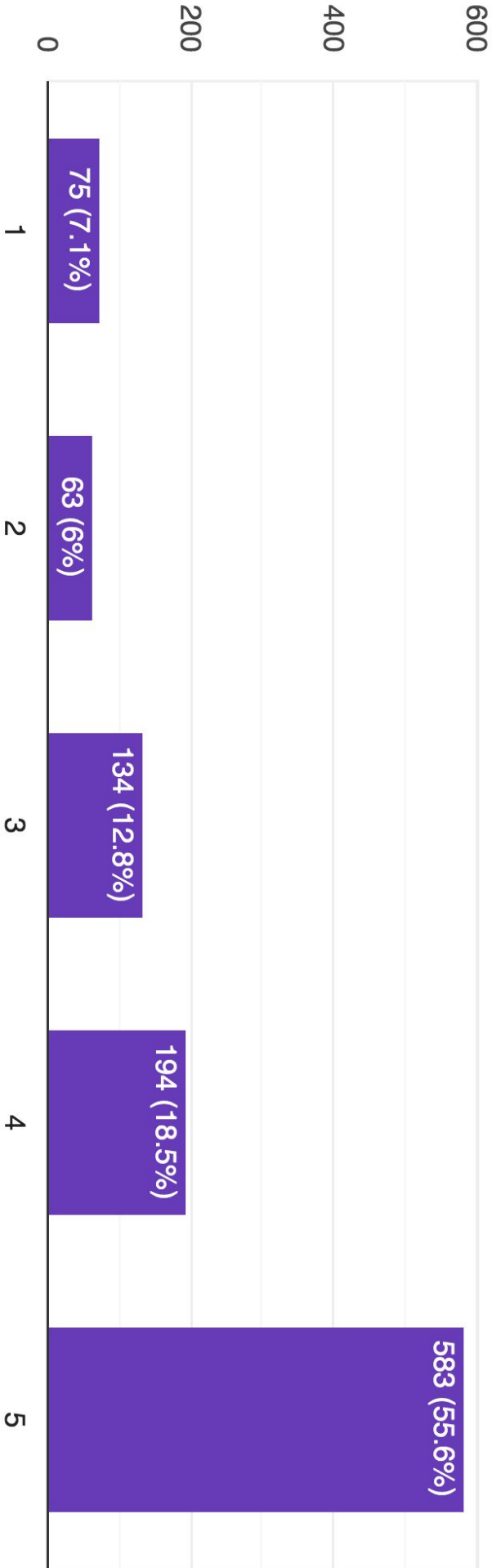


(1) not at all satisfied

(5) very satisfied

Large group gatherings (assemblies, recitals, dances, sports, performances) should be canceled until further notice.

1,049 responses

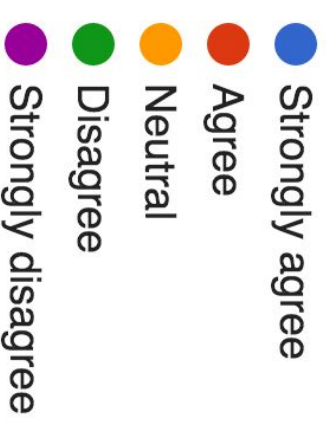
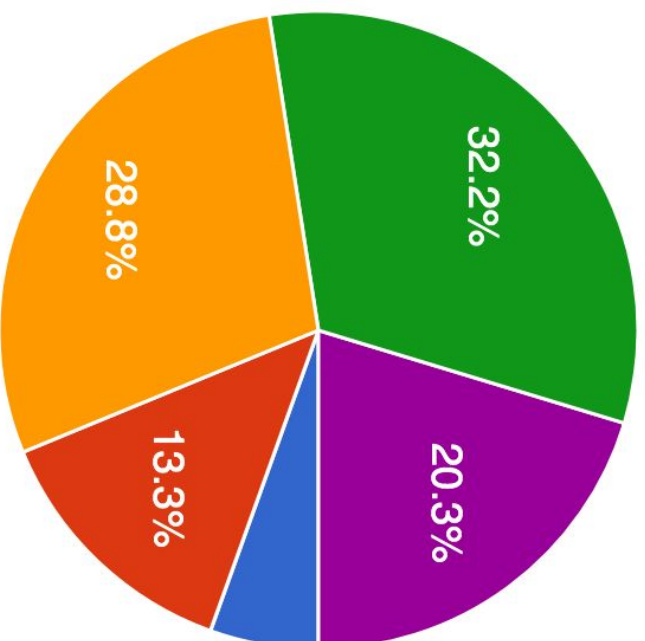


(1) Group gatherings are fine with modifications

(5) absolutely, no exceptions

Playground equipment is safe to use. (Response is optional.)

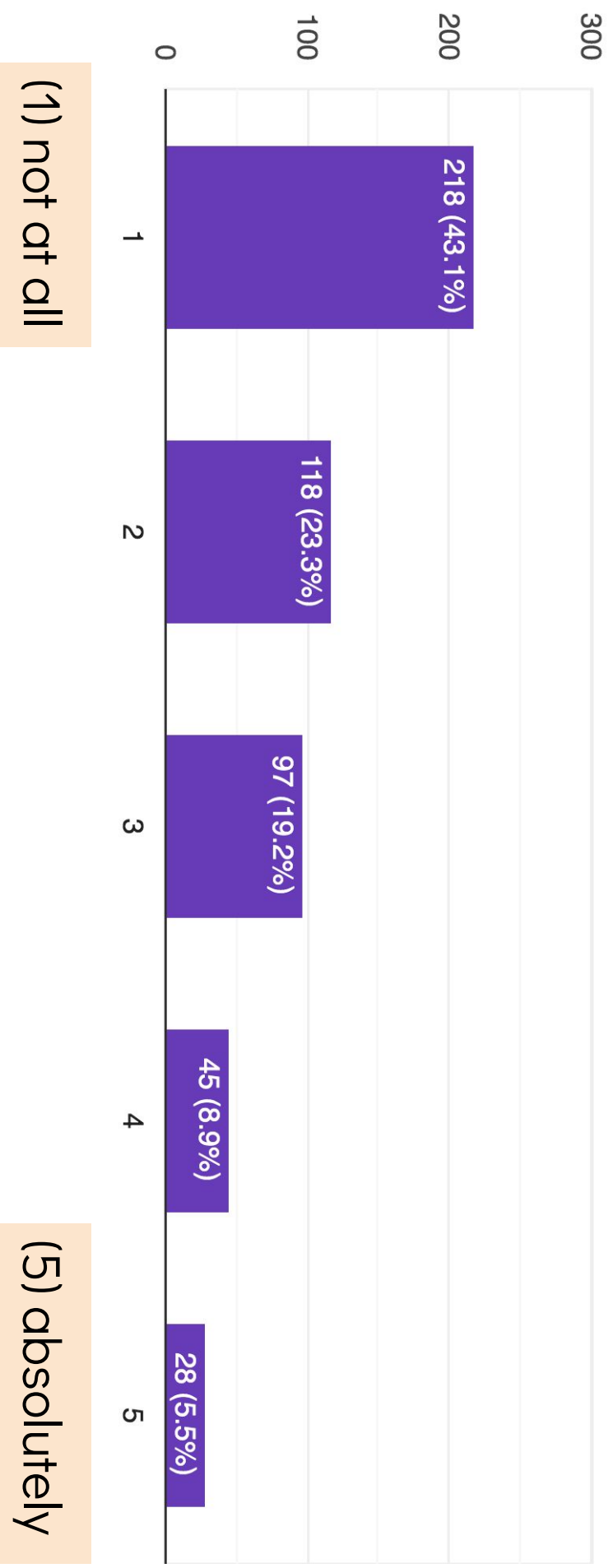
911 responses



52.5% Disagree or Strongly Disagree with this statement

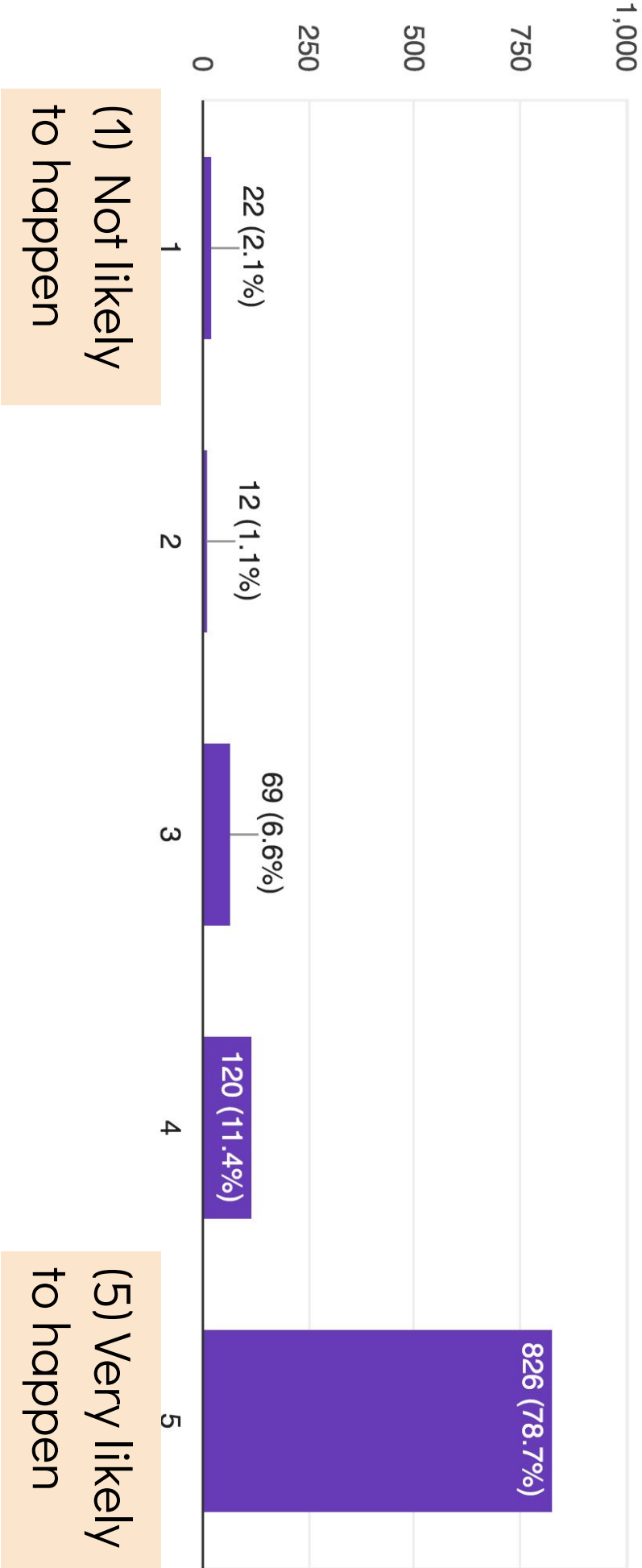
As an employee that works one-on-one with students or with small groups regularly, I feel safe with the plans my school/district have for me in this circumstance.

506 responses

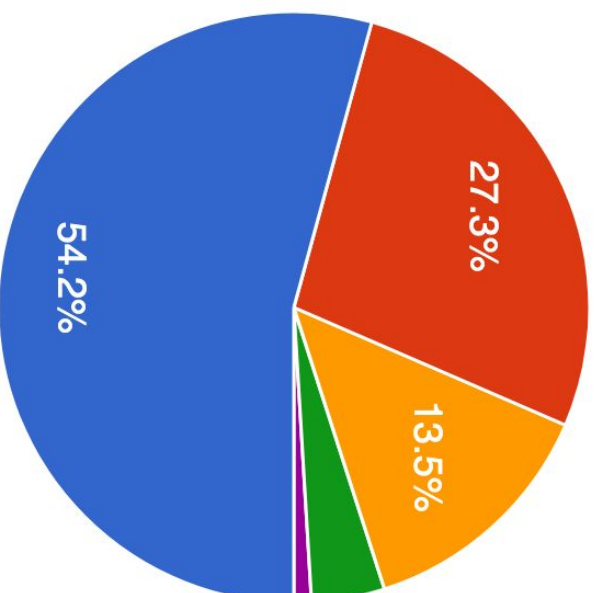


I fear that students will be sent to my school with known symptoms or known exposure or who have been tested and are awaiting results.

1,049 responses



I feel that symptom checks should be part of the school day (i.e. upon arrival, at check-in/role call, after lunch, etc).
1,049 responses

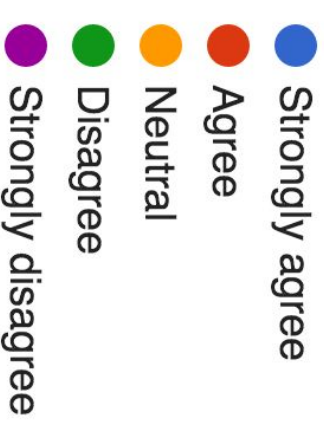
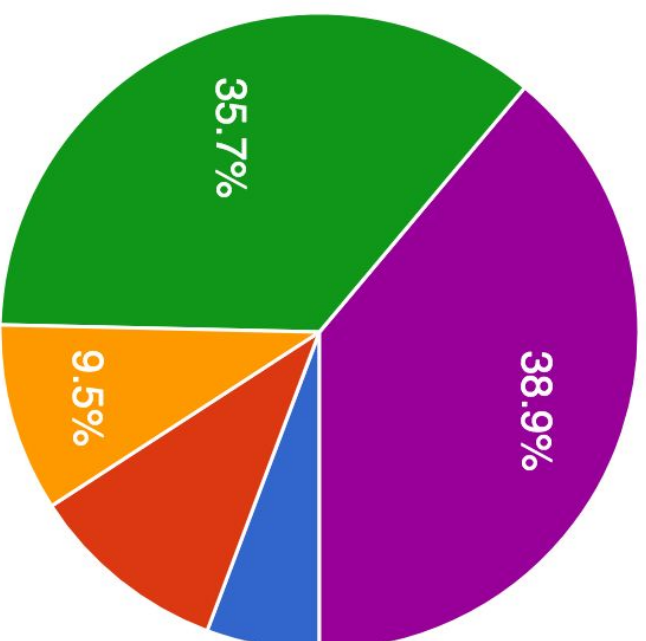


- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

81.5% Agree or
Strongly Agree with
this statement

As a staff member, I feel I can stay home any time I feel sick.

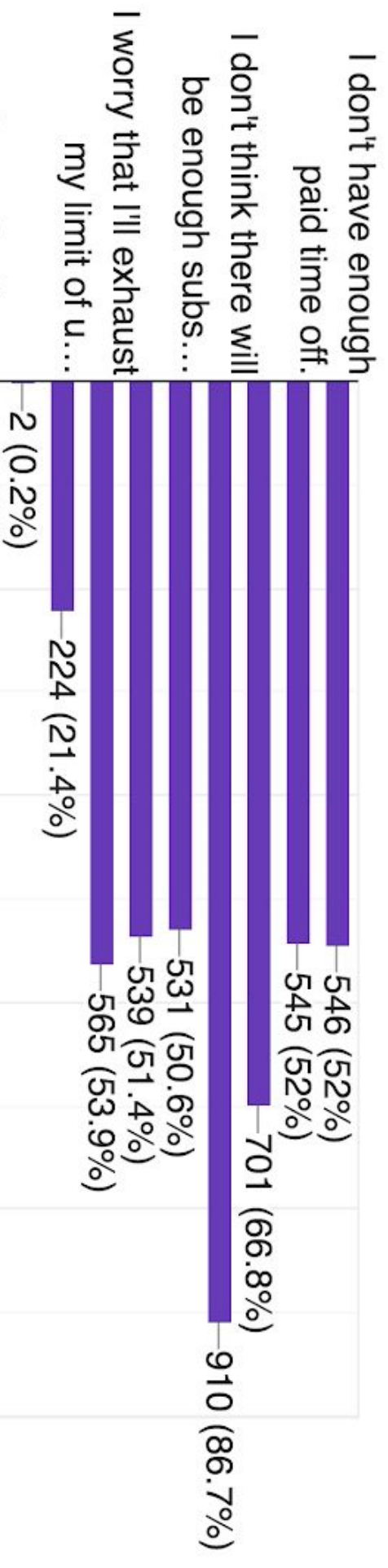
1,049 responses



74.6% Disagree or Strongly Disagree with this statement

As a staff member, I am concerned that I will not be able to stay home as often as I feel sick, because...

1,049 responses



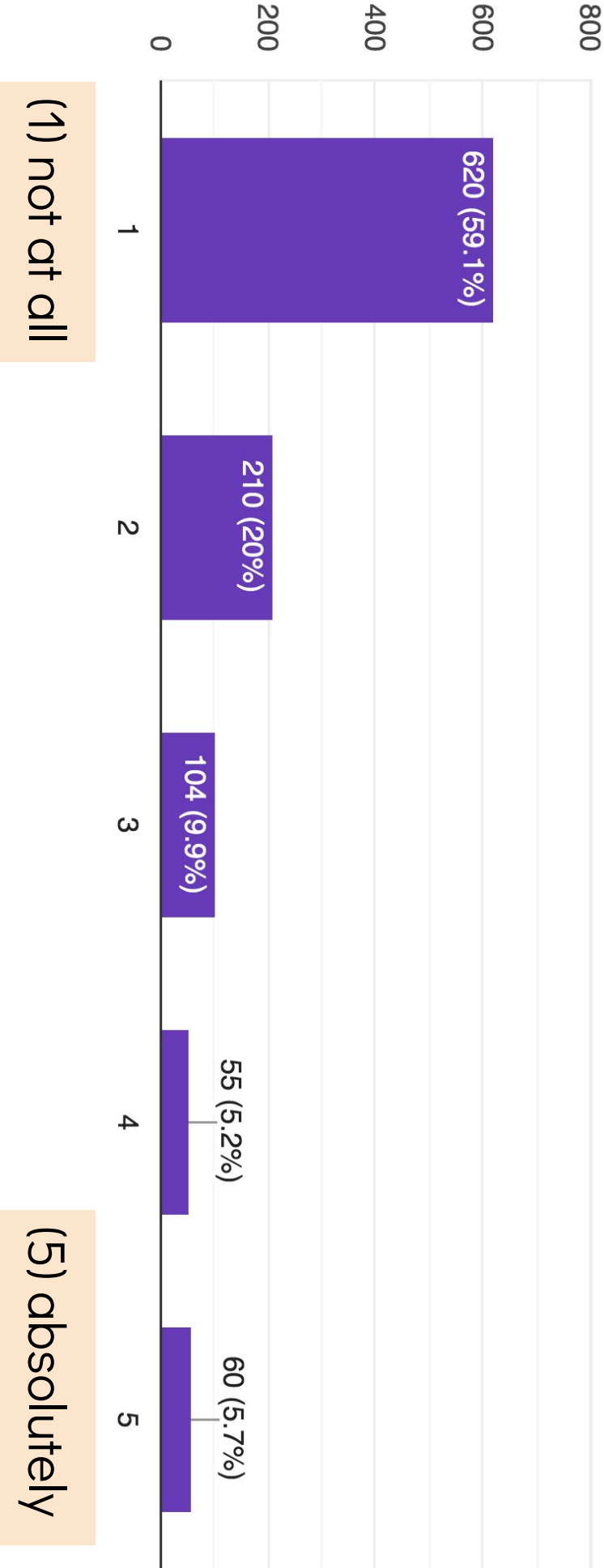
86.7% I don't think there will be enough substitutes.

66.8% I don't want to force others to take my students if no sub is found.

53.9% I worry that I'll exhaust my unpaid days off before the school year is over.

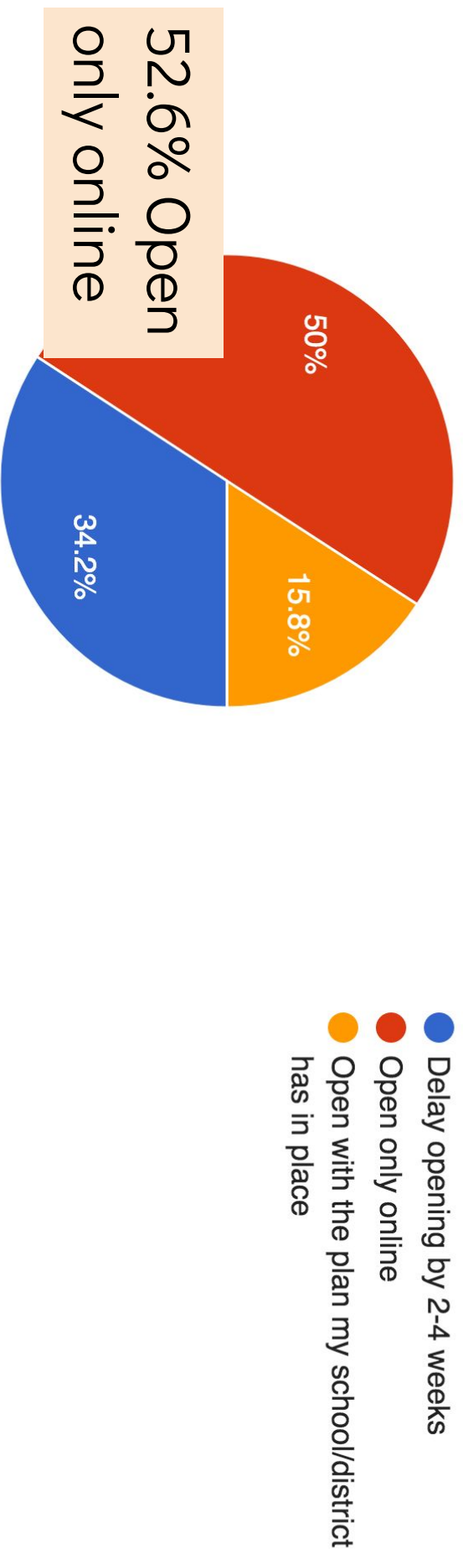
I feel we are safe to reopen at our regular start date with the plans we have in place.

1,049 responses



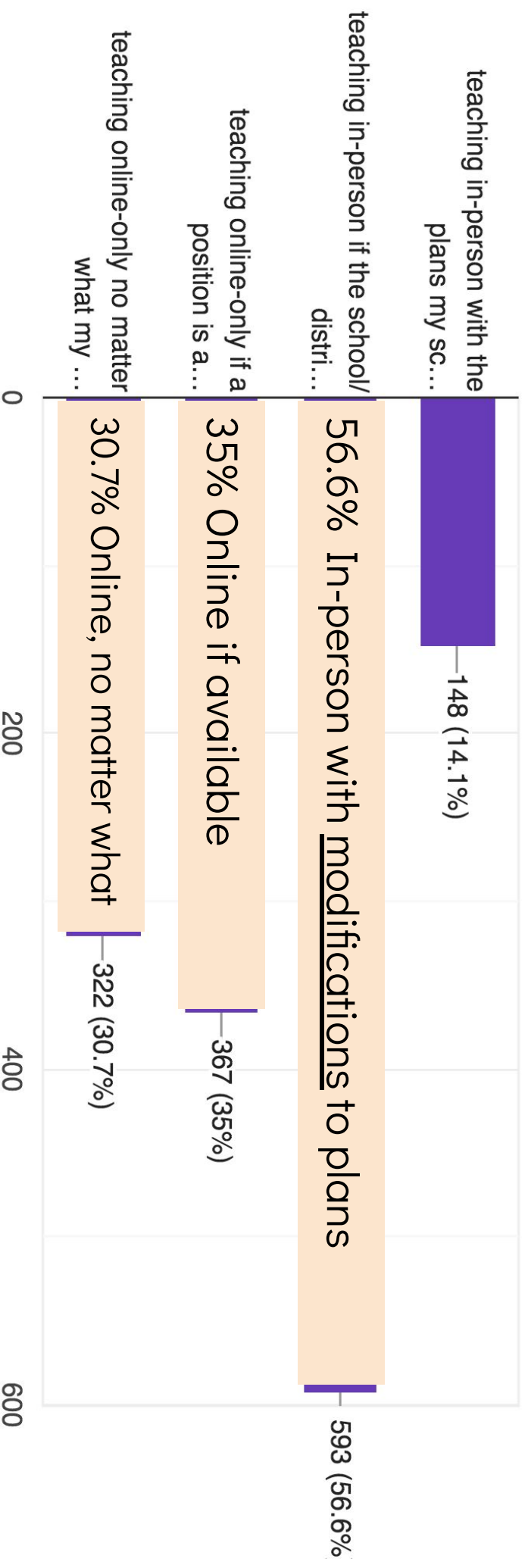
Based on infection data in my community, I feel that my school should...

1,049 responses



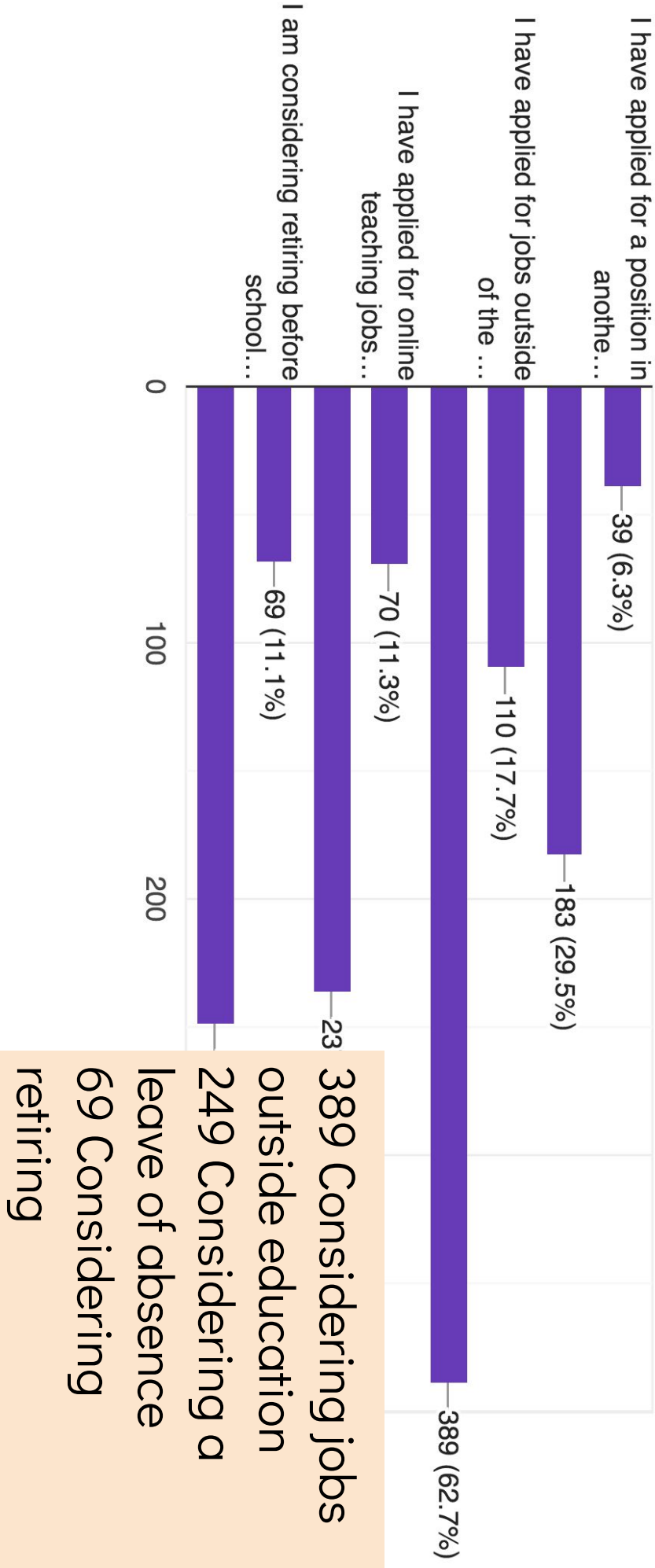
Based on the infection data in my community and my predictions for infection data once school opens, I would feel safe...

1,048 responses



Select all statements that are true about you.

620 responses



OPTIONAL: What do you want to say to your school leaders? Feel free to type as much as you want. I am sharing survey results with those who want (see next question), but I will not be including email address with that shared information. Be mindful that others will see what you wrote in case you want to edit any identifying information.

I'm really torn. I have a son going into kindergarten that I feel really needs there in-person instruction, but with him and me both at school we are at a greater risk to our family, especially since we rely on grandparents for childcare on the alternate days he's not in school. I feel like there has been a lot of talk about students, but teachers have been deemed expendable.

I really wish our school board considered picking a hybrid plan so that we could limit the number of people in the building, allowing for better distancing. Then when the data looks better increasing the numbers of face to face days.

Not enough is known about the long term effects of this virus. My child's life and future are more important to me than my job. I have underlying conditions as well as family members I am around on a daily basis. There needs to be online options for educators with no hesitation or schools should be online except for serious exceptions.

I feel the scientific evidence we do have is being ignored, and my school board is not staying current. Much of the data they cited was from months ago. Also, the last time they surveyed us was before the current spike, and it was more of an intent to return questions than anything actually to do with the virus. I feel educator concerns are either not being heard or are being dismissed. We already have a shortage on teachers, related service providers, and paraprofessionals. The current situation will only make that worse. For related service providers and special educators especially, we will lose these highly qualified individuals who are sought after and recruited to other states, online schools, or even other fields (e.g. medical positions for SLPs, OTs, and PTs).

I want them to acknowledge what this could look like for everyone. This will impact teachers, staff, students and all their families. In this state many teachers leave their kids with grandparents. By opening up schools I. The heat of the outbreak is putting those lives at risk too. Most people who get this illness are sick for much longer than 2 weeks. We don't have enough paid time off to cover our own illness, the illness of our immediate family which would force us to quarantine, or being forced to quarantine because a student in our class got it. Not to mention that parents send their sick children to school ALL THE TIME. This will not stop them.

If you want face to face time you NEED to reduce the amount of students in the building at once. Have a model that blends online with face to face.

Lead with science. Even One life is not worth the risk!

LISTEN TO YOUR FACULTY & STAFF!

Please don't make students and teachers take this risk. Starting 5 days a week in person is like starting 5 new medications at the same time. If there are side effects, which medication was the problem?

Please open online then on a hybrid model when cases are much lower. Build momentum as things remain stable.

Please protect us.

I feel that teachers are not being heard and, more alarmingly, health professionals are being ignored. Our numbers are still going up and more people are dying, I'm higher risk than most and my husband is high risk. I'm looking at other jobs to help keep my family safe. I don't feel like the plan that tooele has chosen was for the students or the teachers but rather the selfish wants of the board to get back to normal. They even changed the cleaning day from the middle of well to the end of the week just because they wanted to. That effectively makes it useless and gives them a three day weekend.

I think the plan is ignorant, unscientific, and puts our students and teachers at risk

I want school leaders to care about teachers and take their concerns seriously.

I love my students but I cannot risk my life as I am high-risk. I'm not an old teacher either.. I am only in my 4th year at 30 years old. I dont feel respected as an educator. Not only do i worry about my own life butbl worry about my high risk students that could potentially die. I worry anout my high risk family members that could potentially die as the virus is brought home to them. We are NOT ready to open under the current circunstances. If we do... I quit. I don't have any backup plan but I dont care. My life is worth living and should not be risked, nor anyone else's for the sake of opening schools. We survived last quarter online... We can do it again.

Opening schools for in-person learning will destroy an already struggling system. We need to appropriately, safely, scientifically, and compassionately answer the following questions before we open:

“• If a teacher tests positive for COVID-19 are they required to quarantine for 2-3 weeks? Is their sick leave covered, paid?

“• If that teacher has 5 classes a day with 30 students each, do all 150 of those students need to then stay home and quarantine for 14 days?

“• Do all 150 of those students now have to get tested? Who pays for those tests? Are they happening at school? How are the parents being notified? Does everyone in each of those kids' families need to get tested? Who pays for that?

“• What if someone who lives in the same house as a teacher tests positive? Does that teacher now need to take 14 days off of work to quarantine? Is that time off covered? Paid?

“• Where is the district going to find a substitute teacher who will work in a classroom full of exposed, possibly infected students for substitute pay?

“• Substitutes teach in multiple schools. What if they are diagnosed with COVID-19? Do all the kids in each school now have to quarantine and get tested? Who is going to pay for that?

“• What if a student in your kid's class tests positive? What if your kid tests positive? Does every other student and teacher they have been around quarantine? Do we all get notified who is infected and when? Or because of HIPAA regulations are parents and teachers just going to get mysterious “may have been in contact” emails all year long?

“• What is this stress going to do to our teachers? How does it affect their health and well-being? How does it affect their ability to teach? How does it affect the quality of education they are able to provide? What is it going to do to our kids? What are the long-term effects of consistently being stressed out?

“• How will it affect students and faculty when the first teacher in their school dies from this? The first parent of a student who brought it home? The first kid?

“• How many more people are going to die, that otherwise would not have if we had stayed home longer?”

Utah teachers have always been required to do much more than is healthy with pitiful education funding and giant class sizes. Each year, more and more is asked of us. This year is a pinnacle. I don't feel the current plans of my district are safe enough for students or safe enough for teachers. This year we are being asked to do more than we have ever done in our careers in terms of work (simultaneously teaching online and face-to-face full time), extra Covid duties and challenges, and putting our lives at risk. It is impossible to do both distance learning and face-to-face learning. There is not enough support for the low-income students and disenfranchised. The majority of students at my school did not have internet access and teachers were required to do paper packets as well as online teaching. There was zero support from the district and no platform for collaboration with other schools doing the same tasks. If I am required to do the same, I will be doing three full time jobs at once, all while only working contract hours. I set up a living will this week as an at-risk employee. There hasn't been a finalized district plan yet, but I am expected to decide this week if I will teach in person or take a year of unpaid leave. Those are my only two options. Decisions are usually made without teacher input. It is very rare to get our opinions or surveys. I love my students and sacrifice hundreds of hours outside contract time, my own money, and endless sleepless nights to provide my students with an opportunity to succeed in life. I am not alone in this. We are met with expectations to work more and our jobs are threatened. I am tired. I want to be valued, heard, and feel like administration supports teachers.

Leaders have not been listening to teachers. They are working very hard to ignore and/or place all the responsibility on administrators and their staff. I feel as though the district has provided very little guidance on how schools should look, thus making it not safe to return.

Without smaller classes we cannot social distance and that is not acceptable.

Please listen to the teachers... we are in the trenches of this situation

High school students are not young children. They are kids in adult bodies. They are much more likely to get and pass along the virus. High school students and elementary students should not be treated the same. Elementary students will be exposed to one class. In a high school students will be exposed to as many as 6 different classes of students per day, which also means teachers are. Contact tracing will be impossible.

This is not only about keeping staff and faculty safe and healthy, this is about our students and their families as well.

I fell like my principal has thought about everything, and if she needed help she reached out to staff for support

It's not just about the students catching COVID, it's not just about the teachers catching COVID, we also have family at home who absolutely cannot afford to catch this illness. I have been quarantining since March and if school starts on a regular schedule, this will be the first time I am actually likely exposing myself to the virus, and risk the chance of infecting two people close to me that are high risk.

I am a paraprofessional who works with special education students. I have been almost completely in the dark about school re-opening plans. If it weren't for Facebook and the teachers that I'm friends with on social media, I would know absolutely nothing about my school districts plan to reopen. I completely disagree with the choice to reopen without any attendance modifications. Our students are not safe, our teachers are not safe, our support staff is not safe.

As a community we need to care about everyone. As long as Salt Lake is orange, we should be starting school on line.

Teachers, students, and their family's lives are important. It's interesting that we went from being super heroes a couple of months ago to being expendable now gambling with our lives!! This is not a game.

So many of the district school re-opening plans had little to no teacher input. If the UEA does not do SOMETHING major to stand up for teachers NOW then I honestly don't know why I pay to be a part the association who refuses to stand up for teachers and school staff when we need them most. If there was ever a time to put their foot down, it's now. I fear the fall out of moving forward with the plans in place will have irreparable harm to individual teachers and students families, the education system as a whole, and schools and districts dealing with the fallout of their mismanagement.

I am very concerned with my district's plans. Although they are offering online options, the in-person plan is very simplistic and does not allow for any social distancing. And if it hadnt been for the government mandate, they would not be requiring masks...

Online learning at m least for the first term is the only safe decision to make.

School is going to be one big fight of trying to keep masks on in grades K-2. I believe we need a plan so that students can come half day in person and do the other half online.

We need to listen to the epidemiologists and ONLY open up schools to in-person learning when the community transmission rate is lower than a predetermined level. Otherwise, it needs to be openly acknowledged that leadership has decided that the perceived costs of not opening outweigh the costs of the health and/or loss human life- teachers, staff, students, and their family members.

In weighing the social/emotional costs of keeping closed to opening schools as scheduled in August, I recommend seeking the opinion of mental experts rather than the AAP. Physicians only have a six week rotation in mental heath. They are not experts in community-level trauma.

The state should offer for students to have an additional year of schooling to help offset the real costs of not opening.

I am very nervous about the state of our immune systems currently. We have all be isolated from others, so our immune systems have decline significantly. Then we have to wake up so early to get to school (secondary teacher) and we become sleep deprived throughout the school year (which also lowers are immune system). On top of that, we become stressed (lowers imminent system) and are around high touch areas/large crowds and germs all day. I feel we are all going to go back and be at an even HIGHER risk of contracting the virus because of all of the above. Terrified.

To keep all students and employees safe the best choice is to begin remote learning for the first trimester.

Teachers should have been surveyed along with parents and students when making a reopening plan.

They are great. But I frequently get sick and am not in a category to be considered "high risk" and there is no plan for me other than to teach in person. It is my first year teaching and I feel I have to prove myself, but I feel pressured to do that at the risk of my health and the health of my toddler. In order for me to teach, I have to send my son to preschool and DEFINITELY don't feel safe about the protocols in place and am certain that our risk as a family is higher than other families because of the number of other kids mine will be exposed to. I'd feel more safe keeping my son home and teaching online, but I can't because my district is determined to fully reopen. I'm certain I'll get sick, with my immune system, and am worried I won't have enough paid time

off to make ends meet (as the only provider in my family) and feel my chances to prove myself a good teacher this first year will be greatly reduced if I have to take time off for being sick.

Since SLC is starting their school year at least two weeks later than most, it feels like students in all other districts will be an experiment. I wish my kids/staff were not being experimented with.

After reading my district's reopening plan, I no longer feel qualified to teach in-person. I am not a healthcare professional, but will now be expected to deal with a healthcare crisis daily and be responsible for keeping children safe from a deadly virus we still know little about. I am a highly qualified teacher and know that I can provide valuable lessons in a distance learning format. We do not need to put our communities at risk by opening schools as planned.

I know you have had to make hard decisions based on information from a lot of sources. I know that not everyone will be satisfied. Good job doing your best in a hard situation. That being said, I do feel that parents' non-professional and non-medical opinions were the most important besides government mandated outlines. I don't feel that teacher/staff safety and input was included even though they are most likely to have complications from contracting COVID. Many teachers I have spoken with would have felt safer and better able to mitigate the spread with a hybrid model, but districts have primarily said all remote or all normal. Those aren't the only options. Teachers would have liked to have had their voices be a greater part of the discussion.

Also, in my district, saying that students only have to wear masks when they're closer than six feet apart and don't have to wear them when space is available, just undermined the mandate and will result in forced, low-quality teaching practices. Students who can wear them sometimes and not others will be less likely to comply and will make it more likely that teachers will teach 6ft apart to avoid power struggles with students and, especially, parents. This will lead to teachers always keeping students apart working individually and not in groups. This will decrease effective teaching practices such as interactive teaching, and at-risk students and students with disabilities will be greatly affected. By actually following the mandate of wearing masks consistently, you can generally have interactive, cooperative learning, and maintain effective teaching strategies with low risk of spread.

Feedback for survey: On the 4th to last question, "Based on infection data in my community, I feel that my school should... , "

there should be a 4th option asking for a modified district plan, hybrid model, or "other." The data from that question will be inaccurate since it is a required question with limited responses.

Step into the schools and the classrooms daily, for a two week period. If you are at all hesitant, give yourself time to consider why. If you're hesitant, but still willing to send school personnel back, it is time for you to seriously look at your ethics and morals.

There has been no discussion in my district of the health and well-being of teachers. There has been no discussion of why COVID safety measures cannot effectively take place in high schools with over 2,000 students. My district only cares about putting elementary aged kids back in school, with no regard for secondary issues. I am high risk and take care of my elderly parents. I also teach only 'singleton' classes, so online teaching is not available for me.

I am pregnant and worried about being around so many people every day. I feel that a AB schedule would be best for my 4th graders and would actually allow space to move desks further apart. I also think that face shields should be an acceptable mask for all who choose that option. I am very worried about students not understanding what I am saying if I am wearing a traditional mask.

Teachers cannot do what's best for kids if they are worried about their lives. Take care of us, and we'll do everything we can to take care of our students.

I find it abhorrent that we are even discussing opening schools while a pandemic is going on. The reason kids say they want to come back to school is to feel a sense of normalcy. However, when they get here, it will look NOTHING like the normal. Do you think kids/teens will really want to be cleaning all day, let alone wear a mask all day? Do you really think all teachers can enforce the cleaning to ensure it's done properly? How about masks? How can teachers enforce masks when parents don't even support wearing them? I'm just shocked that we are still even discussing opening schools right now as an option. I want to infect my students with the love of learning, NOT Covid.

While I understand the need for students get back to school, we must keep safety in mind. Keeping the health of faculty, students, and families in the forefront is critical. My school is choosing to open slowly with an abundance of caution. While I feel safe going into my own building, I fear for my fellow teachers and the students they serve.

It is better to look back and say we were too cautious than to look back and say we had the chance, we should have done more.

Please stop being so concerned about parents and consider the needs of your teachers.

I am deeply concerned that our legislators even considered cutting education funding earlier this summer, yet still expect educators to fulfill not just educating duties, but feeding and transporting students, providing increased mental and physical health screenings, provide devices and internet access for all students to access remote learning, and diversify how education can be accessed (online and blended learning options). I'm also concerned about the fact that my district and school did not reach out to teachers regarding reopening, they have not provided any additional training on new health protocols or on how to implement a coordinated online learning option when we will likely need to transition back to that model at some point. I am worried that teachers will now have to police mask wearing in school, with little support from parents or administrators. It was a struggle to get students just to wear lanyards last year. I worry that my school has had huge turn-over in administration, office staff, and counselors in the past year, which could impair a coordinated effort in keeping students and teachers safe.

I just feel like there are so many unknown factors in this situation and it is tough to plan for everything. I will be expected to provide in person instruction as well as online content, which seems a bit overwhelming. I'm also worried about my family or me getting sick, and the lack of substitutes. I do believe in the efficacy of masks, but a school day is a long time to wear them! I also have children of my own, and they will be in other schools. I just hope everything goes as well as possible.

We have no administrative support and are basically told this is what it is and if you don't like it leave. If we voice any concerns, we are blacklisted and treated awful.

I want to go back! We need to go back!! We cannot protect ourselves or kids 100% and yet we drive, smoke, travel, eat too much and do other risky behaviors every day. Remote learning DOES NOT WORK.

I am afraid for myself, my family, and my students. While education is vitally important, this is an unprecedented situation in our lifetime. We should be looking at options based on safety, not free day care. The leadership in our country dropped the ball and now they want teachers and students to pay the price. This is not okay. Why are we even discussing this? Strike, walk out, sit in, protest, whatever it takes, in my opinion. Just this spring teachers were feeling loved, appreciated, even just "seen" for the first time in decades. Now, that seems to be gone. We are being accused of not caring about children and their education, and wanting to ruin the economy. My husband sat me down and gave me a long lecture about my need to re-think my dedication to my job. He worries for my physical and emotional health, and wants me to

quit and find another job, or stay home. I hesitate because I love what I do, and I love my students. But in a society that cares nothing for my safety and that of my family, it might be time to be done. And that makes me incredibly sad.

I would love to know how my district thinks there is time for me to do in person teaching as well as distance learning when I will not be given any extra time to do so.

The priorities given for teachers to apply to teach online do not adequately take autoimmune disorders into account. They should be more important than a BMI.

We can fix educational and social deficits that result from taking adequate safety measures now. We can't fix death or permanent organ damage. Our staff, students, or family members. This is a crisis. Safety should be first priority.

Most of our students need part time in school meet-up options, combined with online school. Most of our students do not need to be in school for the full schedule. This part time option will be easier on the teachers as well.

Please consider the risks of secondary students and teachers.

There is absolutely NO PLAN to deal with social distancing (reduced class size), students who refuse to wear a mask, NO COVID TESTING PLAN for ALL students & staff before we start & during the school year, NO MANDATORY HEALTH CHECKS before students & staff start each morning (daily symptoms check-in), NO allowance for teachers to set have control of the safety within their own classrooms (have to follow district directives)

I believe that if you had to work in a full school you would not make these choices.

While there is no perfect solution, teachers should not be the ones to pay for the brunt of this problem.

I just want to feel safe, and right now I don't feel safe returning to school.

Schools never closed because teachers continued making lessons, grading, reteaching and reaching out to students every single day and night. All that closed was the buildings. One teacher or one student death is too great a loss and much more detrimental to our students' social and emotional health. Let's not risk it. Teachers are not babysitters and we are not responsible for the economy. We build the future and that future looks bleak if you infect us, our students, our families, our communities. Please move completely online till October and let's re-evaluate. We haven't slowed down cases, we have people arguing that they shouldn't wear masks it's out of control. Please let us gain control before we move forward.

Students are highly susceptible to suicide as well as COVID. Open schools and let parents decide. It's a no-win situation.

Those students whom can not understand safety rules, or medical reasons, such as distancing and wearing a face covering, should only be given an online/virtual learning option.

We need legal leniency for some aspects of IEP services, in writing from our federal education department!!! When the COVID-19 does not present itself, in our county for 2 weeks, is the only appropriate time to hold traditional school sessions.

Please listen to teachers! Social distancing cannot happen effectively in a classroom the size of mine!

It is not safe to re-open in person but I have to have an income. I am high-risk and care for other high-risk family members. Remote/online has not been made an option for me.

Delay school start like Salt Lake City school District and have more, specific plans in place for teachers and students as soon as possible.

Class sizes must be capped much lower

I see every single student at my elementary school once a week. I do not feel safe being exposed to 550+ students. I am seriously considering resigning for the health and safety of myself and family. I have not received any communication about my specific job (PE Teacher). I do not feel starting school while cases are out of control is a good idea. Because school is often used as daycare, parents will send kids to school even when sick.

Yours is not to decide regarding health and safety. Stop finding ways to protect the entity and instead protect the people the institution seeks to serve. Stop taking liberties as a show of power over others and instead use your status to support the people you serve in the safest manner.

I feel so undervalued. If we are forced to work, we should get hazard pay or extra paid leave for if/when we get sick

My suggestion is to do all 8 class periods every other day. Instead of going to each class once a week.

I'll share with you exactly what I spoke to my school board: I'm concerned that the majority of our community fears online learning more than they fear covid-19. I hope to reverse those priorities with this statement. This isn't a matter of what we want. This is a matter of what is best.

Utah is experiencing a spike in the number of covid-19 cases, and "is... identified by [the White House] as a 'red zone' ...for both its case counts and test positivity rates" (source).

If we open schools to allow for full-time in-class instruction, we will almost certainly see a spike in our area. This is what happened in South Korea, where they had to shut schools down just days after opening (source).

This is what happened in Israel (source),

This is what happened in Hong Kong, (source)

And in New York schools, 63 employees died from covid -- including 26 paraprofessionals, 25 teachers, two administrators, & two food service workers -- these people died because they did not shut down the schools fast enough. (source)

It's not just deaths I'm concerned about. Many who survive covid have permanent, life-long disabilities: Hospitalized patients are experiencing high rates of blood clots that can cause heart attacks, lung blockages, & other complications

1-out-of-5 covid survivors show signs of cardiovascular damage

3-out-of-4 survivors receive permanent lung damage called "ground glass opacities"

(source)

And researchers are finding more & more cases of covid survivors suffering permanent neurological & cognitive damage, such as brain dysfunction, strokes, nerve damage or other serious brain effects (source)

(I have sources for all of this data.)

There is no realistic model wherein students & teachers return to full-time in-class instruction and we do not have a covid outbreak. It's happened everywhere else that opened prematurely, and it's guaranteed to happen here. I have yet to hear any scientific evidence to counter this assertion.

Research shows that children, ages 10-19, transmit the virus just as easily as adults. (source) "Nearly one-third of Florida children tested... turned out to have the virus, a far higher percentage than adults."

(source) They are not immune, nor are we immune from the consequences of who they will spread it to. Remember that these students are the same children that we need to hold annual school-wide seminars on hygiene to educate about bathing and hand washing.

Which of your education staff or student body are you okay with letting die? Many of our community members are high risk. If (when) we have an outbreak, the data predicts that we lose somebody. So I ask again, which of our staff or students are you okay with letting die? Give me the name of the person in our community whose life you're willing to sacrifice on the altar of "normalcy"?

If "no one" is the only acceptable answer -- which it obviously is -- then why are we planning to reopen our schools for in-person instruction in the middle of a worsening pandemic? What will happen to our economy when large segments of our community are sick or quarantined -- when workers can't work, & when parents need to stay home to care for their sick children?

If we open for in-person instruction, you are rolling the dice with staff members' and students' lives. It will become a numbers game as to who remains unharmed, who gets hospitalized, who becomes permanently disabled, and who dies. Why are we even considering rolling those dice when there is an obvious & established alternative?

Major school districts around the nation are opening virtually, including Houston, TX; Nashville, TN; Los Angeles, CA; Atlanta, GA; (source) & Salt Lake City (source). Let's follow their lead. We must not needlessly risk lives on the whims of political allegiance or mob rule. We must not fear online learning more than a global pandemic. This can't be about what we want; this has to be about what is best. It is an irrefutable fact that distance learning is the safest form of education during this pandemic.

Please, strongly consider distance-learning. Schools can be "open" & education can occur w/o being "in-person". We have time to prepare. If we devote the next month to preparation, online learning will be so much better than it was in the spring when we weren't prepared. I think we can all agree that we don't want a repeat of what happened in the spring. What we experienced in the spring wasn't "online learning," it was "crisis learning". I'm not advocating for that. If we use the remainder of our summer to prepare, we can flesh-out an online learning model that is consistent, robust, & worlds-better than what happened in the spring. I'm advocating for a solid online platform that allows for a positive learning experience for our students. I guarantee, if we put our heads together between now and Aug 20, we will develop a learning system that students can thrive in. It's not our preferred method, but it will save lives. Surely we can all agree that life is more important than learning strategies.

The student population I work with are more at risk to get infections and virus do to low immunity.

Teacher and student lives matter the most. We have to keep both in mind and parents do not have the right to decide if a teacher should be exposed or not.

I do not feel safe. Aside from that, Distance Learning in Granite (secondary) is certain to be worse than the spring because teachers are expected to do BOTH online and in person. Last spring I was able to communicate with my online students throughout the day and have zoom meetings on demand. This fall, I'll be lucky to answer their emails at the end of the day during my own personal time.

I am a paraprofessional in a special education class. I am high risk, as other staff is and ALL of the students in my classroom. I do not believe that the school can be safe in any circumstance! If we are as safe as we can possibly be it will still not be enough! By the time we symptom check each and every staff member and child entering the building it will be time for cleaning and recess/bathroom break. After we shuffle each

student through that, it will be lunch time. After eating/recess/bathroom break/CLEANING... it's time to pack up and go home. Why? Online school can work! I do not believe that we can keep our students safe and healthy! It will take way too much time to clean and sanitize everything that we will NOT have time to educate! Children will not be able to wear masks all day long appropriately and I honestly don't think adults will do any better! I understand how important education is but is it honestly worth a child's life? A teacher's life? A parent's life? An entire family's lives? We must find a safer way! I love my job! I have been teaching for close to 20 years.... I do not like the thought of leaving education. The highlight of my day is helping these amazing children and seeing their progress! I cannot even imagine watching one of them struggle for their life because it was important to go to school! I am a mother and my children's safety is above everything! How can we do this safely? Find a safer way please!

Please either delay start or start online and only do in-person school once community transmission rates drop.

It is not possible to reasonably mitigate the risks of an outbreak in schools with the plan that is currently in place. There are safer options that are not being considered. I understand that those options come with their own issues, but they can be remedied on an individual basis easier than we can avoid an outbreak in schools.

Why isn't info being communicated? It feels as if it is because there are too many unknowns that I will have to figure out.

We deserve extra compensation for the extra work we are doing. It is asking too much of educators. We are already overworked and underpaid.

I want to say that we teachers have not been part of the plan and we should be.

We can not bridge the gap that was lost last year and do in person classes and online classes

Pull back and begin with remote learning until cases are under control. Then move slowly with a hybrid learning plan. Involve teachers in your plans.

I don't really feel safe and with the amount of students we have, it is only a matter of time before there is an outbreak and we have to shut down. I have enrolled my own kids online for safety and consistency. I believe this year will be a train wreck with the plan in place. Should've been a hybrid model. Like one or two days in class, the rest online.

I don't feel like my specialized field is being thought of or considered when making plans. I worry my student numbers will drop so low in-person that the school will take classes away from me, resulting in pay cuts and loss of benefits. I worry about needing to quarantine and providing 10 school-days' worth of sub plans that reflect our curricular progress on a whim. I worry about having to teach in-person AND online to those students who elected for in-person education, but are required to quarantine for any reason; I have 4 different preps and I really worry about having to teach two versions of each one.

First, I would like to thank you for the courage and dedication you're displaying as we work through this unprecedented time. It can't be easy trying to balance all the information and everyone's sense of wellbeing. I am writing with further concerns about the reopening of schools in the midst of the crisis we are currently experiencing.

In my understanding, the school board has outlined 7 characteristics of a situation which can be mitigated to help control the spread of Covid-19. I believe these are based on guidelines outlined by the CDC. Only 4 out of 7 of them can actually be mitigated in classroom environments, and of those 4, we can't mitigate any to actually meet standards set by the CDC. Masks, for example, will have to be reused, and will have to be removed altogether if they become contaminated through any number of possible ways. So we're hoping that

we can follow slightly more than half of the guidelines to a lesser extent than they're written and still prevent spread of an extremely contagious virus. Districts are covering their responsibility by using phrases like "when feasible, or possible" in conjunction with these factors because they know that it often won't be feasible or possible. The CDC hasn't written these guidelines flexibly, we should be meeting them in whole or not opening schools.

If we are moving ahead toward disaster regardless of the guidelines, we absolutely need to stand up to the vocal but ignorant group of citizens who are demanding that masks not be enforced. If masks are an infringement on the right to liberty, then refusal to wear one is an infringement on our right to life—the first tenant of the constitution. If masks are not required, we will be down to meeting 3 out of 7 CDC guidelines, which is laughable.

I send this message as a dedicated, long-term educator. We know that children are unlikely to become gravely ill with this virus, but we do not know what long-term consequences might be in store for them. Further, any number of dead children is too high a price and the mortality rate for children with Covid-19 is not fixed at 0%. We also know that people over 60 are much more likely to die. I have many colleagues in this category. I rely on their expertise, wisdom, and encouragement. I can't fathom sacrificing them or watching them leave prematurely after giving their lives to this profession. We need them now and after this experience.

Because I'm dedicated, I understand that we have families who cannot make distance learning work. We must serve them—they have a right to education. However, if we were to limit the in-school population to these families and to special populations, while still requiring masks, we could drastically reduce the risk of spread. Smaller numbers have been a common feature of countries that have successfully held school during the outbreak. Teachers with lower risk, like myself, can teach these groups, while higher risk teachers cover distance learning. They now have benefits that were unavailable in the spring, like planning time and professional development.

I say all of this as a parent who is desperate to get my children back to school and a teacher who is desperate to get back to teaching! We need to let go of our impulse to get everything back to normal as quickly as possible and instead embrace our commitment to the values of working thoughtfully and skillfully for best outcomes. Let us be the force that Governor Herbert has touted throughout this pandemic and "lead together".

Thank you for your time and your continued service

In Tooele School District, more thought was given to weekender rather than secondary. There have been no added measures to secondary. The entire student body will be in the halls together, take lunch together, start and end at the same time.

I feel like there are options for reopening schools as needed safely, but they will take more creative planning and help from parents.

I think if we have the first week of school small groups meet once that week to go over online plans and expectations if distance learning is needed would help all teachers and students be able to start the year understanding expectations.

From there if we taught online only students are receiving equal instruction and teachers are doing one job, online only. This can be done from home or in their classroom as necessary to meet those who have high risk needs.

If there are students that need to be at school because of lack of internet, family needs to work, etc. Teachers who can work at school could have them working independently in their classrooms. Then they are available

if help is needed, but not expected to teach. Then they can maintain a safe social distance. Contact tracing could easily happen if needed. Aides and paras can step in to help watch over groups if needed. But this would require all students who are able to learn from home to do so.

The plan I've seen involves very little change at all, just lip service. No changes to the cafeteria setting, which I feel is especially problematic. Keeping all students in a full classroom just doesn't feel safe at all. An A/B option to reduce class sizes would be more helpful.

Teachers are the high risk population in the education system. Any adjustments or changes to schedules or procedures should start with teacher safety first. We love our students and are committed to their health and safety, but the reality of this pandemic is that they just don't have the same risk we do. And yet, it is the teachers who have been left out of the reopening conversation and planning. It is despicable. Also, while lots of districts are coming out with plans for reopening, I have heard very little about plans for the inevitability of someone testing positive (student or teacher). Does that put everyone online? Does a large population of our school have to quarantine? Will teachers still be paid if we have to quarantine through no fault of our own? No one has answers to any of this. I keep getting the "we'll cross that bridge if/when we come to it" and frankly, that isn't good enough.

Opening slowly, at no more than 50% capacity. If things go well, we can open up more. Let's don't open at full capacity only to have a huge outbreak with serious consequences for families and teachers. Do this safely. Our children and teachers health and lives shouldn't be gambled with.

I'm concerned about angry parents not being satisfied with the district standards and the teachers taking the hit for it.

Please consider online options. PLEASE. It is better to prepare for teaching online from the beginning rather than having to switch mid-year.

I am a high risk teacher. I would absolutely not feel comfortable teaching if the mask mandate goes away.

I teach FACS (cooking, sewing, etc) the kind of restrictions I will have will take away the fun from my class so I might as well teach online but my classes are not going to be available for students online so I have to be in person.

I miss my students and I want to be in class with them. However, IT IS NOT SAFE! Going back before the virus is under control, or a vaccine is found, or a consistent cure/remedy is invented is just putting people at risk, especially the teachers. Educators should not be asked to fall on our proverbial swords to save the economy, that isn't our job.

We need to start school ONLINE ONLY. It is unsafe for us to be in schools. I am high risk, and while there is a small possibility that I could teach online this year, it will depend on how many students choose the online option. And if I DO teach online, it will most likely be teaching multiple grades, which is NOT fair and way too much work. I would LOVE to be going back to the classroom as usual, but it is NOT safe to do so. We should stay with distance learning until it is safe to reopen schools.

We need a modified schedule if cases stay the same or decrease. We need to start online if cases increase especially after Pioneer Day.

Follow CDC guidelines -- 14 days of reduction in cases before opening! Follow science! In every other situation, the CDC would have been followed!

Schools have pushed the idea of "data driven" instruction for years - it is time to be data driven with the pandemic. It is OBVIOUSLY not a safe time to open schools. Look at the data. Use the data to make the decisions just as we ask educators to do. Follow the CURRENT recommendations from the CDC and APA.

The responsibility of education is to educate students, not provide child care or be responsible for opening the economy. We can SAFELY educate students virtually right now... we cannot guarantee that we can do that in person. Every educator I know wants to return to in-person school - - WHEN IT IS SAFE. How can you put our students and teachers at risk with a clear conscience????

I don't feel that staff and student health and safety are first priority, as they should be. There are safer options for returning to school that are not being seriously considered. Teachers should have been directly asked for input on reopening strategies by our district representatives before ideas were brought to the board for approval. There are too many situational complications that are not being addressed with teachers' health and time in mind: quarantining protocols, frequency of using personal sick leave, not having enough sick leave, massive sub shortage, unreasonable expectation of teachers to provide multiple modalities for students/parents without additional time or compensation.

We need fewer students in a classroom to properly social distance.

DO NOT open schools while we are in the present status of infection!

I have heard that hand sanitizer is considered sufficient as it doesn't take as long as hand washing. As an employee, and a parent of school age kids, I think hand washing with soap and water should be required periodically throughout the day, supplemented by hand sanitizer. I realize the time it will take, but it is very important! Hand sanitizer will not be enough! Our elementary school has decided against assigned seats in the lunch room, which I think is a big mistake. Also, our janitor has been told he cannot stick anything on the floor of the school at all! He can not put markers in the office to ensure social distancing, no directions in hallways, or markers where students should stand will in line for school lunch, getting a drink at the drinking fountain, etc. He was told it may cause damage to the school. Um....I think the school floors should be put on the back burner if we want to ensure the safety of our students. Especially elementary age that may have a hard time understanding how far they should be standing from each other. I have not been invited to any meetings, nor have I been contacted directly from my school. The info I have learned are from those serving on the School Community Council for my school.

School leaders should put teacher needs in front of parent needs. Our schools/district view parent input more favorable than teacher input. Administration and district leaders should have plans in place to focus on teacher safety. No information has been provided to show how the schools will care about the mental well-being of teachers during this high-stress time. Mental health is just as important as physical health.

As an early career educator I feel that the long term health effects of Covid-19 which can be debilitating are a disproportionately large risk for educators to take. By being reactionary we are placing teachers and staffs in harms way that will cause deaths and lifetime disabilities. If we reopen virtually and wait the calendar year out we could have a vaccine that allows for return to daily life without holding our small pool of qualified teachers hostage.

I don't understand the rush to get back to in-person school. While I would much rather teach in-person than online, I think it is still too soon to return and I fear that cases will rise dramatically. I think it would be wise to delay the start of school, even if it means that we have to extend the school year later than normal. I can't quit my job, so not only will I be at risk, but my children will be at risk, too, because they are too young to stay home alone. Even just one teacher, student, or staff life lost from contracting Covid-19 at school is too many---why take the risk?

My safety is just as important as the students. I wish there were more options for me to teach from home, just as the students have the option to do online learning.

Now is not the time to open schools. The numbers have continued to increase WITH social distancing and face masks required. If we open schools with these same guidelines, I fail to see how this will help.

In addition, I can not control where my students go after school, who they come in contact with, or what germs they bring into my class. I do not trust that parents will be honest with this information either.

We are only a few weeks away from the first day of school, and I have not heard a single word about how I should prepare for the school year. Not. A. Single. Word. Waiting until the week before school starts is simply not enough time for me to do everything that must be done during this time of year while also preparing a quality education. I am not a babysitter. I am not a packet teacher. I am not a worksheet/workbook teacher. I am a master educator who plans lessons that are relevant, rigorous, and of interest to my students. I do not simply re-teach the same curriculum I have taught from year to year. Because I continue to learn, I continue to adapt my lessons, incorporating the newest and best information available. My school leader has not asked me a single question about my ideas for re-opening our school. Not. A. Single. Question. It's as if I'm a nonperson, voiceless.

Why? Why in the world are we ignoring all of the science and facts and warnings being offered about re-opening schools? As a teacher, I am asked to use data and facts to drive teaching and instruction, so to see leaders seemingly ignore the very things they ask of us seems off somehow.

We pulled students out of school in the spring before we really had the opportunity to research what the affects of such large social gatherings of children would be. We know they are carriers. We know they may not experience COVID the same way an adult may, but we are learning more about even this, day after day. WE have examples from other schools in other countries who have already tried opening, and we've seen the outcomes. Why are we not watching attentively and learning from afar? Other countries have attempted re-opening schools with mask mandates and under better circumstances than we are currently in, and things have not gone well. What makes us any different? Our COVID numbers are moving in the wrong direction. We thought warmer temperatures would help slow the spread, but it has not, and cooler temps are just around the corner.

If parents of children in the state of Utah want the best for their students, they must also want the best for their teachers. That means keeping all of us safe and reopening schools when it is possible to safely re-open schools. That means giving teachers time to "up" their knowledge of distance teaching and learning. We have been robbed of our unpaid summers. I don't know of a single teacher who has not immersed herself in workshops and webinars and books, just trying to prepare for what the Fall may bring. And guess what, no one is telling us anything.

Give us the time, money, resources, and support we need to do the job we have spent our years of our lives training to do. We are here for the kids, but it feels like no one is here for us right now.

Utah has the largest class sizes in the nation. We do not have classrooms large enough to accommodate social distancing. Walking into the newest and biggest school around won't cut it. I urge you to walk into an elementary school, a junior high school, and a high school in each district. Check out our class sizes. Take a look at how closely packed our chairs are. We have no way to meet even minimum standards in some schools.

Help us do our jobs by doing your jobs, please and thank you. Watch the news. Following local statistics. Speak to teachers (and it may be wise not to speak to just hand-picked teachers). Walk through our schools, and take a pool noodle with you to measure distances. One pool noodle equals 6 feet. You do the math. How

many students--how many of YOUR CHILDREN--can we safely fit into our classrooms? Then, look at the science and data and facts, and follow results and stories about school re-openings from around the world.

If you do these things, I think the decisions being made about how and when to reopen schools will look very different.

News reports that state the average classroom size is 24-25 is skewed because in that average they include administration and secretaries, and I can promise you these individuals are not in classrooms teaching. One friend I know has a class of 37 students. I squeezed through the rows of desk in her room once. I can't open my windows for ventilation. Many school do not have air-conditioning, and we are asking everyone to mask up when it's already 84 degrees in the room--in a room packed with 37 bodies. Do you want to spend your days there, especially during this pandemic. If the answer is yes, then please do so. But, you need to come day after day for at least a few days to really get a feel for things. I suggest you dress in light clothing. Wear comfortable shoes, and don't forget your mask.

I have not been responsibly social distancing from family and loved ones for months just to be seen as expendable by my district and thrown into a petri dish. We should not be going back to school at all as our numbers continue to rise, but at the bare minimum we should have a hybrid schedule to mitigate social distancing and disinfecting issues.

I am extremely thankful for the leadership in my district. They really care about all of us, teachers and students. I think they have done an exceptional job with these difficult circumstances.

As often as has been the case, our district asks for input, but has made the decision before actually receiving any input. There are too many unanswered questions--subs?, what happens when a student or staff member tests positive?, how is the mask mandate going to be enforced?, how are teachers going to be able to perform two full-time jobs (in person and online teaching)?, will extra custodial staff be hired to cover the extra sanitizing?, and many, many more questions..

The only way that I'm comfortable returning is with major restrictions and smaller groups of students so we can create distance.

We must protect our students and teachers, first and foremost. We are putting all of our staff, teachers, and students at high risk if we return in the middle of August. The State of Utah needs to toughen up and get real with how vulnerable our populations are given the current Covid-19 numbers and death rate and the new data regarding ages 15-24.

I feel like school leaders need to take a stand against end of year testing until the pandemic is over. Our school is reopening with a plan the majority of teachers feel unsafe for, but are told we need to do in order to minimize permanent closure due to us being in turn around. If we know remote learning isn't ideal, is it really fair to force teachers to work in conditions they don't feel safe in or try to find another job in a time that many places are laying off or not hiring? How are test scores going to improve if you have no teachers?

The death of one student or one teacher or one support staff is one too many. If schools open for face-to-face learning, we will have many deaths. Please make a responsible decision.

As a teacher, I feel so expendable right now. Because of the perceived negative economic impacts, nothing is being considered in our state short of a full and complete opening, business as usual short of a mask requirement and a promise of greater sanitation measures (quite frankly, I find this hard to believe - we've never had access to all the supplies we need, so why would now be different?). So, I and my colleagues are to be the experiment, back in groups of around 30, with fairly minimal PPE (a cloth mask and a face shield, nothing more). We get to go back to school, knowing we will be exposed and will likely get sick.

We're expected to cover all the same curriculum as normal, plus catch all the gaps from last spring, monitor hygiene, and address all the mental/social-emotional impacts of this pandemic on our students. Oh, and likely with less resources than we've had in the past.

I'm terrified. My husband is terrified. We're getting ready for the school year knowing that once school starts, we will not see family at all because the risk of passing the virus on is too high. We're prepping for isolation in our home. I'm prepping two weeks worth of emergency sub plans, so that when I get sick someone else can come and teach all my students that also got exposed. There's just so many things and not enough words to express all the emotion.

I don't believe it's right to risk the lives of our teachers and students. The administration won't be the ones on the battle field. They're instead sending kids.

Open schools back to regular schedules without mandated masks. According to the Utah Department of Health ILI (influenza like illnesses) cycle regular. At the peak in 2018 the Proportion P&I (pneumonia and influenza) Mortality rate was 0.125 surpassing the epidemic threshold of 0.108 a difference of 0.017. At the peak of 2020 the Proportion P&I Mortality rate was 0.102 surpassing the epidemic threshold of 0.098 a difference of 0.004. At the peak in 2020 the mortality rate was below epidemic threshold in 2018! The data also shows that these cycles are on the decline. We survived through 2018 without masks, social distancing, and changed schedules. We can do it again in 2020!

Now. Just in case they haven't grouped covid-19 in the ILI I'll break it down for you here: on July 22nd, 2020 there have been (sadly) 260 deaths counted as covid-19 deaths. With a population of 3.206 million in Utah that's 0.000081 percent of the population. That number is MUCH lower than the 2018 ILI number of 0.125.

Please find data at: health.utah.gov

I have not heard anything about our district's plans to ensure that we have enough substitutes.
I don't feel that full-day school with full classrooms is the best option.
I would feel much safer with half the number of students (rotating weeks or doing half days).

I think we should wait to open schools. We have way too many people getting Covid. I also think secondary schools should be online as much as possible. Schools should be open for those that have no other option. That would allow for social distancing. I feel strongly think we all should be following CDC guidelines.

I believe our numbers are too high to open school like regular. Please consider either delaying the start date or moving to an A/B schedule so there will be less students and we will actually be able to social distance.

Teachers are already asked to do a lot. I don't think the sanitation methods will work without more people to help clean/ symptom monitor and without more supplies to clean.

We cannot pretend that everything will be normal if we all wear masks. There is so much more that should be discussed.

I have not seen a specific, realistic, detailed plan. I feel very unsafe going back to school, all day, with 24 students in a small classroom. I hear that recesses might be shortened, and prep time will be modified. Teaching in this situation is going to be mentally exhausting for teachers and students. What happens when someone in my class is Covid positive? We all quarantine for 14 days?? Where do we get subs when we can't get them during a good year? There are so many unanswered questions.

We are being asked to put ourselves at risk as underpaid babysitters for the sake of our economy with very little prep or protection. We should have never gotten to a point where our whole system fails if schools aren't open. I have seen comment after comment from parents saying things like "Without dances and sports, there is no reason for school." How heartbreaking! If that and parents getting to go back to work is all we care

about, then pay me \$10 per kid per day (keep the per hour, it'd still be 6 figures) and I'll let them play all day. The speed we went from praising teachers to not caring their health has given me whiplash. I COMPLETELY understand the kids needing to come back for mental health reasons - I feel that too, I miss my kids! But imagine what will happen to that health if their favorite teacher dies from COVID. Crushing.

Teacher's safety has not been considered. Our district asked for parent feedback, but did not ask teachers. I am in the high-risk category(asthma and diabetes) and I do not feel comfortable returning to the classroom. Also, to truly make my classroom safe for my students; (for example, making dividers with PVC pipes and shower curtains) will cost money. Money that the district will not provide, and money that I can not afford. My family's budget has been tightened due to Covid-19. It would not be fair if some classrooms have the dividers and others don't.

I truly think a hybrid, a and b days would be the best way to open schools. It would protect the students and the teachers while still allowing for in person learning. The cases are still quite high and I fear that someone in the schools will get it and spread it. Those of us that are high risk, well, all the more scary for us.

Teachers lives matter!!!

Teachers and staff need to know their district's exact procedures when someone tests positive. Who will be quarantined and for how long? Will staff be paid? Can we receive more rapid testing? Why are there rotating teachers? Having specials teachers rotate through classes goes against CDC guidelines for decreasing virus spread. Rotating any teachers could shut down a whole school.

During this time of pandemic, I'm wondering why we can't hire more teachers, create smaller classes or 'pods' to keep groups small and easier to control and mitigate the spread of this virus. I do not see that sticking with the 27.2 students per funding of one teacher is a safe or smart way to ensure safe and positive learning environments at this time. There is no possible way to keep teachers as well as outbreaks from happening if keeping our "usual" class sizes. Hiring more teachers, bringing in portables for space and changing the schedules would be not only safer, but should be expected for the safety and health of all those involved. Moving forward with business as usual, and not changing schedules or class size seems reckless to me. By cutting many of the unnecessary district jobs and putting funding toward hiring more teachers as well as altering physical space should be high priority. I haven't heard anyone speaking about these options. It is time for smaller class sizes. There is no way to physically distance 30+ kids in our small classrooms. Let's get creative and do what we should be doing. This is NOT business as usual. It time to create a new normal that is possible.

I'm high risk. My family members are high-risk. You're making me choose between feeding my family and protecting their health.

Unless schools plan to outfit severe special education classrooms like hospitals, these students and the staff who care for them will not be safe.

This is a dangerous, unnecessary experiment with the lives of children and teachers. We have all been home for weeks and parents have managed childcare; that doesn't need to change, and should be subsidized by the state or Department of Education. Teachers should not lose their positions at their local schools if they are forced to make the choice to stay home this year for any reason. No one will substitute, leaving local schools and aging principals to work themselves LITERALLY into the ground. If we refuse to work or accept current conditions, we are deemed "unprofessional", yet in reality, in Utah, we have NEVER been treated professionally. We fight for every dime every year, and I still get \$5 a child every year. Are you aware this doesn't cover journals, pencils, crayons and a 30¢ glue stick per child?? You have an opportunity to treat us as humans and not expendable staff. We are professionals, the best you have; and the students will suffer if health corners are cut and expectations for academic achievement remain in place this year. Train existing

staff to work remotely and allow us the choice; stop communicating with parents as if they are the only people you serve. Your employees deserve professional treatment now more than ever.

We have been told the playground will only be wiped down at the end of the day. This feels like it undoes all the cleaning and extra measures we're putting into place. Also teachers are being asked to craft materials for online kids, spend time cleaning, and be a full-time teacher, but our prep time hasn't changed. How am I supposed to prep for all my in class kids, online kids, and clean with 30 minutes of prep time of day? My kids are all on IEPs and span 2 grades, this is not possible.

The front office staff should not be dealing with the sick students. The district needs to hire school nurses for each school. The front office staff are irreplaceable and no substitute would ever know enough to fill in for them. They are vital for the school to operate. Schools will have to shutdown if the front office staff becomes ill.

I wish leaders in my district had asked teachers what we thought could be done to create a safe environment for us all.

As a parent, I am disappointed in the board's lack of ingenuity in developing a safe plan to re-open schools in the fall. The current plan does not include requirements for social distancing on busses or within the walls of a classroom (where most of our students spend their day).

Our state epidemiologist, Dr. Angela Dunn, reminded residents in a PSA (July 6) that opening up means the danger increases. She noted the importance of continuing to practice physical distancing in addition to wearing a facemask, additional hand washing, etc.

The guidelines included in our current plan offer no opportunities for children or staff to practice social distancing.

The goal of the district is to educate all students. Why are opportunities to social distance not being explored? As a parent, I realize the option for online learning is being offered, however, I do not want to lose the option for my children to develop relationships with my neighborhood teachers and community. All research shows these relationships are critical in a student's learning. Face to face learning is important and can be done in a safe environment which includes social distancing.

Two thermometers, a glossy postcard, a letter of death, and hand sanitizer in October are simply not enough.

Why is the district not exploring more options for hybrid learning, decreased class size, and increased PPE for all employees?

This school year is a time to be flexible for students and families. Offering only two options for our students and families is just not enough.

Please include the voice of our teachers as you brainstorm. They are brilliant and creative. I look forward to an improved plan of action.

I love my students. I miss them. I can't wait until I can see them again—but I don't want to be stressed out about getting sick and dying or losing one of them. It's already stressful enough that we must plan to lay down our lives in the event of a school shooting—which, oddly enough, I would be more willing to do; because that's a random (and hopefully rare possibility). This possible death is 100% preventable.

My classroom reaches 90+ degrees daily on most days every year for the first couple of weeks of school. This has been the case for the 15+ years I have been in this classroom. I don't have air conditioning. Using a fan would just spread the virus more. Plus all of the students and I having to wear face masks (which I support completely) will make for extremely hot, heat-exhaustion-inducing conditions. When I usually average 32-36 students per class period, I cannot fathom how there will be any social distancing. There will also be no access to drinking fountains, yet kids will be allowed water bottles. Where/how will they refill these? I also have an 84-year old mom who I really want to keep visiting; but I feel that if we go back to school, I will have to stop seeing her until we go back to online classes. Another thing I feel is that it will be more disruptive for students to start the school year in a building, and then have to be sent home again—especially if it is because one of their friends or favorite teachers has passed away.

No one cares about teacher health. Disgusting

We have been told the playground will only be wiped down at the end of the day. This feels like it undoes all the cleaning and extra measures we're putting into place. Also teachers are being asked to craft materials for online kids, spend time cleaning, and be a full-time teacher, but our prep time hasn't changed. How am I supposed to prep for all my in class kids, online kids, and clean with 30 minutes of prep time of day? My kids are all on IEPs and span 2 grades, this is not possible.

I feel like there has not been enough communication about what the ACTUAL safety plans and procedures will be. The district document is very vague.

I'm grateful for the mask mandate in the schools. I would not feel safe without it.

Please make the safe choice and open online only. If not, high risk teachers need to be able to choose online only as an option to stay safe. It is a question of life or death. We have dedicated our lives to these children. We do not wish to dedicate our deaths to them.

I feel that we are all doing our best in a really scary unknown situation. I would like to know how I am going to provide remote learning at the same time I have students in the classroom? How are schools going to handle it when half the staff has been exposed to Covid and are supposed to quarantine? Are they going to make us use all of our sick time when that happens? Lots of unknowns right now.

The plans I am hearing seem to disregard the health standards the general public is being told to abide by. I do not feel we should reopen schools in person for the economy. Yes, the pandemic is making everones lives more difficult in countless ways but reopening schools in person in high risk areas will make it worse. We can always open up at a later time when things are more under control. I feel like a sacrificial lamb/canary in a coal mine.

I realize kids need to be back in classrooms and I want to work with my students again, however the emotional well being of a student of their teacher gets sick will have a greater impact than them staying at home for a little bit longer. I can't control what activities or vacations students and families choose to take which increases my exposure. I also don't like that parents are able to pick and choose daily which option student will be participating in. I feel a modified schedule with limiting students in classrooms would be a better option for the safety of the staff and students. I also don't know if anyone realizes that just because kids are back in school doesn't mean they will be allowed to play and socialize like they used to. As teachers we are being asked to keep them apart as much as possible. I also have set up the desks in my classroom for social distancing and was able to fit 24 with no small group table or extra furniture. I have 2.5 feet in between desks which is less than half of the recommended 6 feet. Majority of the people making these decisions have not been in classrooms working directly with students in the last 5 years. Education has changed and to tell a 7 year old that you can't give them a high five and they have to eat lunch on the hallway

floor seems wrong. There have to be other options to make this look and feel a bit more normal without sacrificing the health and emotional well being of your faculty and staff members.

Please know our special education students will refuse to wear masks at all or some for most of the day. One student I have touches his face constantly and picks at his nose. His parents are in the medical field and he could easily become a carrier. The transportation department is lax. They already told the parents, they will not enforce masks. One of my coordinators have said the same thing--we are not going to enforce masks on students with autism who refuse.

The district needs to consider a hybrid plan. Have some in person and online schedule throughout the week. I am immunocompromised and I fear if I get Covid, I could become seriously ill. I do not feel safe in my position after 25 years because special education leaders could force you to a position that would not be enjoyable...i.e. focus center...back to mild/moderate, like they have with other employees because of Covid reductions. Having only 2 options -attending online or in person is not acceptable. Let's slow this virus! Our county is only beginning to wear masks. I have been wearing masks the entire Covid since March. I am very worried and also fear if I did apply for ada, I would somehow be out of a job. It's a good old boy system down here. Thank you for the opportunity to share.

The guidelines set forth to open schools are very hard to comply with. Knowing what it is like to be in the classroom and working with students, these guidelines can not be followed. Students and adults are being put at an unnecessary risk.

We also have family and younger children who are not school age that depend on us and if we get sick they will also get sick and put in high risk ... it's scary to think about . Then we will have to stay and take care of them .

The class sizes are too large to adequately social distance; who is going to clean all the desks and computers between passing periods? How will high-use bathrooms be kept clean? How will we ever manage being exposed by families who don't take the virus seriously? How will we move back and forth between in-class and on line? Why are teachers lives' being treated as indispensable? Why haven't we gone to a hybrid situation to eliminate exposure for us? Why are the parents in our district so unwilling to have their children wear a mask? How is it now a teacher's responsibility to police and manage the health of all, including exposure risk? I have a 100 more questions and am very anxious about the return to the classroom.

According to the CDC guidelines, schools are not safe to reopen, especially with the virus spreading as much as it is. I live in Salt Lake County but teach in Davis County. Last year, most of my classes had 37 students in them, and I have 40 seats in my classroom. Those seats are all at tables that seat two people, so any physical distancing will be literally impossible for my classes. I am glad that Davis County has an online-only option that is completely separate from in-person classes so that teachers do not have to basically have two full-time jobs. However, I am worried about our school losing funding and having to fire teachers because of this. There really isn't a fair way to handle that, unless we were to actually mitigate risk for employees and implement a hybrid or online-only schedule that allows for teachers and students to feel safe.

The district has a plan to increase cleaning, but I fear our high school aged janitors, will still do the bare minimum. If they would thoroughly clean, I'd feel safer. But we need to get some qualified cleaners, not these teenagers who cut corners so they can sit and play on their phones.

I realize kids need to be back in classrooms and I want to work with my students again, however the emotional well being of a student or their teacher gets sick will have a greater impact than them staying at home for a little bit longer. I can't control what activities or vacations students and families choose to take which increases my exposure. I also don't like that parents are able to pick and choose daily which option student will be participating in. I feel a modified schedule with limiting students in classrooms would be a

better option for the safety of the staff and students. I also don't know if anyone realizes that just because kids are back in school doesn't mean they will be allowed to play and socialize like they used to. As teachers we are being asked to keep them apart as much as possible. I also have set up the desks in my classroom for social distancing and was able to fit 24 with no small group table or extra furniture. I have 2.5 feet in between desks which is less than half of the recommended 6 feet. Majority of the people making these decisions have not been in classrooms working directly with students in the last 5 years. Education has changed and to tell a 7 year old that you can't give them a high five and they have to eat lunch on the hallway floor seems wrong. There have to be other options to make this look and feel a bit more normal without sacrificing the health and emotional well being of your faculty and staff members.

For high school students, if you are going to follow a traditional schedule, consider cutting class periods in half to reduce the number of students in a class at any given time. Half the class curriculum would be in-person and half would be done online.

Opening with a normal 5-day schedule is not safe for students, staff, teachers, or the families of those listed with the precautions currently in place.

I feel like the plans are based on the notion that students will get covid and it is ok if they do. The plan does not seem to do anything to protect employees. I feel like they don't care if teachers get the virus.

We need to do more to reduce the number of students in the building at a time. Alternating schedules, morning/afternoon shifts, or other hybrid options are much safer than having all students in the building at the same time.

We have received no communication from our school leadership. NONE!

My district, I feel safe and loved. I appreciate that. I think there are some things to work out still. I feel Dr. Godfrey has our best interests and trust him completely

Rates of COVID are 10x as high in my school area as in other parts of Salt Lake City that are more affluent. It's scary to return to work, especially as my young students will likely not understand or be able to consistently wear masks as a result of their disabilities.

We need to do more to reduce the number of students in the building at a time. Alternating schedules, morning/afternoon shifts, or other hybrid options are much safer than having all students in the building at the same time.

It needs to be noted that the results of this survey will be non representative because it is entirely voluntary. For statistical results to be valid, you must randomly select participants. I fear that your results cannot be looked at as reliable without that. Good luck.

I understand we will be required to wear masks, but I am concerned about the negative effects of long term coverage. I have read many medically based articles that indicate mask wearing isn't good for the wearer, and marginally helpful for wearer or others- as particulates get through the cloth. I feel the choice to wear masks is a knee jerk reaction-To "look" like we are trying to comply. I would like more rigorous study/research to be done to have a final decision on if they are necessary- because it is going to be very difficult for all of us!

Do not shame students who don't wear masks. Do not allow bullying to occur on this front.

I understand we will be required to wear masks, but I am concerned about the negative effects of long term coverage. I have read many medically based articles that indicate mask wearing isn't good for the wearer, and marginally helpful for wearer or others- as particulates get through the cloth. I feel the choice to wear masks is a knee jerk reaction-To "look" like we are trying to comply. I would like more rigorous study/research

to be done to have a final decision on if they are necessary- because it is going to be very difficult for all of us!

Teachers received little to no opportunities to provide feedback on reopening facilities in Davis School District. Our voices have not been heard or considered. This is incredibly frustrating, as we will be the individuals who are directly affected by outbreaks. Going back to a full-time schedule with masks seems to be irresponsible given where the state's numbers currently stand. I hope that Davis reconsiders its reopening plans and asks for more teacher input. Thank you.

We WANT to teach, but not at our own peril.

Elementary aged children will not be able to keep the masks on, clean, and dry for long periods of time.

Many behaviorally challenged children will chase others around trying to "infect" them.

Bullying: "Cooties" will now become "Covid". Anytime a kid even coughs, the others will make fun of them for having "Covid".

If a kid gets Covid-19, it's not just their class that SHOULD need to self-isolate, but also the classes of all of those kids siblings and their classes.

It seems we are setting ourselves up to fail or get really sick.

Not knowing the long-term effects on patients, it is extremely irresponsible to assume we know anything about this and err on the side of caution.

If district leaders don't even meet in person, this shouldn't even be a discussion we are having about opening schools right now.

I know what the data says about exposure being lower in kids, but some have died. Plus roughly 10% of school population are adults. I don't want any of those preventable deaths be due to district indifference.

In a school of 1,000, statistically, right now, 10 would get it, 1 may die...per school! What!?!

I would prefer to teach in person as I have found it much more difficult to provide quality instruction online.

However, with our current Covid 19 infection rate, in person teaching in the traditional setting is unsafe for our entire community. Although most children may not be adversely affected by Covid 19, some will.

Furthermore, they will transmit it, as they do other illnesses, to those they interact with at school including classmates and school staff who will then transmit it to members of their household who may be high risk or suffer serious complications and possibly even death. Opening schools in our current condition shows a lack of regard for the lives of our entire community.

In addition, our school system does not provide the infrastructure required to mitigate risks. Teachers are not provided adequate sick leave or substitutes to be quarantined each time they are exposed, exhibit symptoms, or need to be tested. There is not adequate custodial staff to conduct all of the extra cleaning required to prevent surface spread. School buildings are not designed to allow for social distancing. School ventilation systems do not adequately sterilize the air in their current capacity, instead they will spread the virus throughout the building.

Given these issues, our school board needs to create a plan that supports teachers in creating quality instruction online and is either fully online or is a hybrid model that allows for social distancing and limits the number of people each member of our school community is interacting with in order to decrease the spread of Covid 19.

Opening schools in the traditional setting as many of our school districts have proposed will cause exponential growth in our exposure rate. With exponential growth in the exposure rate, it will not be feasible for schools to mitigate risk throughout the school year.

The class sizes are too large to adequately social distance; who is going to clean all the desks and computers between passing periods? How will high-use bathrooms be kept clean? How will we ever manage being exposed by families who don't take the virus seriously? How will we move back and forth between in-class and on line? Why are teachers lives' being treated as indispensable? Why haven't we gone to a

hybrid situation to eliminate exposure for us? Why are the parents in our district so unwilling to have their children wear a mask? How is it now a teacher's responsibility to police and manage the health of all, including exposure risk? I have a 100 more questions and am very anxious about the return to the classroom.

Our plan does not align with CDC guidelines for reopening. Also teachers and schools need time to prepare and reevaluate as we begin the school year. Opening with the usual schedule (5 days) does not allow this. We will hit the ground running and always be one step behind. Functioning in crisis mode. SPED teachers will have the additional burden of IEP creation for the change of placement for our students going online while also teaching right from the start of the year.

I know those in admin positions are being asked to do pretty impossible things. Instead of sacrificing the well being of students and staff, please push back. Push back against your boards. Push back against the state. Push back against the legislature and the governor. Insist they provide what we need to be safe. Refuse to put us in harm's way and we'll have your back. If you don't push back, we'll have to do it, and we won't have the luxury of preserving your professional reputation.

You expect us to perform our job using data driven information yet, through the board meetings you hold ONLINE, you are not using reliable scientific data to reopen schools. Our COVID numbers are up and you are using us as scapegoats without considering any of our feedback for the safety for our lives and our family's lives.

Our administration didn't even ask teachers, only parents. There are too many students in my class for even moderate social distancing. I am thankful that the governor made a mask mandate because my school wasn't even going to do that. Everything is still up in the air as far as how self-quarantine is supposed to work. I have asked what the expectation is for being tested if we feel sick and my questions have been ignored. I have never felt so disregarded as a teacher.

Human lives are more important! We can't get lives back and right now the state has not done its job to get the pandemic under control here so it is unfair to ask teachers to put their lives on the line and go to a job that they could do online if provided with the time and resources to plan.

Why haven't I been asked for feedback? Why haven't I been contacted about our school's plan? I'm completely in the dark. The only reason I know Davis County's "plan" is because I've gone searching for it. Anytime I, or my colleagues ask questions, NO ONE has answers. That is extremely discomforting and I feel so uneasy because of it.

I think the biggest factor into how safe our return to school will be the ability to socially distance and reduce contact with a bunch of students. With the current plan in place, the average student at my school will be in close proximity (closer than 6 feet) with about a hundred people, and near to a lot of other people. We need to reduce class sizes somehow (a hybrid plan is the most feasible option) and reduce hallway congestion and contact (through bell staggering, block scheduling, reduced overall students in school, etc.).

Children and teachers should not be a Petri dish for this experiment. I do not feel that my district or my association is hearing and helping push forward my concerns.

Many high school teachers are at a loss because they have elementary school age kids and they don't know what to do on the days their kids don't have in-person school.

PLEASE follow the scientific research and data when choosing a reopening plan. Give our teachers and staff who are at risk, a viable option to work from home. I have worked and will continue to work tirelessly to ensure that my ELL students and students at risk have internet access, devices, and a strong understanding of how to participate in online learning. They are of UTMOST importance to me.

I hope we all stay safe and healthy.

Hybrid options must be used to limit the amount of students in a building at a time!
I'm not asking to not open school, or even do online only. I'm asking for smaller class sizes by the means of a modified schedule so that my students and I can safely engage from the recommended 6 foot social distance.
Be mindful of our infection numbers, if they are high in our district, we should avoid being in person as much as possible.
We should be planning for a hybrid model because that provides the most flexibility, and decisions about how to transition and when to transition need to be based on a clear, consistent, and public set of metrics. At this point, with uncontrolled community spread in the dense urban part of the state, an online or delayed opening is the only responsible approach to opening, unfortunate though that is. Shared sacrifice must not mean throwing students, teachers, and staff into the fire with the hope that masks will be enough. Hope is not a plan. Any plan that says other necessary mitigation steps are just too hard, therefore choosing to ignore them, is irresponsible.
We need to be using data to drive reopenings. If our city/county is showing more than 5% positive infection rates we are not at a safe place to reopen.
Why are virtual board meeting being had to talk about sending teachers and students back to school in person? If it is safe enough for us it should be safe enough for them.
Just today, my district sent an email out to employees stating how much they care about us and are concerned for our welfare. Their plan, other than wearing masks, does NOTHING for keeping teachers (or students) safe. There isn't room to social distance, especially with full classes. Masks may or may not prohibit disease spread with how students will use them. I can't put hand sanitizer in my eyes or mouth or up my nose to kill germs. Adequate precautions have not been planned. I am high risk, but have to work to survive. I have not been offered or even heard of my district offering alternate solutions for high risk employees. I do not want to be held responsible for students who get sick / die by parents or school authority. Teachers will be the front line managers of student behavior or misbehavior when it comes to following social distancing procedures. I do not want to be held accountable for possible outcomes of students not following procedures. I do not feel physically or emotionally safe to return to school!
I would love to see schools be more innovative with the technology and resources they have. For example, they can survey the students and teachers who want to go face-to-face, online, and blended. Then, students can be assigned to teachers in one of those three options. This gives students AND teachers choice in how they'd like to learn and teach. The community has only seen crisis learning and not online and blended learning. So this might be a good opportunity to truly be innovative in our learning and teaching approaches. If we do not consider these options, this summer's teacher collaborations may be a missed opportunity for many teachers to plan quality online and blended instruction. My fear is that after school resumes face-to-face, cases will rise and we will end up going online anyways but without the proper preparation just like we did last year. We can prevent this by planning to go online NOW!
Please value teachers enough to keep us safe.

I teach in Granite School District. Plans have been made for cleaning but not for social distancing. A hybrid schedule of 2 days per week for A/B is the only safe in-person school but my district is only concerned about parent desires for daycare for their kids.

Our principal told us we have to provide our own PPE. She also told us she has very, very limited money to buy sanitizer and cleaning supplies.

I have no clue how people are expecting teachers to have their classrooms comply with social distancing. I fear social distancing will be completely un-doable. Teachers will be more at risk for getting sick, especially those who are high risk. Teachers are being forced back into unsafe situations to be babysitters so the economy can restart. As a teacher, I want to do my job, but I wish I could do it safely.

I am scared to go to the school because of what I may bring home to my high risk family members.

Simply put, the current plans are not set up with enough measures, have not created a safe work or learning environment.

This wasn't an option on the earlier question, but I would prefer a hybrid schedule!

I am very high risk. I'm young but have heart disease. I still have 5 kids at home. I'm nervous for me and for what they could bring home bring in different schools. I teach small group class so most of my students are also high risk. I'm having nightmares every single night over all this. 💔😞

Teachers want to be back with our students, but not at the expense of our health and safety or the health and safety of our students and their families. We need be more creative with how school could run without being held to the traditional way of doing things. Teaching in a pandemic cannot be business as usual and pretending otherwise is dangerous.

Salt Lake City is in the orange and only remote instruction should be the plan. When/if we get to yellow, a hybrid plan would be appropriate. There is not enough support from the State. I want all medical costs, for all school employees, that may be incurred from the Coronavirus, covered by the State or District. I want hazard pay for in-person teaching school staffs. There will not be substitute teachers available for self quarantine or infected educators. No educator or school staff member should have to stress over sick leave. We put everything into educating Utah's children. It's time for Utah to protect educators and school staffs.

Opening online seems safer. I hate not getting to know students at the beginning of a school year, but teens and young kids cannot and will not be careful enough.

I have between 31-36 kids in all six of my classes. It will be VERY difficult to socially distance everyone and I seriously doubt I will have more than 3 or 4 kids each class select online learning. If we were to split the kids up and do an AA BB schedule where only half the students were in the building at a time, I would feel much safer. It would also share the burden of school reopening between parents and teachers, as opposed to solely resting it on the shoulders of teachers. The district I work for sent out a survey on reopening and most of the families in the area where I teach responded they didn't feel comfortable sending kids back to school. There are many multi-generational households in this area and the population has been harder hit by COVID than surrounding areas. For these reasons, I do not feel comfortable with the plans that have been laid out by my district for re-opening and I do not feel like my concerns have been taken into consideration by the district school board.

There is nothing I could say that would change their minds. Like many other aspects of education, they believe they are doing what is right. Yet, how many of them actually listen to classroom teachers. There have been too many times that they have dismissed the experience of classroom teachers because of claims that teachers are too close to the situation to give objective ideas about how to improve education. This isn't just

school leaders, but legislators as well. Unfortunately, for this pandemic, not listening to classroom teachers could kill them.

We also keep hearing about how students need to get back to school for their social/emotional well being. But, tell me, how much trauma will a student suffer if a classmate or a teacher gets sick and dies because of this? How soon will specific schools close because of outbreaks? This situation isn't fair for anyone. Not for working adults who need schools open, not for students who are missing their friends or getting behind or missing the school activities they love to do, not for teachers who are suffering from anxiety because they are not sure anyone understands the risks they are about to take. So, let's open and see how long we stay open.

Even if students are given two facial coverings each, they need to be washed after every single use in order to be effective. How do the districts plan on managing that?

I am incredibly frustrated that this decision is not being made based on data. We moved our schools online to slow the spread of covid. Covid is currently increasing in cases every single day. We have no reason to believe covid will stop increasing in cases or deaths and we have every reason to believe that covid cases and deaths will continue to increase with the potential to dramatically increase when schools open for face to face instruction. Do our school leaders make data driven decisions or do our school leaders follow the narrative of the political party that holds the most power locally?

Having students go to physical school every day in full or shortened schedules is irresponsible. Utah class sizes vary, but along the Wasatch Front many classes exceed 25 students, with some reaching 40 or more in some cases. We cannot specially distance these numbers in the classroom. We would need numbers of 15 or fewer in most classrooms in order to be able to safely socially distance the students in our classes.

I love my principal but the state and our district seem Hell-bent on reopening in person five days a week because it will make parents happy. Distancing will not be possible in my room. I have six tables for students. No desks. No clear dividers. My windows don't open. Regular HVAC system/circulated air. I would feel more comfortable teaching in person if we could have A/B alternating days or teach group A in person for two days and then they work online at home for the rest of the week; do the same with group B but they attend in person Wednesday, Thursday. Fridays will be prep/homework for all. We are betting EVERYTHING on fabric masks.

I like Jordan School District's plan. I'm frustrated with Granite School District not being transparent at this point. I have no idea if I need online plans AND in class plans or only one... once they announce it, They need to delay school start time, so that we have time to prepare.

I truly want to get back into the classroom to help my students. However I am high risk and so is my husband. I'm not ready to retire or find another career. Please help me continue teaching safely.

I would feel more safe if my district adopted a modified schedule with half the students in the building at a time on alternating days, learning at home/online the rest of the time. I would feel more safe returning to school if my district provided better options for high risk teachers.

I fear for whole groups settings. We can space children apart and all but the initial period of setting our rules with them in class will be hard. Hopefully we have enough attendance to be able to control a classroom. Children we regularly miss class forget the rules. With higher absences due to possible covid issues this year, I anticipate more behavior problems even in the most well developed children. School and home are often ruled differently. School is a safe place for kids but if it is not safe then it is not a place to be.

I'm mostly concerned about our plan for kindergarten

I wonder if cache district delays if Logan also should. But we keep our soft opening plan

Overall our district (Logan) is the safest plan I've seen and that's huge!

Teachers want to be back with our students, but not at the expense of our health and safety or the health and safety of our students and their families. We need be more creative with how school could run without being held to the traditional way of doing things. Teaching in a pandemic cannot be business as usual and pretending otherwise is dangerous.

I feel there needs to be a solid plan as to the procedures when a staff member or student tests positive. Don't defer to the health department. Make a plan that the health department can support. Schools should be held to the same standards that are already in place for the public- 6 feet apart, mandatory masks, sanitation schedules, quarantining when exposed, etc.

I think there are reasonable, concrete steps that could be taken to decrease the risk of going back to school face to face. For example, my district plans to offer all online or all in person options for students but is not offering a hybrid model of in person and online learning which would allow classes (mine average between 35-40 students) to have some hope of being socially distanced by decreasing the number of students in attendance each day. Also, plexiglass barriers, face shields, additional time for deep cleaning, and measures to decrease hallway traffic between periods are things that other countries have been using with some level of effectiveness.

Also, per the state directive, districts should be trying to create situations, when possible, for high risk teachers to teach online...some districts are, others (mine included), are not. :(I am a teacher who is high risk and feel like I'm being forced to choose between my health or having a job. In fact, my district superintendent said as much during the live broadcast of a school board meeting and that those of us who chose our health would be replaced which was callous and hurtful.

Another concern is that we're expected to use our sick days to cover us if we become ill with Covid. However, many of us don't have enough days to manage this, particularly when there is also the risk of having to quarantine ourselves at home multiple times during the school year along with typical concerns like the flu, step, etc.

Of course there are numerous other concerns such as will student and staff temperatures be taken and by who? What will we do with potentially sick students while they are waiting to be sent home (we didn't have a sick room last year or a nurse and sick students waited in the classroom.) Who will do the contact tracing once a secondary student who has been transitioning between classes all day becomes ill exposing between 4 and 8 classes of students and their teachers depending on the school schedule.

There is also the issue of subs which we never seem to have enough of to begin with I'm sure we will have even less now.

In my district, we are being asked to fulfill the roles of both a classroom teacher and an online teacher. These are two different jobs which we are expected to do to a high standard with no additional resources or prep time. Most teachers I know, including myself, already stay late at school to plan lessons or take work home to grade in the evening or on weekends working 50 or 60 hours a week at times. How are we supposed to find time to take on both of these roles without sacrificing any semblance of a work-life balance and our physical

and mental health? How will creating such a situation benefit our students? There will be no time for quality constructive feedback, no time to provide the additional support and guidance so many of our students need.

Myself and many other teachers are looking to leave our district or the profession. In fact, many already have. We already had a teacher shortage as a state prior to this exodus and this will only exacerbate all if the issues I mentioned above.

The district/state can do better for their students and staff. They must do better, the stakes are too high not to!! My friends and I should not be making sure we have wills and medical directives planned for this fall along with planning our lessons!! We care so much for your children every day, please take this opportunity to care about us!

Thank you so much for seeking teacher input, Superintendent Dickson. I strongly feel that there is no safe way for us to reopen schools for face to face learning right now. With case percentages around 9-10 percent with no discernable long term declines, a record total number of cases and deaths in the last week, and obviously uncontrolled community spread we would be knowingly endangering lives to reopen schools fully next month. We cannot compare our situation to other countries because those countries had very few to zero new cases before their reopening. In these countries, new outbreaks could easily be stopped. My family has already had to quarantine twice due to workplace outbreaks. Once for an outbreak at my school and once for an outbreak at my husband's work. These outbreaks will only accelerate once the number of interactions and exposures increase. We need to consider a phased reopening. First, online ONLY until case percentages fall below 5 percent. Then, we can phase in to a hybrid model that should be maintained until we have a vaccine or no new cases.

One popular argument is that students need social interaction in order to have their SEL needs met. I agree with this, to a point, but want to point out that the grief and trauma that will be caused by the unnecessary death of a teacher or peer will be far greater than the harm done from being away from peers for a school semester. I know this next I have seen how students and the school community at large struggles when we lose one of our teachers or when something horrible happens to a student. It disrupts learning for weeks and harms students who need stability, predictability in their life. I am also a parent and teacher of students with disabilities. My child has autism. She gets social interaction from close family friends. Her school interactions with peers often confuse her and she has been manipulated by peers. For my child, and for many of my students on the spectrum, distance learning was enjoyable and effective.

Another argument for reopening schools fully is that of equity. While I understand that distance learning was not successful for many students during the initial phase of this crisis, we now know the challenges and can plan mitigate these with PD, new tools, and MTSS provided for students who need the most help. Let us not forget that the families who struggled the most with distance learning--our low SES families and Latinx population--also shoulder the greatest burden of this pandemic. According to one local school district parent survey, parents in these demographics were the most concerned about returning to school. Families who have parents who must work outside the home, who live with grandparents, who do not have sick leave, and who do not have health insurance take a huge risk in sending their children back to school. If the child brings the virus home, their financial and physical health can be greatly compromised. Families who have NOT experienced any of these threats are the MOST excited to return to school. Why? Because they have good health insurance and sick leave. Because the parents can work from home. These families can afford to risk the virus coming into their home because they have better financial security and access to health care. So when we talk about equity in education, we also need to remember that there is great inequity in who we are

asking to risk their livelihoods to come back to school. The risks are not equal. What if our populations who we think need face to face learning because of SES don't return because of the risks? I know many families of color and low SES who must keep their kids home. Yes, it's hard for their kids to be home alone or to seek childcare while parents work outside the home, but it is a lesser risk, for these families I've spoken to, than to send them to school. We cannot assume that our families on free and reduced lunch and our Latinx or other populations of color will all select face to face learning--especially when the data from at least one local school district contradicts that idea. If these survey responses translate into a great divide in who accesses distance learning and who accesses face to face learning, we can see inequities grow even farther, resulting in a type of double-whammy, where poor children of color are likely to suffer from growing achievement gaps as their family needs to keep them home, while richer, white families can send their kids to face to face learning where they achieve at higher levels. It will especially be true that the quality of face to face learning will be far better than distance learning if the same teacher is required to do both. Whoever chooses distance learning, they deserve the same quality of education as face to face learners--but to provide a robust distance learning experience there needs to be a lot of time set aside for teachers to do daily outreach. This can't happen if teachers are having to do both. On the other hand, if all teachers are able to actually plan and execute distance learning with proper PD, PLCs, and supports, we can ensure a proper, and more equitable, education for all.

School is not safe for many families and teachers return to in person learning, and thus to protect lives as well as equity in access to quality education we should reopen online learning only. What we would spend on copious amounts of PPE, plexiglass, and cleaning supplies we can put towards hot spots for students. Utah's Upstart program did just that for many families. We can focus our PLCs and MTSS teams on making distance learning accessible for all families while keeping all of them equally safe. We can, on an individual basis, allow a small number of students who have no safe place to work on their distance learning in large open spaces like libraries with para educators who can supervise but maintain distancing. We CAN educate students effectively online. I know this because as a special educator I was able to ensure all of my students passed every one of their classes. They accessed coursework for all classes. Appropriate accommodations were put in place. Teachers collaborated to do what was best for kids. We have many teachers who figured out distance learning and who can help other teachers do the same. We can offer small groups one day a week for special education students who need it, or even allow for students to make regular appointments to chat in person or virtually with their teachers. We can reach out to families and provide supports without having over two thousand teens, who are vectors of the virus, in a building each day. Several high schools have had outbreaks simply by having sports teams practicing. To pretend that this won't greatly accelerate once school starts is irresponsible to our faculty, staff, families, and students.

I urge our state board of education to move toward remote learning in August, and to consider a hybrid model that would allow for appropriate social distancing only when we have a vaccine or no new cases. When we have true herd immunity due to a vaccine is when we can return to normal face to face learning with all students all the time. Until school is safe for all, there is no equity in a return to school.

In a state where we already have a teacher shortage, Utah's teachers will most likely choose another career if we are forced back into the classroom. We chose our careers to make a difference in the lives of our students. However, when we can no longer care for ourselves and our families we have no choice but to leave the profession. The constant stress and fear of this pandemic will be in our classrooms daily. The toll on our mental health will not allow us to be effective educators. How can teachers be a model for students in the face of a pandemic, if they do not feel safe themselves?

We need to do temp checks and more safety measures . Teachers need an option to do online . How will we have enough subs???????

I teach a SEL unit. I know my students are going to struggle with the mask mandate. I know it is going to be tough for myself and my aides to safely social distance and be able to help our students too. I have a windowless classroom that is small. I don't see a way to be safe in my classroom. I have two aides that are high risk who may not be back because they do not feel safe. I also fear for my colleagues who are high risk. It is going to be impossible to safely social distance with 2700 students in the high school.

We are about to make our children the guinea pigs in a nationwide science experiment. Aren't their lives, and the lives of teachers worth more than this?

I think myself and my kids would be safer with a part-time schedule. Why is this not an option?

I REALLY WANT to be in the classroom with my students, but I am nervous about opening normally. I think it will lead to a closure. I also feel that those who made the decision to open normally with the option for students to be online, did NOT take into consideration the extended work load for teachers. I am also offended that the option for at risk teachers was to take a leave or quit. This is INCREDIBLY disrespectful to those teachers who have already given so much. It is a slap in the face. My other concern is that my children do not go to school in the district that I teach, so that makes it tricky to try to keep them on track while I am elsewhere. They are in high school, so it is a little easier., but I also know how they struggled in the spring with online learning. They did not do great. I am a bit concerned as to how to manage teaching while keeping my own kids motivated. I do believe that all the schools/districts in the area should be doing something very similar. This might actually keep students in their own schools/districts so there won't be the risk of schools/districts losing students which could lead to losing teaches. We don't want that.

I think myself and my kids would be safer with a part-time schedule. Why is this not an option?

How many deaths of students, teachers, and family members due to opening the school are those in charge willing to accept?

Follow AAP & CDC by implementing a modified schedule. Students need to be back in school part of the time. This will allow for better instructions during distance learning and allows for more mitigation of spreading the virus. Listen to all side, be open minded.

We always have kids coming to school when ill. I feel daily screenings should be a must and if students are ill they need to be sent home without question; coming to school ill is and should not be an option. Personally, I have been quarantined before due to H1N1 caught from a student who was sent to school ill. Regardless of part of our responsibilities as teachers being child care, if a student is ill or even not feeling well they should not be in the school building.

I need to know if one does come to my class ill, may I send them out? Being a person at high risk for communicatable diseases due to chronic asthma I feel I should be able to send ill students out of my classroom.

I am concerned about trying to encourage social distancing in situations where students are not required to wear masks. Ex: lunch, recess, PE

Despite the statement from the White House, I think data and science SHOULD ABSOLUTELY be considered in reopening plans!!!!!!

Opening schools too early will lead to disastrous results. Students, staff, and teachers are going to die from COVID.

Safety first

I feel the leaders are trying. However, current plan does not allow for social distancing in the classroom, administrator sent notification that there was not enough medical grade PPE for all teachers and he was doing his best to try and find some on his own.

My school leaders are doing the best they can with what they have to work with. Utah's cases have increased so much that it is wrong to begin the school year-at least for grades 7-12 in person.

I feel like with the increase in risk to teachers, all covid medical expenses for teachers and staff should be covered by Workers Comp. I believe schools are trying to minimize the risk but they can't completely take it a way. If there is the potential for me to have life long medical problems or even die from this disease due to teaching in person, I want to know my family will be okay at least financially.

No sick student should be allowed to stay in school

District plans are not differentiating for high infected zipcodes and populations

With a class size of 30, and tables, it will be impossible to have adequate distancing of students. Our district has not yet provided extra supplies for the amount of cleaning required during the day. No physical barriers will be in my classroom, unless I purchase them out of pocket. I also have to make sure each student isn't sharing supplies- which isn't economical. Teacher supply money shouldn't have to be used for safety mandates.

All of the things that make in-person learning so rich and wonderful are all of the things that we have to limit in order to be safer. I can't see how sharing air through a communal ventilation system for over six hours per day with over 1000 people will keep me (high risk) safe. One student or staff death is too many. Even one student or staff infection from school is too many!

Teacher safety and teachers' lives are as important as students. Parents should not decide whether or not we put our lives at risk. If students can choose online learning as an option then teachers should be able to as well. Demand for students to participate in sport should not supersede our safety nor be a factor in determining whether or not we return to school in person. Follow science and data over politics! We demand a consistent covid positivity test rate of below 5% for a minimum of 14 days before resuming in person instruction.

Our class sizes make social distancing impossible. I regularly have 40 students in a class. When I asked about it I was told they are hoping that some will choose the online option, but our district is letting people go back and forth fluidly, so there will be no continuity or control. They are also expecting every secondary teacher to do both in-person teaching and distance instruction basically doubling the workload with no extra compensation.

I feel like no teachers have been taken into consideration when making plans. I hear all the time how to keep students safe, but never anything in place to protect teachers.

The state seems to be only thinking of the economic concerns, and the districts are thinking about what parents want.

The world has changed whether we like it or not, and acting like things are normal is not helpful to anyone.

Please do not throw the staff and children under the proverbial bus. Our covid cases are still quite high in the bigger counties. You are putting us all at risk by starting school.

Davis District is considering a schedule for secondary schools where the teachers would have their prep time at the end of the day and the students go home early. This would reduce class sizes but not enough. Even with 2/3 of my regular class size, students would not be spread apart enough. I also am concerned about elective classes that are only taught once. How will the sizes of these classes be reduced? I would like to see a plan where some students are in the building, but most are at home.

I am a single mother with two boys who has high risk factors for Covid. My two-year-old son also has chronic lung disease and is at high risk if infected. I worry about what happens to me if I get sick or worse and what happens to my boys if I am their only parent. I feel like I don't have a choice but to go back to school. If I teach from home I can't teach full-time online with two young children at home but I also can't risk sending them to daycare with the health issues of my younger son. I also worry that if I teach online being the only resource teacher at the school who is also in charge of a new intern next year I will lose my position at my school as they will have to fill it with somebody else. I am extremely worried because I feel like I have no option but to return to the classroom and I don't feel like the district has made enough accommodations to make school safe. I also don't feel like they are prepared and ready to start school in just a few weeks. I wish that they would delay the start of school until we have a better plan

As a Speech Language Pathologist in an elementary school with a life-skills/severe disabilities classroom I feel completely unprepared and unsupported in mitigating disease transmission in my interactions with special education students. Most of the life-skills students will not be able to wear a mask. I will not be able to wear a cloth mask because students need to see my face during speech therapy, especially when working on articulation (speech sounds). I have purchased my own face shields to wear but I work about how little they protect from student secretions. I also purchased a youth sized face shield for my students to wear so I can see their mouths during articulation therapy.

Will students be allowed to remove their face masks to receive speech therapy? Are parents going to sign a waiver to allow this to happen without needing to assume liability as a school or myself as an SLP? Will small groups be allowed where multiple students will need to remove face masks to receive group therapy? Will plexiglass dividers be provided to separate students?

These are questions that I have not seen addressed in any of the plans created by my school district. Special education has not been addressed in any of the plans I have read.

I appreciate the work that has gone into the proposed plans. However, not enough has been done to in regards to physical distancing inside classrooms. I believe we should look at another plan to split our students into two groups. While one group is in class, the others are completing online learning.

What is the cutoff of how many children and staff need to get sick or die before schools close down? As a high risk teacher, my district has not adequately planned to keep me safe while allowing me to be an effective teacher. My first grade classroom will have no carpet time, no STEM experiments (we don't have the funds to have supplies for individual projects), no singing, no group or partner projects, no think pair shares, and minimal small group time. We are not able to be socially distanced because our class sizes are not reduced and the hallways will be full of 1100 students when the bell rings. I will NOT expose myself to that because my children deserve to have a mother and my husband deserves to have a wife. If we were to move to half day model and require masks for the entire year, I would feel more comfortable coming back. As it is, I have been looking at other jobs whose employers actually care about my health.

I have heard many times, there will be casualties, like this is in some way acceptable. When we do active shooter drills we don't try to save a few...we try to save all. While children may not get the virus (which i highly doubt) children are not teaching....adults are. These children then go home to their families

The spread would be unstoppable and possibly untraceable. The cavalier attitude the state and district, in general, are taking to the potential loss of life is inexcusable. No lives are expendable. No lives are worth losing. If we cannot open the doors safely, and students/parents/teachers refuse to comply with rules and regulations, then don't risk my life and my family's lives. I love my job. I love teaching. I love the kids...this is NOT safe! I will be going back no matter what, but the state has a responsibility to protect its employees...it's investment. I am not expendable, and neither is my family, my students or their families.

I think our plan serves students and parents very well; however, it is so much harder on the teachers as it gives us so much more work to do. We are told over and over that we just need to video our classes and put it on Canvas, and that's enough for the online portion. However, according to research, online and in person are not the same. There's an equity issue when students online are unable to participate in class discussions, group activities, and in class activities. In order to mitigate that, we need to create different things for online learning. That means teachers are creating both in person and online lessons. It is now double the work. Even managing which kids are in person and which kids are online is going to be so much work when you have 250+ students. We keep telling admin that, but they are not listening. I'm frustrated because the teachers are those who actually did the online teaching in the spring. The admin did not. It's not the same as in person. The biggest concern for teachers in our district was the idea of having to teach both in person and online. They district completely ignored that.

I'm also very concerned about social distancing. Our classes are too big to properly social distance. I really wish we could have done a hybrid and have half of our students here. I really want to be back in school with the kids. I really want to be teaching, but I'm also high risk, and I'm honestly terrified of going back to school. If our numbers were where they were when we closed schools, I would be just fine going back with masks, but our numbers are increasing, particularly in Utah county.

Listen to your teachers! We are professionals and we know what is best for our students!!

Schools are not ready to open. We are in a pandemic, not normal times. Our district is trying to open buildings at full capacity with 4 days a week. And have you seen kids wear masks?! Even if they did wear them, they touch them all day long. Spacing kids a couple feet apart (if lucky!) isn't much. No longer can they use shared class supplies (this is hard for teachers like DI, Sped, etc that have multiple classes/day). And to tell students to stay away from their friends and in their seats all day is impossible and even inhumane! We are asking a lot of both staff and student.

Kids aren't immune to Covid, and definitely not teachers! Quality education will tank in person. Parents are rallying up and planning to purposefully go against mask wearing and encourage students congregating. The safest option is an online option. We can make it quality for all. Online was hard before because we didn't know what to do, but now we have time for trainings and to prepare!!

Listen to the voices of staff members!!

So many of us are ready to walk!

I feel like I'm in a no win situation. I love my students. I don't want to quit teaching. My husband has cancer. I need to work to maintain insurance, yet I could easily bring home a disease this year that would kill him. We are actually considering sending him to isolate with his mom in Mexico because we feel the risk of me being exposed when surrounded by all my students and peers is so high. I wish there was funding for in class air purifiers (our friends and family pitched in the but a classroom sized one). I wish we had a reduced number of students. Because I have to teach in school, my daughter has to attend school. I wish I could keep her home. Why do I have to figure out how to protect myself and my family to do a job I love? What about plexiglass partitions, temperature checks, what happens when someone in class tests positive? Do we all quarantine? Will you, as our leaders, be in the trenches with us, substitute teaching? Are you expecting us to go into a

situation you wouldn't? I'm scared for my family, my students, and my community. This is a big experiment with lives on the line.

I would like to ask my administration why they so blatantly disregard the majority of teachers' opinions, safety, health, personal lives especially when it doesn't line up with what they want to do? They rarely ask for our opinions and when they do; it's only to be able to say they asked a few hours before the response were required to be sent in. Why do they say they care about students but then say if you want an online only option, you might be asked to change schools. Why are the students' social lives more important than me being alive and healthy? Why do you expect me to not see my high risk family members for the whole school year? Why is it that if I say I'm at high risk or it's not safe for us to go back that you'll look for someone else to replace me? Why are we expendable to you?

I understand our school population needs to come back to school but I also know that our school population is being on the higher risk of exposure during this COVID. I work for Dual Immersion Academy and our families have been exposed to COVID all this time. I am a mother of 3 kids one of them was born with Down Syndrome and he is an immune compromised kid, I am worried for him and my safety because I am the only economic provider to my family. It would be nice if authorities can put all risk on the table and consider everyone not only students but also teachers and school personal.

It's not right to put teachers at risk, ask them to pay for any covid related issues, use their own sick days, and do the work of two teachers by teaching both online and in person. While all of that is a concern the biggest concern is for my peers who are immunocompromised and really should not be in the building but can't afford to quit...thank you Granite School District.

I do not know why nobody is listening to teachers. The meetings that are being held to decide things that affect us so directly are being held in controlled environments if they are held at all. Most of these meetings are being held via zoom or online. So, it apparently is more important for the decision makers to be protected than it is for the teachers who are going to be in a classroom with 25 kids every single day.

If it is not safe for people to gather in small groups as adults, why in the world would it be safe for us to gather in schools with 600 or 700 students with marginal PPE and marginal hygiene standards and no ability to adhere to the social distancing recommendations?

We have heard how valuable teachers are until it comes down to the hard decisions and choices and then the only decision that matters seems to be political. Now, teachers are just supposed to go forward and follow the rules so that we do not lose our jobs. How does this make any sense?

Social distancing is not possible unless we use hybrid schedules. No school should be allowed to open with regular class sizes. Cap each class at 12 at the most.

Please treat us as professionals not babysitters.

I would feel safer sending my children and myself back to school with a hybrid schedule. A/B days with less students and an extra day for planning (Friday). Give families opportunities that keep their children safe with face to face instruction.

My leaders don't believe the masks are necessary, that personal freedoms are more important. In short they have politicized them and blamed the state on them instead of choosing to educate parents and students.

Schools should not be open at this point. The covid numbers are extremely high than they were in the spring. We need to completely flatten the curve instead of opening things up early. I can predict a disaster waiting to happen with infection rates among students and staff. We need to protect our community instead of throwing them into the flames.

School should be a safe place for students, teachers, and staff, and it is not currently safe enough to return to school. There is no social distancing and the ventilation is poor, which will definitely increase infection rates quickly.
I have seen many articles saying that school is important for the mental health of children. Unfortunately, I haven't seen anything about what kind of toll it will take on a child's mental health if/when a loved one is infected and a child thinks it's their fault because they were exposed at school.
I feel Utah needs to start the semester with online learning. I do not feel it is safe for teachers , students or staff to go back in person with or without masks.
I feel like there needs to be more communication about the plans that are in place for if/when a student or staff member of a school becomes infected. Will that result in a full school quarantine? Limited to that class? For a full two weeks? Will I be paid if I'm forced to quarantine?
My biggest concern is class size and air circulation. I am looking at 6 hours a day with up to 30 students in my classroom. Our windows cannot be opened. I am also concerned about enforcing the mask wearing. I am older and have 80+ year old parents that I care for.
I have not yet seen plans from my school on restrooms and for lunch time, so I have no opinion yet.
I feel more custodial staff needs to be hired to make sure all surfaces are wiped down consistently throughout the day. It should not be the teachers responsibility to wipe down surfaces outside of his/her classroom or the children's responsibility. I don't think a full day of school is needed. I think the students should come for core content and then go home. 4 hours max. We all need a stress break from distancing and wearing masks. School will not be a fun relaxing place until the pandemic numbers are low. Teacher need to keep their emotional health strong so that they can be their for the students.
I am frustrated that everyone keeps pushing the responsibility for these unsafe school plans, and I feel like politics is more important than lives. We are not following the recommendations of scientists, doctors, or the CDC. I am preparing a will for this year because I am so scared I will die, but as a single person with high risk factors, I don't have the option to quit or take a year off. It is also highly concerning to me that we are ignoring all data pertaining to kids spreading and suffering from covid, we are also putting our youngest citizens at risk.
We are not babysitters or there to do damage control, because our government has failed us, we are there to teach. We are not expendable, nor a statistic.
Please consider a modified plan for opening. I feel like having students come for 2 days a week is much more realistic than starting at 100% in August. Consider the social and emotional well being of teachers and students. It is ridiculous to push teachers to get kids caught up and to cram testing down our throats. The only thing that has changed since the soft closure is that numbers have gone up. Please considere this and take care of your employees.
Start later, do a modified schedule do we have fewer kids in a room, mandate masks at ALL times in the school, price we have supplies for cleaning dndcfidinfecing.
I feel like opening schools at regular capacity is irresponsible at this time. I would feel much more comfortable with an A/B or staggered schedule, only allowing half of the students to be in the building at a time, or starting online only.
I wasn't able to answer many of the questions about my district's plan because they haven't settled on one.

We need to open schools, but with alternating schedules, so that 1/2 the class attends at once. That's the only way we can have some semblance of social distancing.

Utah also needs to make reduction of class sizes a priority in the future. No more "stack em deep and teach em cheap!"

Please just be sure that we are all safe!!

As an experienced teacher close to retirement, I feel that slashing my salary if I am to be allowed to teach online devalues the time and efforts I have put into teaching before the pandemic.

I feel my union does not represent me and my leaders on the district and state level do not respect my expertise and experience. I feel education has become all about politics and there is a trickle down blaming tendency that falls in the shoulders of the classroom teacher while we have little to no voice in the rules that caused the problem. Many of the issues arising from this pandemic are simply systemic problems that are finally being revealed for what they are.

Granite School District is not following the CDC guidelines for social distancing. I have 35 students that will be in attendance 5 days a week for regular school hours. This is not safe!! The schedule should and could be modified with an A/B day scenario. This would significantly help with social distancing. Families at my school, so far, are not opting for online learning. Our class sizes will not be smaller, which the district claims they will. There will be a significant amount of lost instructional time with cleaning, sanitizing, filling water bottles, avoiding highly congested areas, and monitoring the health of our students. We wouldn't have to spend as much time trying to keep students and teachers safe if we were able to socially distance our students. Utah is in the red zone. This is not the time to be putting a bunch of people together in a small space.

The most important thing for my district and community to know is that it will be impossible to follow through with the guidelines they have outlined without a modification to our current school schedule. Teachers are terrified to go back to school because we know this is an impossible ask. As soon as there is an outbreak, the teachers will be blamed because "we" couldn't follow through with the master plan. We absolutely must decrease numbers by rethinking the schedule. With a modified schedule, we can decrease the number of students in the classroom, we can space them out safely, we can control the flow of students throughout the school, there won't be such a high demand for sanitation supplies, we can better monitor and deal with "offending students" who don't social distance or wear masks, and teachers will feel more comfortable and confident about returning to school.

I understand that returning to school is important but health and safety should be our top priority. Without adequate social distancing in classrooms, and a flexible schedule, we are putting teachers and students at undue risk. I want to be in class with my students but I do not want to do so in a situation that is unsafe for everyone.

I am scared for my health and the health of my partner but I am even more scared for the health of my community. West side communities are already more heavily hit by this virus, if we reopen schools it will just get worse. Those students are more likely to take the bus, less likely to have health insurance, and more likely live in high density housing. Anything but online learning is not right for me, my family, or my community while this pandemic still runs rampant through this county.

I don't think they are taking teacher pay into consideration. We closed with way more cars than we have now and we are going back with few changes.

I am very worried about going back into the classroom because I am 60+ years old and I have a chronic respiratory condition. My room has no windows for ventilation. One request I have is that the schools provide good quality HEPA air filters for every classroom. I would also like to see a specific protocol for what to do

when a student in our classroom is symptomatic and needs to be isolated. And what should we do when a student refuses to wear a mask?

Please find a way that we can teach less students at one time IN CLASS

Please put a plan in place that develops thresholds for when it is safe to go back to school. Start online, then go to an A/B schedule when there has been a certain drop in cases (as determined by the health department, etc.), then go will full class with reduced hours in the day and finally back to a full open status - when it is deemed safe. We need to have those guidelines in place before returning to school full time.

Please come up with a more responsible plan for reopening schools. A modified schedule with smaller groups of students each day would change a lot of my answers on this survey and would make me feel a lot safer. We closed schools with only 28 cases in Utah and now we are seeing 500 per day, this is completely the wrong time to open schools fully in person five days a week. Please listen to teachers before you kill them with your plan as there is no one to replace them.

Our district had done a PHENOMENAL job of preparing online material that is teacher, parent and student friendly. This material is perfect for traditional use, distance use or a hybrid situation. I am completely satisfied thinking of being able to teach my students in person or online and I want to be able to do both! I loved creating my distance learning modules this last school year and I have planned to stream my lessons via my school district provided YouTube channel this coming year.

I am so excited to implement the amazing and core focused lessons however I can teach so I can open the minds of my students and engaged their curiosity!

I am grateful for the masks and shields that we are going to have. I feel our principal is doing everything she can to provide a safe environment for teachers and staff. One thing that teachers REALLY NEED though, is extra planning time to accommodate for teaching online and in person.

Put your families in these classrooms and see if your attitudes change.

I feel as if I have been forced to leave my job for at least this next year to care for my two high risk children. I was given no option to work or teach from home in any capacity, despite being willing to do absolutely anything. I was told that if I wasn't in the classroom I didn't have a job. I had to choose between my income and my children's health and safety.

I just feel the health of teachers is not being taken seriously. I am scared of returning because not only am I worried about getting the virus, but my fellow co-workers. I won't be able to handle it if any of my co-workers or students got sick and passed away for something that could have been prevented.

Risking lives of teachers and students is not worth it. If we cannot return to a safe environment, we should not return. Online options are best at this point. I want to return to my classroom and my students, but Not. Like. This.

Think of the special education population who will not comply with masks and will not do well with staff in ppe. We need to do what is best for ALL students

If we come in contact with someone who has tested positive, we will be forced to quarantine at home and use our sick days even though we may not have it. The number of days we will be told to take off will be 4-10, depending on the time it takes to get test results back. I still have to monitor my classes online, so I'm still working, but because I'm not allowed in the school I have to use my sick time. I'll burn through that pretty quick, as will many others. When we run out we have to use FMLA days. What happens after the pandemic ends and I get sick? I'm forced to take unpaid time off, which I can't afford to do. All of our COVID-19 related absences should be covered by the district, not the employees.

In addition, the plan for lunch is to put extra tables in the lunchroom and encourage social distancing—that is not going to happen with high schoolers. I don't want to see me or my colleagues get sick, and I definitely don't want to attend any of their funerals. Our lives are on the line and the plans to protect us are not nearly adequate.

I figure people are going to be unhappy no matter what, so I'm going to be supportive no matter what. I think I get paid to teach kids and part of that is risking getting sick - it's an expected part of the profession. We all knew it before going in and wanting to continue to get paid without being willing to continue to work is unrealistic.

That said, I do think it's unreasonable to expect us to teach both online and in person classes with the same number of preps. To fix this, they should have options for legitimately high risk teachers to teach online, and at least fill those positions before they need to make decisions about taking a leave of absence for their health. This will allow for all teachers to better focus on their classes and effectively teach students!

I am very disappointed in decisions being made. I listened to the last board meeting. They were asking for the impossible and then putting it on principals to figure it out. I'm disgusted this is how I'm being treated as an educator.

I am not happy that my district is imposing a very restricting schedule. I wish they were following the same guidelines as Jordan and Granite. Salt Lake is making teachers condense our classes to half the time (choose which standards are important, aren't they all?) and IF we go back I will see only a small percentage each day IF students choose to come. I am happy to see districts giving the option for 4 days in class and if they choose online that's fine too. Gives both teachers and students a choice.

I currently am nervous going back to school without limiting class sizes and adequate social distancing practices in place that are enforceable. It would be helpful to know what the plan is when a student or teacher tests positive. How will it affect the rest of the school?

For those of us working in Special Education, many of the students I work with will qualify for mask exemptions which concerns me so much for their safety and mine, in particular since even with masks, there is no physical distancing enforced in my district. Furthermore, I am in and out of 22 different schools, interacting with countless students and adults. How will those risks be mitigated for myself, fellow employees and students?

I am high risk for COVID. I have quarantined at home since March. I have no options as a high risk person for stay at home work as it currently stands.

No one has given me clear answers on how we safely and equitably open up schools. Not only are SPED kids likely to be at higher risk if they attend in person but they also are more likely to struggle with distance learning if they stay home. They can be accommodated for not wearing a mask but what does that look like? What additional plans are in place for the very individualized, self-contained classrooms that come with their own set of struggles?

I feel schools are the babysitters so parents can go back to work, with little concern for teachers.

Let's get going!

I don't feel that the safety of employees has been taken into consideration at all. It is very disheartening to feel like our employers and our representatives don't care about our lives.

My school has a pretty good plan. But until our numbers are down in Utah, even a great plan will likely not work. We need to stay online until we are confident that it is safe to go back. Trusting young children to wear masks and stay apart just won't work. Trusting parents who fight the mask issue here, to teach their kids to

wear one, won't work. Schools need to be safe. 14 days of decreasing numbers, like the CDC said. Daily numbers below 200. I feel like we teachers are being sacrificed and thrown to the wolves :(

I do not believe that putting approximately 2,000 people in a poorly ventilated space for 7.5 hours a day, 5 days a week is going to be successful. School should be online or be an alternating schedule so that social distancing can take place. I also am concerned about exemptions for mask wearing. I teach in special education and believe that not every one in special ed classes should be exempt simply because they have "special needs". I need to be safe at school and that means masks must be worn. I have a budget of \$80 per student for the entire year. I hope that the school/district is taking on all expenses for cleaning supplies and PPE because my budget can not afford it. My husband has already bought a very expensive air purifier for my room. It is his effort to keep me safe. I am not convinced it will work.

I don't feel that the DLI programs have been given much consideration. I would like to see a plan that would clearly identify online and in person options for DLI students.

Education will be interrupted no matter what. We are experiencing a pandemic. So let's do what is good for EVERYONE and keep our distance. Once school starts, so does the sickness - always. We have too many people together in small spaces for hours at a time. The difference is, kids and teachers would be sick for a few days and come back. This pandemic is still unpredictable and takes you out for weeks. This will create a tremendous amount of inconsistencies in learning more so than inconsistency of trained learning of how to use an online setup from a qualified teacher. Students will have to be retaught to NOT interact with their peers, which I find more disturbing, than not being with them because they are home. There is no perfect answer but there is a safer one for the time being. Let's stick with the distance learning in the communities that have a continuation of regularly infected people with Covid-19.

How are we going to limit interactions when my classroom is at capacity (35-40)

The people who are making decisions are not in a crammed room with 35 students for 78 minutes at a time. I challenge administrators, school board members, etc. to spend 1 full week with teachers in the classroom and see if they feel uncomfortable. If they don't, there is a problem. Also, if decisions are being made via Zoom, that should show that there is a danger.

I find the question about making adequate changes to my classroom interesting. All of my classes are overcrowded, there is no option for safe distancing.

I also do not want the ongoing financial responsibility of creating a safe classroom, It should not be up to teachers to provide the safeguards needed.

Temperature checks should be required upon entry into the buildings, not simply left to parental discretion.

Teachers have made it very clear at our school board meetings how they feel. Not one CBCTeachers have made it very clear at our school board meetings how they feel. Not one teacher felt Comfortable returning to school. All the district kept saying was that 98% of the teachers returned a survey saying they plan to return. Even I did that but made notes in the section below that I don't know what that would look like with infection rates still so high in Utah. No matter the negative consequences of Socio economic issues, loss of life trumps that.

Super nervous being on a bus with lots of kids. How do we enforce masks while driving????

I love my job but I am scared! I don't fee I should have to fear for my life or my students' lives everyday because we are forced to open too soon.

Half day with 15 children in the classroom.

Learning can happen online for now, but lives lost can never be replaced. Please don't put us in a position to have to choose between our careers and livelihoods, and our lives. Students can learn online, and teachers

are talented and capable enough to ensure that they do. This pandemic is not the time to experiment with how far you can push school safety. People will die. When the pandemic is over, we can go back to normal learning, but we cannot pretend that we can move forward now in a normal way. Please listen to us...and please remove political bias from the equation. This is about life and death - not about politics. We are the ones at risk....please listen to us. Mandate an online only school plan until it is unquestionably and verifiably safe. Please listen to us.

If we are willing to be creative so we do not have packed classrooms we may make this work. I am very fearful with the class sizes

Granite school district has made plans for cleaning g - which will mainly be teachers' responsibility - and very little regarding social distancing, handling of chromebooks at school, transitions, etc.

I don't think the schools should open in person at all until the risk of employees getting sick is almost 0. We should not be collateral damage for the reopening of the economy.

Classes should be smaller to help mitigate safety and cleanliness and sanitation issues. Class sizes are way to large for such a small space. Too hard to keep everyone safe. An A/B schedule, or morning/ afternoon classes would be much safer and we could still get in the necessities, math/ reading/ writing. This way there would be many more opportunities for students to be able to be in school without a mask.

Our surgeon general has said that it is not an acceptable time to open schools. Our state is one of the states that are still struggling to contain this disease. Opening schools could mean several deaths for both students and teachers. Please, help us keep our communities safe. Please, recommend that all schools open with distance learning. We can move to in person once our numbers are steadily decreasing.

All schools need to do online learning until COVID-19 is under control. Utah's cases are increasing in number. More people are dying from this virus daily. The after-effects can cause brain damage along with a multitude of other issues.

Social distancing is not being addressed and masks do not replace social distancing they are an added layer of protection. Screening and testing need to be improved so that contact tracing can happen. The ventilation systems need to ensure they are proper ventilation and that we are not recirculating air.

I figure people are going to be unhappy no matter what, so I'm going to be supportive no matter what. I think I get paid to teach kids and part of that is risking getting sick - it's an expected part of the profession. We all knew it before going in and wanting to continue to get paid without being willing to continue to work is unrealistic.

That said, I do think it's unreasonable to expect us to teach both online and in person classes with the same number of preps. To fix this, they should have options for legitimately high risk teachers to teach online, and at least fill those positions before they need to make decisions about taking a leave of absence for their health. This will allow for all teachers to better focus on their classes and effectively teach students!

I just got life insurance and a will.

I am a parent and a teacher. I do not feel safe sending my kids to school or having myself teach in person right now. I am a secondary teacher with 250 students. I have 1 class with 50 students enrolled. My district is expecting us to return 5 days a week regular schedule with no time to do online instruction. Besides wearing masks there are no other CDC procedures set up. If a teacher gets Covid they should not have any days missed come from their sick bank or go unpaid. I have spoken with my primary care physician and they have said it is not safe for me to go back to school. I unfortunately can not take a year leave of absence because my job is not guaranteed nor can I go without pay. My district is not giving teachers the accommodations of

just doing online. We need your voice and influence. No one is taking the initiative. Everyone is scared to take blame so they are saying it is someone else's responsibility to set up policies. We need your help!

I'm scared that decisions aren't being made based on science. I fear that politics and the economy are driving decisions. Other countries had/have the virus more under control before reopening schools and even then many have had to close again. Data from summer schools, day camps, and daycares is not promising and they've often had stricter cleaning regimes, smaller class sizes, and more adults to help with cleaning/supervision. I don't want to put my own kids in harm's way-either back in a school building or in daycare (if I can find something) and I don't want us to rush this and have the price be student/teacher/staff lives. Plans can look good on paper, but the details are so tricky and complex to figure out in the short time we have before school "starts." We still don't have restaurants fully open, yet we want to open schools at full capacity? I also fear that increased needs for testing and contact tracing will overwhelm the health department. And what happens when money for cleaning supplies and masks runs out? What happens when reduced supplies mean that we can't adequately clean and disinfect schools?

I wish we would have the classes split in half and allow the students to attend every other day. I could easily space out my classroom with desks 6 feet apart and I believe it would create a less fear based place for my students to learn.

I would like to ask my administration why they so blatantly disregard the majority of teachers' opinions, safety, health, personal lives especially when it doesn't line up with what they want to do? They rarely ask for our opinions and when they do; it's only to be able to say they asked a few hours before the response were required to be sent in. Why do they say they care about students but then say if you want an online only option, you might be asked to changed schools. Why are the students' social lives more important than me being alive and healthy? Why do you expect me to not see my high risk family members for the whole school year? Why is it that if I say I'm at high risk or it's not safe for us to go back that you'll look for someone else to replace me? Why are we expendable to you?

I know there are no perfect solutions. I'm so worried about the kids in my title I school who NEED to be at school for various reasons. But I'm also worried for my high-risk colleagues. I'm angry about the parents who are protesting masks in school. It really is the LEAST families can do to support us!

Please don't risk my life by prematurely opening schools.

I'm a veteran teacher of 26 years that has received top recognitions over the years. I feel devastated that I am now having to choose to retire or to take a leave of absence to live. Teaching has been my life, but I'm no longer willing put my life on the line. I have so much teaching left in me...the best to come even...I chose teaching...but my state/district/school/ parents...do not chose me. So sad.

Half day with 15 children in the classroom.

Please consider the input of high risk educators

I really feel strongly about having kids back to school is a positive thing. What I figured would happen since May would be the district would run students in an alternating A and B day schedule where students went in every other A and every other B day. The days they were out of the building would be spent completing assignments. The days in school would be spent receiving instruction, asking questions, getting reminders of when assignments are due, and meeting with counselors etc. There are a lot of students that receive services through the schools and this would allow for that. What this does though is it cuts out numbers in half. Instead of trying to socially distance 30-38 students in my 9th grade math classes, I just need to distance 15-20. Lunches would be easier to manage with distancing, busses, basically every aspect of school would be easier to social distance if we were dealing with half the student population.

Our options as stated in a letter from our superintendent is to either take FMLA, retire, or resign this year. There are a few positions for online teaching assignments, but in my opinion most teachers are loyal to their coworkers and if I left my school they would be hard pressed to find a math teacher in August. Math and special ed positions are difficult to fill in a good day, let alone 3-4 weeks before school starts.

School needs to stay online only. As a secondary teacher, there is far too much exposure. Distancing is not possible and the number of students plus the amount of exposure time is completely unsafe. The one and only way that I would feel even slightly more comfortable returning to work would be if I were with the same small group of students all day. Even then, I feel that that is inadequate and unsafe.

Distancing is not possible and the number of students plus the amount of exposure time is completely unsafe. The one and only way that I would feel even slightly more comfortable returning to work would be if I were with the same small group of students all day. Even then, I feel that that is inadequate and unsafe.

A possible option of limiting secondary teachers exposure to hundreds of students, I would recommend that teachers are assigned a homeroom class that they proctor online work with for all subjects during the day. Again, this is still unsafe and online is the only safe option.

I don't think there will be enough money in the budget to provide students and teachers with the cleaning necessary to help prevent students and teachers from getting sick for the whole school year. I think all extra cleaning money will be exhausted by October.

With the return to school plan my district has in place, there is absolutely no way social distancing is viable at my school. I feel that my district, in an attempt to keep students registered in our district, is making decisions out of necessity rather than safety. I wish the state would not be pressuring the districts to keep schools open 5 days a week. As a teacher, I feel my family and I are just seen as collateral damage so that we can open schools for the sake of the economy. Never before have I felt so under appreciated as an educator, not from my administration, but from the board members at both the district and state level who are making the decisions to open schools without following all the recommendations from the CDC. Yes, masks are "required", but how will it be enforced? Social distancing should not be ignored. There is no way to social distance without reducing our class sizes. Instead of recommending online learning, I feel in-person learning is being advertised as safe and effective. Educators have so many questions but instead of getting the answers we deserve, we are being asked to take deep breaths and cross our fingers that all will be okay.

I think leaders are taking into account a lot of what parents want. They are trying to make things work and I appreciate the effort that is going into this. I am not sure what the right options are and I am glad I am not the one making those hard decisions. We should try to support our districts the best we can with what decisions they make. They are trying their best to make it work for the majority.

I want to keep my own children home but can't because I have to be in-person teaching. My 1st grader had anxiety about kindergarten. I can only imagine how hard it will be for us to not get to walk to the door with him on his first day. I am considering quitting so I can properly care for my own children. I hate to quit. I have several children and families depending on me to return. I would love for an inclusive opportunity to be made for me to get to teach and keep my kids home.

Student, school faculty, and their families should not pay the price for government failure to control this virus. State and Federal experts are saying in-person teaching isn't safe. We should follow their guidelines and wait until it is safe.

I just don't feel like with our class sizes we can social distance at all even. I won't really have room to even move my students desks apart. I feel like teachers are just being expected to return even though it isn't safe. I feel like we are being sacrificed because students need a babysitter so the economy can go on. I feel like a hybrid or mostly online with live instruction videos would be better. No one seems to have answers as to what

happens when there aren't subs and there won't be. No seems to have the answer for when flu season hits and covid and flu systems are the same. I can only use my sick leave if its covid related but what if I get the flu and there are no subs? Too many unanswered questions.

I hope we can respond to data, not the fear.

Many teachers are either at risk themselves or care for family members who are at risk. S an example, I live with my elderly parents who I take care of. I am so concerned and fearful of bringing the virus home and infecting them. I do not think they would be able to survive the complications and illness associated with COVID-19.

I also have a sister who just had twin babies and needs help tending to their care. Once school begins I will not be able to be around the babies to help my sister, care for the babies or to watch them grow.

I do not understand why teachers are being treated as if our lives do not matter. We are not front-line workers and never signed up for this career ever expecting to put our lives on the line. We are not being given a choice, we are not being offered bonus pay or hazard pay or even realistic Safety precautions, we are spending our own money to buy ppe to keep ourselves & our students safe.

There are many things that can be done to make online learning work better than the spring and not put undue stress on families. We should start with that and then slowly bring back students (e.g. the younger elementary kids spaced out through middle and high schools and then see how that impacts overall cases and then add more). We have 2+ months of data so we know what kids to work on interventions with while doing online. We could even have 10-12 students per class come to school on one day and show them how to work online and establish online protocols and help with tech support and then do the same thing with a different group the next day until we get through all the kids. Then be online. I think as educators and a community that there are so many options of things that weren't looked at (cause they didn't ask) that we are just going with what is easy and least expensive.

Not enough has been done to protect teachers. Who is going to take over when we all get sick and some of us die?

I feel as though our school systems are not safe. Social distancing in the amount of space available is impossible 90% of the time. Ventilation is inadequate to keep the air safe, and opening a window in a windowless classroom is not possible. Keeping exterior doors open creates a security issue. In good years our school has not been able to keep a supply of handsanitizer on hand, I have little faith that in these times of heightened demand that they will succeed.

I fear that many students will not follow rules, creating disruption and chaos. Parents who disagree with a mask mandate who send their students to school are already seeking exemptions and claiming their children will refuse to wear masks. I do not feel I should be made responsible for monitoring and enforcing masks, sanitizing, hall passes, etc. The guidelines may seem safe on paper, but the reality is that all of us are being asked to put ourselves in danger. Opening schools online only will be difficult, but it won't cost lives.

Our district seems to care more about towing the governors line and putting the majority of the burden on educators as opposed to taking the steps necessary to actually do things to ensure our safety

Why the rush when we have so many sick? Would it really hurt us to start after Labor Day?

Until our infection rate shows prolonged improvement, we should teach online. Once rates are consistently coming down, we should switch to a hybrid arrangement until a vaccine has been widely administered, or the infection numbers are no longer considered dangerous by the CDC. Additionally, we need to follow the CDC guidelines strictly, to mitigate spread of this virus. Masks and cleaning are not enough, we also need to be

able distance students from one another. Lives are at risk, and we need to do everything in our power to minimize risk.
I wish there was more communication. Luckily I'm a parent in the district...I feel like I've heard more from that communication and nothing as an employee.
Delay start of school until COVID cases have decreased and we are in a safe zone. Start January 2021 in person and go through summer
Please listen to the teachers/adult staff members.
I am scared to death that our best intentions will not be enough to control the safety of our school.
Why do I have to fund the safety of my students? I have to find ways to put up barriers because I cannot provide adequate distance. I was told "Find a donor." It would cost \$400 to provide plexiglass shields per classroom. I will not be funding it.
We need evidence based, science driven criteria for reopening schools. As it stands, distancing is not possible in schools. No group work, no shared supplies, masks and assigned seating, remain in seat in classroom essentially all day. That's what safe looks like right now and what kind of school day is that? Teachers are assuming double and triple the workload to accommodate for parent demands, yet teachers are losing out on their own children's options when they choose to work. If we started 100% online, teachers could create *quality* content and a successful remote learning platform. Instead, when schools inevitably shut down due to outbreaks, we will have failed our students yet again with a last minute, poorly executed remote program that they have to transition to overnight.
I feel that my district needs to take more steps and re-open slowly. I've read articles about other countries and how they did it and the majority of them went real slow. For example: they had students come in once a week for a couple of weeks before they went to a full schedule or they modified the schedule, or they did temperature checks everyday. My district plans on a normal schedule from the get go and I have not heard anything about temperature checks.
Why are we rushing to open at normal full schedule when the Covid cases are still high? Online only to start the year is the safe and wise thing to do for everyone until the Covid cases are much much lower. It's very tough that the entire Salt Lake county isn't on the same plan because I work in Granite but live in Jordan boundaries so finding childcare for my kids on Fridays is a real concern since Jordan district won't hold classes on Fridays but Granite is.
Please just be sure that we are all safe!!
Involve more teachers in the decision making process.
I feel the push to open schools at this time is political. With rising numbers of infection in our state, schools should not open until numbers decline and rates of infection are below 10%
I feel like we are not being listened to or cared about. I do not feel valued as an educator. I feel like my life, and the life of my family, are being put at an unnecessary risk. When we voice concerns, we are led in circles and ignored. This is not ok. Teachers are not disposable and yet we are being treated as such. When we voice these concerns, we are told that we don't "care about the students" enough.
I feel that with the number of decisions that still need to be made, the very least that could be done is a pushes back start date. At this point I would be more comfortable starting online. I recognize that online learning has its difficulties but I think it is a far better choice at this time than in-person learning. With what "safety" protocols are currently in place, school is NOT going to be normal in the sense most people are pushing for. Student's social and emotional well-being will still very much be affected when a fellow student or

teacher gets sick and possibly dies. And there will be far less teaching going on than people think with constant sanitizing and symptom checking along with the myriad of other tasks teachers are expected to do in a day. I truly believe that online learning is the safer choice for or students and staff at this time.

Pleas don't make teachers statistics. Is it really going to take the death of a teacher or student not realize that the state made a HUGE mistake!! PLEASE begin school online and then reevaluate at the end of the quarter.

School districts are getting an enormous amount of feedback from parents, teachers, and community members. As you take this feedback and make changes to starting plans, teachers and parents must be kept in the loop as quick as changed are being made. As a parent and teacher, I'm frustrated that I've been updated by the news before my school district. I'm terrified the opening plan will be changed with limited amount of time to find care for my elementary-age children. I hate that I have not been in the loop and this has been a constant guessing and waiting game. Please, keep teachers and parents in the loop.

I agree that we need to meet in person for the best interest of our students and the economy, but I would like more information on how to apply these measures in a self contained classroom.

Please consider the health department first and foremost when making decisions. Salt lake District's new plan is well thought out. I live in salt Lake District and teach in Davis. I am terrified to go back to work and feel my needs are completely ignored. I envy teachers from Salt Lake District. Finally, I am a primary caregiver for my elderly parents. I will no longer be able to see them or help them under Davis district's plan once the school year begins.

I know that we are all doing our best to ensure that the students and their families feel safe and confident in our decisions about returning to school. However, I do not feel enough care or thought has gone into how the return-plan will affect the health (physical and mental) of the teachers and the students that do return to in-school learning. The numbers in our state are far too high for us to be able to guarantee a safe return to school for anyone on the current plans.

I feel like the plan is just go back to school at all costs because when we have to close again at least we can say we tried. Instead I think we should make the most cautious plan possible to start and then slowly return to normal when it is safer. I feel like we are just crossing our fingers that enough students choose to do all online, so that classes will be smaller. But what if they're not smaller? 34 kids in my class will be lucky to be two feet apart. I fear too many of my kids will think masks are stupid and be constantly trying to take them off. I feel like the only way I will be safe is to sit behind my plexiglass desk all the time. What kind of education is that? Behavior management will be a joke, student interaction non existent. I can't allow group work or much movement in the room. All assignments online so we don't have to pass papers around. This scenario seems only slightly better than fully online in reality. So why not create a plan where we can actually reduce class size so that I can feel safer to interact a little bit more with my students and better monitor them. Plus the students aren't having to wear a mask for 7 hours 4-5 days a week, so maybe they will wear them more willingly. Look at what happened in Israel. They opened schools back to normal too quickly and it was a disaster. Let's learn from their mistake. Otherwise we will end up with all online school anyway!

I'm worried about the increase of behavior problems when Elementary age children have nothing to do at Recess

I do not believe there is any easy answer to what we are going through as to going back to school. I think there are many risks with "in-person" learning. However, I know that children need to be learning. They need to be social. Let's just make sure that teachers are not the only ones as far as staff goes, that are watched and protected.

I have been emailing my concerns to various board members and District representatives and have not been satisfactorily answered. It seems as though every effort is being made to appease parents who want school

to be opened, but questions from or about teachers regarding the reality of enacting all of these preventative measures are being dismissed. I feel devalued and expendable.

I am a soldier in the Utah Army National Guard and have been put on notice of a likely deployment at some point during the upcoming school year. I should not feel like I will be safer in a foreign country with the hazards of war than I do in my own classroom, but that is the case. I am relieved, in a way, that I will be removed from the classroom--to be sent to an open conflict zone for the record--for a time as I feel district and state leadership has failed us as teachers and is playing politics with the lives of students and educators. School board meetings are taking place virtually; why must teachers return to the classroom?!

I feel as though the voices of teachers and concerns of teachers are being lost in conversations regarding returning to schools. Granite district has worked hard to offer options to families that will allow high-risk students to learn remotely, but NO similar options are available to teachers. A year-long, unpaid leave of absence is the only option that has been offered and that is not a possibility for myself or many others that I know. Furthermore, the expectation that teachers do both in-person and online teaching without additional compensation is ridiculous. Furthermore, Granite board members acknowledged that social distancing is not possible under the current plan and that the CDC has specified that face coverings AND social distancing are essential to stopping the spread and they proceeded with a full return plan anyway. This is demoralizing as a teacher.

Administration can say and plan in anyway they see fit, but when it comes down to it- they are not the ones on the front lines. I wish I could have been more a part of the discussions leading into the decisions that have been made. I feel like I am being treated like a child instead of an adult and professional.

I am saddened that the government is experimenting with our children. To say kids dont get covid or pass it on is thoughtless. I should not have to fear for my life, fear coming home to my obe family and making them sick and not feeling like I can take the risk to see my elderly mother for an entire school year. I will be missing the last years of her life.

Please, please, please consider teacher safety more carefully. Be mindful of our right to a safe workplace. I know that parents want school open as if there isn't a pandemic but we can't simply ignore reality. At minimum a hybrid A/B group of students should attend on different days to reduce the number of people in a room at any one time, if restaurants are blocking off tables then why shouldn't schools. Be firm on the student mask rule-NO MASK=GO HOME!

Base opening decisions on data that includes rate of spread in the community.

I would like a chance for my concerns to be heard. To brainstorm as a school to discuss ways to better serve our students. Especially those being raised by their grandparents due to the opioid epidemic who are worried about contracting the virus from their grandchild. To make sure face shields must be worn only also with a mask. That we rethink PE so as to keep masks on. I feel it defeats the purpose of wearing them all together if they are going to take them off and breathe hard around each other. That we communicate with families yo gauge how they are feeling. I cant believe this hasn't happened.

I think leaders are taking into account a lot of what parents want. They are trying to make things work and I appreciate the effort that is going into this. I am not sure what the right options are and I am glad I am not the one making those hard decisions. We should try to support our districts the best we can with what decisions they make. They are trying their best to make it work for the majority.

My concern is that major plans have not been made.

Lets say....A student in my class tests positive and they have a sibling in 3rd and 5th grades, plus a middle schooler. What is the protocol?

Lets say....I am home sick, I test positive, who will want to sub a class that has been exposed?

There are SO many scenarios I can think of...do we have a plan for any of this or will we go to panic mode and close the district down?

I just feel the hygiene part and mask part has been talked about, but is there a plan beyond that?

I also think with school starting in less than 3 weeks and there isn't a solid plan in place for the above, opening should be postponed until it's figured out.

There is no need to delay reopening, it just needs to be a phased reopening (starting online; staggering attendance; hybrid model, etc) and monitor data as we slowly reopen - not going back full steam ahead from day one. Teachers are mostly worried about time and distancing. They don't have enough time to plan, prepare, teach, etc. and they are worried about the distancing. Distancing in our little classrooms is just not possible with 30 students.

Custodial staff is very worried. There's not enough supplies to keep schools clean. They are depending on teachers and students to clean. My principal even acknowledged that she has no idea how or when the bathrooms will be cleaned because he's already worked to the max. She doesn't know how the cleaning rags will all get cleaned with one washing machine at school. They haven't even thought about teacher safety - we have nowhere to eat; the faculty room can safely accommodate maybe 3 teachers during lunch.

This is all just a huge mess and I feel like school boards and superintendencies just don't care about us right now.

The data shows it's not safe. I am high risk for complications teaching special education kindergarten. If I get COVID, my chances of getting are very high. This isn't safe yet. Numbers are not showing its safe. Please look at the data not just what's easiest for parents.

Maybe a delay would help that we wouldn't have to make up later??

I appreciate the hard work my district has done to try to keep the teachers, staff, and students safe. I feel that for the mental well-being of our students, we need to start school back in as traditional way of learning as is possible of doing. I feel like at-risk students/teachers, and those who live with someone at risk, should do online learning for now. Every district needs to have an online option available. I feel like my district (Alpine) has really thought their plan through, and is doing their best to create a safe environment for everyone. I'm excited to go back. I miss my students.

There needs to be a solid plan in place when there are not enough substitute teachers to cover the classes. Also, who is going to monitor these kids in the halls, at lunch, etc?

There has been no modifications made for social distancing and contact tracing in secondary schools. Secondary teachers must teach both online and in person for every period. Online is not interactive with a teacher. It seems that more safety measures are in place for elementary and no one gave secondary a thought. It's almost as though we are not worth the time and effort to even consider coming up with a safer plan.

I feel like the best option is to delay the start of school for 2-4 weeks and prepare for an online-only opening for the first semester. We shouldn't open any schools until an area has had 14 days with no new cases. (An added benefit of this may be the motivation of more mask wearing and carefulness in the community to be more conscientious about ending the spread of Covid-19!) Regardless, this will mitigate the risks and give more time to hopefully allow Covid-19 to die down, especially here in Utah county, so that we can reopen in person in a hybrid for 2nd semester. I know parents are anxious to get their kids back in school and "allow them to work" but they manage to work with kids at home every summer, and this year since March, so that shouldn't be an argument in the mix. Schools are NOT child care! If parents have childcare issues, that is something they need to work out on their own. This decision should not be about parents' childcare needs. It should be about the safety of teachers and students. With regular flu season just around the corner, we are setting ourselves up for more "crisis schooling" like this spring, and NO ONE wants that! Please protect teachers!

I don't think school board members and government officials realize how disruptive and overwhelming new procedures will be. It's not that I don't want to follow safety procedures (I do), but I'm not sure they realize how many facets of the day will be affected and how little these measures will actually mean in the long run when 1500 students crowd into the hallways in passing periods.

I fear burnout for myself and my colleagues.

I do not feel teachers had any input for our district plan. The economic well-being of students and their families were considered and the health of teachers and their families had very little consideration.

I worry that we still don't know enough about how this interacts with kids and that we are just creating our own scientific research. I think plans would be more concrete if there was some way to social distance the students better in classrooms. Reduce class size or stagger students.

What does the district consider "acceptable loss"?

How many people have to get sick or worse before a school will be closed?

What will trigger the return to distance learning?

Being a special educator in a post high school setting, I don't feel that this school or population has been considered in district planning. It is like we don't exist or matter

There are so many questions that have not been answered or have been pushed aside as if they don't matter. Need more concrete plans and plans for work case scenarios. What is the limit of cases till we close? What about if case in my room? Who will be quarantined? Heard that only quarantined only if symptoms arrive and been without a mask? Sick leave for teachers? I lose all my sick days at the beginning of the year due to pregnancy, how do protect myself and my students? Am I expected to take unpaid days for symptoms that I would have normally gone to school with (cough) and the time to take a test and wait for the results, that could be 2-5 days? I feel like I'm being put in an unsafe situation and will be penalized with unpaid sick days to do the right thing and stay home sick.

I feel it is extremely important for all students to be able to learning in a safe environment. I am thankful for all those who work especially in the special Education department.

I want to teach this year, but not with the plan that has been proposed. I feel it is unsafe for students, teachers and their families. I am considered at-risk, and I have people in my home that are at risk. I do not want to have myself exposed to the virus nor bring it home to my family. I don't want my students to be exposed either, nor bring it home to their families.

Il don't feel like the district has the teachers best interests at heart.

I also don't believe that our school has the appropriate HVAC system that will diminish the virus if someone has been exposed to it in our school.

If we are to follow the CDC guidelines, then how can we possibly social distance with 30+ students?

I would like to see the plan modified to have students come to school half days, Tuesday's-Friday's, with Monday's prep day or small group teaching for teachers. When students are not at school, they would be doing online learning for the other half of the day.

Secondary education needs to be considered in much more detail. Elementary classes are typically in one room anyway. Secondary teachers should not be forced to do two jobs (online and in person). We need AT LEAST one online school day if they plan to force secondary teachers to do both.

I can't plan because my district has not decided on a plan yet. However, I support the superintendent's delayed start and proposal to begin online. This is a great way to support teachers in planning for the best online education.

I am a teacher and a parent. How are we juggling these roles when all districts are choosing different options? I also have underlying health issues. Spending the whole spring term plus summer with my family in isolation has protected us. How are you making sure that my family continues to be safe? We can work online. We can create safe pods within our community to support each other. Let's be safe instead of being impulsive to return to a shared space.

I feel like our government, school board of education, superintendents Or anyone else that has authority over education, has done enough to make sure teachers are safe. To be honest we are never included in the narrative or at least that's been my experience. As teachers we are expected to say "yes" all the time and if we give our opinion or suggestions we are told we are "complaining" or "just aren't trying hard enough" or "it's about the students, you don't really have a say". Why is that the case? Why are teachers always pushed to the side or are the last to know anything or be asked anything? We are the experts of our classrooms in case you forgot.

I understand parents and kids want to be back in school, believe me, I want to be teaching again and feel safe again. But we aren't to that point yet. There is no way our country, states, districts, and cities are ready for what's coming when we put thousands of kids who've been in isolation (mostly) back together with little to no real safety measures in place, other than mask mandates which a lot of people seem to have a hard time understanding the importance of to begin with. Basically I'll I've been told as a teacher is "kids and their education matter, but you as the teacher, the front line education facilitator, don't matter. You must risk your life in another capacity now to make sure these kids get an education!" Well to be quite frank, an education won't matter much when teachers, and students, start to get sick and die. Please reconsider sending students & educators into a "burning" building with no safety measures solidly in place or defined. Please for the sake of everyone's livelihood and future. Do the next right thing.

I think kids need school to open. Online was a joke. It took all the fun out of my job. The reason I teach is not to sit in front of a computer screen. I felt like kids were not getting the support they needed. It did NOT work with my subject. I am totally on board with going back, but I just feel like my district needs to send more information. I know very little about the specifics of what is expected of me and of my lessons. Lots of unanswered questions. I feel like If the students/parents feel safe sending their kids they should have that option. Same goes for teachers!! And if they don't feel comfortable or safe then they can enroll in the online program. Please don't make us go all online again. My district has an online option for those that choose that route. I want to be in the classroom with my students again.

Going online halfway through last year was awful. The mental health is at risk for kids, parents, and teachers if we keep them isolated at home. I understand that this virus is real, and of course I don't want anyone to die...but kids are not dying from this. They are a low risk! Walking into a school is a risk every time no matter what year it is..we as teachers should understand that risk, and If we are not willing to risk it then those teachers should find a position online! Or in another field of work. Bring us back to school!

I would feel safe returning to face to face instruction when community spread has slowed and case counts are falling, with a blended schedule to facilitate social distancing, masks for all, and improved building ventilation.

My main concern is time and my emotional well being. I teach secondary special education and there is no way I can teach in person all day and be responsible for my students that choose digital learning at the same time. Friday's need to be a non student attendance day where we can plan and do digital learning requirements. I am absolutely shocked and dismayed that this is not even being discussed. I just don't understand how I can hold down 2 full time jobs. No one seems to be concerned about this. I'm more worried about this than I am worried about the virus honestly. I cannot burn out.

I feel like my school admin is doing everything they can and it's the district not being flexible, kind, or truly being educational leaders at this time. Would district office staff feel safe to be back in the school they came from?

I understand that this has been very difficult for everyone involved. I do feel like I'll be walking into the unknown until school actually starts.

Schools are essential. Essential workers have been working the entire pandemic; all of my extended family members kept working in person in crowded clinics with sick patients, in retail stores that stayed open, and other positions. None of them got sick. Teachers and school staff should be no different in the expectation to deliver essential services. I want to go back to work in person! I miss my students and know that, sadly, their parents have not been working with them during the period of at-home schooling. Sending home packets of papers simply doesn't help early elementary students to learn. This is what my district did; there was no online instruction for the early grades. Allow those who want to teach online to do so, but don't hold the rest of back who desperately want to go back to work in person!

Is the risk only considered minimal as long as it someone else's child, mom, or dad that dies?

Please understand that teacher's concerns are not just about the health of themselves and their students (although that is obviously paramount). We also recognize the chaos that WILL ensue when classes, groups, or more become sick or are required to quarantine. Schools may have to close because they literally don't have the staff (subs) to cover when this will happen. A plan to go back to school 5 days a week as usual is a plan for upheaval and instability. Teachers, parents, and students will not know what to expect from one day to the next as the virus spreads through the schools. It is this unknown that makes it impossible for me to plan or prepare to be a good teacher this year. At least if it were online I could be working to make that the best education possible for my students, rather than this guessing game of what tomorrow will bring.

Opening fully is extremely risky and no one is caring what will happen to teachers. There are too many unknowns on how this affect kids of all ages and a large majority of teachers have small children (mine is under 2). I love my students but is it fair to risk the unknown for my daughter? There's also too many unanswered question for when a teacher does get COVID 19 that need to be answered BEFORE schools open back up.

I'm concerned about the lack of communication from both the district and by my school administration. I feel like I haven't been given any guidance on how best to teach music with the current district plans, so I'm basically going into this year completely blind. In a time where I feel like we should be getting more information and communication, we've gotten considerably less than in previous years.

I didn't become an elementary teacher to sit in front of a computer screen all day. The joy of teaching is in the interaction with young minds. With the mask mandate and symptom checks in place by my district I feel confident that going back in person is the best course of action for me and the students who choose to attend. Those who are medically fragile have the option to attend online.

How will we be compensated for all the extra work????

I feel like my hands are tied. I have to return to work for my paycheck but that requires me to put my children in their classrooms rather than keeping them home, putting my whole my family at risk, especially with all those that are threatening to disobey the mask mandate. I wish we would just go online for the 1st term or semester. I sure wish I could just quit so that I can keep my own kids home and safe.

I feel like there are too many unknowns to safely return. I feel like we are guinea pigs. I feel helpless because I don't know how to advocate for my students, colleagues, and myself.

Our students are given a choice about what level of participation they would like to have. Parents are given a choice about what they want the school year to look like for their individual families. The teachers, on the other hand, are NOT given a choice about the environment we feel comfortable teaching in. And there are options. Other districts have them. Iron County does not. I do not feel valued by the community or the district when my only options are to choose my livelihood or my health for the sake of the economy. I am little more than a community babysitter, and Iron District has made that clear by not giving me a choice about what kind of teaching environment I feel safe in. I am not worried about my children (family or students). I am worried about my elderly family members and the risk my kids and I will put them in. Our family depends on their help with our children. That is now at risk and possibly over because the risks are too great for them. I am worried not that I will get sick and die of Covid-19 but that I will get sick and have lifelong effects from it. I am worried about the reality of shifting from everyone having in-class instruction (as the district has proposed) and then when outbreaks rise, as they ultimately will, that we will yo-yo back and forth between in -person and online teaching, a transition that is extremely difficult. I am worried that I and/or immediate family will get sick and then I will have to quarantine for weeks, having to always have substitute lesson plans ready for weeks at a time with little to no time to get that ready for subs who ultimately won't be able to teach where I left off to begin with, further impacting student learning. And that's assuming there is a sub. So many of us teachers give and give and give through difficult students and difficult parents and difficult educational and curriculum shifts and district and school decisions that aren't planned out well and lack of adequate teacher development & training and overcrowded classes and outdated technology and budget cuts and and and... and we just make it work. Every time we make it work. Often times we make amazing things happen. And now when we really need to be defended and protected and considered first before what parent and economies and - dare I even say it - students want and need for once in our careers, we are expected to just go along with whatever last-minute announcement the district makes on our behalf with no say and no options. We are told how much we are thought about and valued and how our safety is important, but I don't believe it.

I would like to see my district come up with some more creative ways of helping teachers and also making sure we are meeting the needs of students. It seems all districts are just fitting in this cookie cutter mold of what the state sends out as the expectations but all districts have different issues.

Rushing back to normal while ignoring the guidelines and CDC recommendations will put schools in a position that is anything but normal. We should aim for consistency, not normal. Our goal should be to safely and slowly open schools so that we can stay open!! Forcing schools, teachers and students to return 'as normal' 4 days a week does not reduce the risk of exposure, it increases it.

I have Rheumatoid Arthritis. To treat my RA I have been receiving the drug Rituximab throughout the summer. It knocks out my immune system. It is very easy to get sick. I am extremely fearful of going back to school. I am 37 years old. This feels very wrong and scary.

I feel there are unanswered questions about how to handle quarantine and isolation if a student or teacher gets Covid - the answer usually refers to kids not having a high statistic of getting it. There needs to be plans in place for when this does occur and that would help ease my mind of unknowns.

Since our final faculty meeting at the end of May, I have been unaware of any Zoom meetings, phone calls or emails asking for my input or questions about reopening our school until very recently, and then it was very minimal (a short survey with questions that didn't apply to me and didn't mention anything about online learning, and also were due the day after the link was sent out at 945 pm.)

The expectations for Kindergarten can not be met. They need to be taught how to share materials and work with others. These are important life skills that are taught in Kindergarten.

Please keep teachers and kids safe

Be more careful than less. Limit class sizes to no more than 15 and provide meaningful ways to keep everyone safe. Give teachers more time to prepare each day for in-class and online instruction.

Why do we require students to take and pass 3 years of science classes when we don't follow BASIC SCIENTIFIC PRINCIPLE in a pandemic?! We shouldn't be opening schools face-to-face when our Covid-19 numbers are still going up. We're risking people's lives and are likely going to be shut down again anyway. Why kill people unnecessarily??

Opening schools without modification is causing severe stress on teachers. Not only are we worried about our health and safety, at the secondary level, there is NO plan for the double workload (both in person and online instruction modalities). Parents have the option to choose to keep their children home, but secondary teachers have no say in the amount of contact they will have with students throughout the day. I think the district has made an extremely poor choice in keeping the schedule as is, with NO modifications!

No safety checks are in place for teachers who at risk.

We cannot physical distance with a full class. We MUST have smaller sizes.

We need to open slowly. There is no physical distancing with current plans.

Our district personnel have been phenomenal in their efforts so far. I recognize their efforts. I do wish our school board had explored other options of resuming school more aggressively. I am concerned about the health risks to students, faculties, and community if we open as the board of education determined. I don't feel guidelines are being followed and are being viewed as recommendations or suggestions and not as guidelines to be followed.

I just want straight forward answers. Especially regarding what happens when someone is sick.

You have to realize that not all kids are going to listen to instructions either because they do not fully understand the repercussions or they simply do not care. Cramped class rooms are a breeding ground, bathrooms will not be as clean as we need them, trying to move kids from class to class cannot be done safely within an appropriate timely manner.

I wish I knew more specifics of how things are going to run this school year. I'm hoping an email is sent very soon with more information for teachers.

At some point every person entering the school building should have their temperature taken. Those who are asymptomatic are allowed in the building. Those with illness symptoms should be sent home. Schools are not responsible to provide free childcare for working parents.

If it was so unsafe in the beginning, enough to send us home, why are we going back when it's not only not better, but worse?! I do not feel safe, and that is unfair to expect teachers to sacrifice ourselves. Society should accommodate if we need to allow kids to be home- it's what we all need, so we all can accommodate, not just the teachers.

I am concerned because my districts plan doesn't seem like a plan, it just seems like they slapped out a few new rules to justify school as usual. I want school to return to normal. I get sick to my stomach at the thought of starting the year with new students online. However, I also get sick to my stomach thinking about cramming in a room with no social distancing for hours at a time and bringing home the virus to my high-risk parents who my family lives with. I am also high risk. I also don't have trust in those around me to abide by the rules and respect my space. We returned to school on the last day for a teacher goodbye parade where we were to space around the school for families to drive by and wave goodbye and then we were given a lunch to grab and leave and several of my colleagues were not respecting social distancing and invading my space and that if others who were trying to distance. We also had parents coming in and pushing their kids on us for end of year pictures which put me in a really hard place when I want to maintain social distance. I worry that once we're all thrown in back together it will be the same story. I also have so many concerns about the situation and what the reality is going to be but I know they have been shared as a whole so I'm not going to re-list them all here. I understand that many people are working hard to try and figure this out and I'm appreciative of their efforts. As educators we usually can figure out a way to make challenges work but this one is near impossible. I get that we should be back in school. It's where we want to be and have planned on being. However, why have I spent the last 4 months not going anywhere and trying to keep myself and my family healthy just to forget about that the numbers are worse than ever and just dive right back into school. I'm so confused. I'm conflicted. I'm upset. I'm wore down by it all. It's time to be energized and ready to get back in the classroom, but not this year. It's going to be a long, hard year.

Are there any other options for me as a very high risk person besides teaching in the classroom or quitting?

David School District Fired over 300 teachers that either used up there insurance or where forced retired using Covid as an Excuse they have been a racist District pushing out minority students through alternative routes, and now forcing teachers to teach in unsafe environment

I do not believe that putting approximately 2,000 people in a poorly ventilated space for 7.5 hours a day, 5 days a week is going to be successful. School should be online or be an alternating schedule so that social distancing can take place. I also am concerned about exemptions for mask wearing. I teach in special education and believe that not every one in special ed classes should be exempt simply because they have "special needs". I need to be safe at school and that means masks must be worn. I have a budget of \$80 per student for the entire year. I hope that the school/district is taking on all expenses for cleaning supplies and PPE because my budget can not afford it. My husband has already bought a very expensive air purifier for my room. It is his effort to keep me safe. I am not convinced it will work.

You need to look at safety first and foremost - parents may be tired of having their kids at home but teachers safety and their family as well as other students must be the driving force to make things as safe as possible- for me a hybrid model is best few students at school at any one time - block schedule A day Monday / Wednesday B day Tuesday/Thursday Friday will be open for students who make an appointment to meet with teachers for extra help

I feel grateful for the efforts that have been made and the extra work that administrators have done during this time. This is not an easy decision by any means.

I am a young teacher and this is my eighth year of teaching high school but I have several health conditions that would put me at a high risk of a VERY negative outcome of COVID-19 and I feel like my district is not doing anything to adequately protect its teachers. I feel incredibly let down and considered disposable by my school district (Granite) who at no point considered the needs of teachers in their reopening plans. At no point have teachers been asked for their input or concerns in this. All of one board members brought up that the district's current reopening plan is not following CDC guidelines and a motion to do so couldn't even get seconded in the board meeting. Instead, my District is more or less proceeding as usual and what is worse, placing the onus of making decisions—and paying for necessary supplies—on the individual schools. As things are right now, I am tempted to quit, if I could afford it and if I wasn't letting my school and students down. I love what I do. I want to do anything I can to support my students. Instead, I'm watching my district make decisions that only widen already existing achievement gaps, exacerbate the positions of already struggling schools, and are expecting us teachers to die in our line of work.

I feel that ALL students going back to school 4 days a week is not being safe. Alternating days with the middle of the week being digital learning day so a deep cleaning of the classrooms & building can be done would be a better option.

Learning should be done in a safe, effective environment for everybody!

Our school board disregarded work done by district and school stakeholders to make their own dangerous and unrealistic plan. They wanted to make "lunch as normal as possible" and "students in school as much as possible." They did not think about how we can't operate normally, neither did they realize that online learning is still keeping students in school.

My husband and I are both educators. I work at two elementaries and he teaches high school. Together, we interact/share space with hundreds of students and teachers. He has compromising health issues. We are both worried he, or my sickly 65 year old mother who lives with us, will contract COVID and need hospitalization. We are also worried about the workload trying to teach students in school AND those that opted for online. It feels like doubling an already immense workload. We WANT school to open, we miss our kids and are worried about them! But we also want distance as it is the most effective tool against COVID. There is NO WAY to currently do that, not even the three feet most schools are suggesting. Plans need to have input from local educators and include stronger plans for social distancing.

I know our district's plan was a long time coming, and a lot of care went into creating it, but when it came out I was upset by the lack of specifics in the plan, and was absolutely offended at the absence of care for staff well being. They have a whole section on staff well being, but all the district's big efforts in that section consist of things already in place, such as encouraging self care and the use of personal days. Zero effort has been made to check in regarding personal health risks, and possible adaptations to my job. In the spring I felt my district bebet over backwards to do the right thing and treat us all right. But I feel utterly ignored now.

Decisions are being made without regard for teacher input or safety.

I would like a special air filter available in my classroom because I teach a subject that makes mask wearing all the time impossible. An air filter would help me feel more comfortable. I am not high risk but my husband is. I am afraid of bringing an illness home to him.

All lives matter including teachers. If the future of the nation depends on the shoulders of teachers, they deserve to feel safe at school. TEACHERS' LIVES MATTER

I feel like teachers have not been adequately provided with information and solutions to open safely. I feel I cannot locate cleaning supplies for my house how can we have enough for classrooms. I also wish we had more money to get resources and supplies we need for opening schools. I think we need to rethink money and availability of supplies to ensure the safety of our kids and teachers.

I have been an integral part of this process for my school, district, and state (to a limited extent). As educators we have always been on the front line of illness. With the plans that are in place I feel confident that we will have less illness than ever before. That being said I also understand that by going to work I am exposing myself to risk. I also understand that my students NEED to be in school. I love the students I work with; that is why I teach! I feel the measures that are being taken mitigate the risks to provide a reasonable assurance that attending school in person can be done in a safe manner.

I live with someone who is constantly exposed to COVID because of their occupation. I was told anytime I am exposed I should take a few days off to get tested. I would end up having to take the entire school year off. I'm not high-risk, so I want to be in school, but I am worried I will have to use all my sick days because of my living situation.

Also, no one has told us what happens if one of our students or coworkers tests positive. Do we enter a soft closure? Do we quarantine for two weeks then come back? Do we continue in-person instruction as normal?

This virus is less likely to negatively affect a child than the flu would. I am also certain that this was around our community last winter and spring and I am not the least bit concerned about returning. Frontline workers can work safely, so can teachers. Daycares have been open for frontline workers and they have been able to operate safely, schools can as well! There is far more fear than is necessary! There is also far too much at stake when we stay shutdown! Kids need to be in school for their mental, physical and emotional well-being! We can do this!!

As a rotations teacher, I was given no special training on how to adapt my rotation. I still work with nearly EVERY student in the school. The closer I get to the start date, the more scared I realistically am.

Please follow the science. It is not safe to open schools until we have a much better handle on this pandemic. I cannot go a single day without multiple community members reaching out and asking what I think. I want to go back to what we had but that is not a safe option for me or my students or their family members. We can stand and deliver a quality educational experience online until and when the science says it is safe to go back into the buildings. We would not go back after an earth quake until we can scientifically document that it is safe. We are smarter than this. We are better than this. If a district official and a board member is not willing to spend every day in one of our rooms with us, they should NOT be sending our children or our teachers into that same circumstance. It's just not safe. I will teach my socks off online. It will not be what we had but the students will adjust and we can hold a high bar and a high standard and we can stand and deliver.

The one question I wish had been asked on this survey is: Do you have someone in your immediate household who is high risk? My own household has one person who we have been told repeatedly, is 200 times more likely to die if he gets it. I keep hearing from community members, "If my 5th grade daughter brings it home to her disabled brother it will kill him." "If my grandchildren bring it home to their father, he has

too many conditions, he won't make it. And my wife and I can't help. As grandparents we are high risk too." We are putting people in impossible situations.

Listen to the professionals who work directly with the students and data presented/collected by health professionals more than politics. We know and understand what's going on and we deserve to be heard and our words respected.

Please consider the medical evidence of case rates and Utah's position in the top 18 states for positivity rates and per capita new cases which was sent to governors a little over a week ago.

As a substitute I worry that schools won't want to pull in a sub that has been at different schools that week. My biggest concern is not being able to work when asked because I may have already worked at another school. But I have two children attending two different schools, mixing with kids that have family that attends different schools. ???? I just want to be able to work

I am incredibly worried about the lack of concern for teacher planning time. In an attempt to meet other safety protocols while maintaining an "as normal as possible" experience the answers all lean towards canceling the things that provide teachers with an opportunity to plan, make copies, eat, use the restroom. We already have very limited time to do these things and they are not only our legal right, they are imperative to our ability to do our jobs well.

I think it would be better to start with a hybrid model, where there are reduced numbers in the school on any given day. I like the idea of an A day B day, with the alternate day being online.

I think there needs to be additional prep time. As an elementary educator I get a 45 minute prep on Fridays and a 45 minute prep every other Monday when there is school. We miss more planning time than other schools because of the times we have our specialists. That gives me non PLC Friday early out time for planning. That is not enough time.

Great Job

I am a new teacher who has only been in the field for several years. It is difficult to put into words how hard I have worked to provide quality content to the students in my classroom during these past years. I am shocked, disappointed, and disturbed by the lack of care and support my district is offering teachers in this time of a pandemic. Honestly, I feel totally disregarded and disrespected, by my district. They suppose that because I am "young" that I am at "low-risk" but don't consider the fact that due to my current life circumstances I must interact and help care for very high risk family members. Needing to teach this year would put undo stress upon myself and my family.

Thanks for your support.

Plans for high risk teachers need to be taken seriously. While school is vital, we can make school safer than it will be with the current plans.

Reopening school in person is definitely increasing the chance of Covid-19 spread among children and families.

Based on our community infection data, I am in agreement with the plan currently although I feel we should've reduced the attendance of students by one whole day vs a half day in order to give opportunity for less exposure for staff/students who are high risk but will not stay home due to personal, social, financial reasons.

It's impossible to plan for every scenario in a school setting and teachers aren't allowed to make last minute changes on the fly. I really think it would be beneficial for superintendents and higher ups to spend several days in the classrooms, especially special ed, see how comfortable they feel.
Depression is going to spike if we try to keep these kids apart. Don't do that to them.
SLC district has a strong leader with Superintendent Madden, it's unfortunate the school board isn't on board with this science/med expert backed plan. Could we not talk about sports until we figure out how to educate these kids 1st please!
The cases are rising in Iron County and have been for over a month. Today we have twice as many as yesterday and plans are to open. I have to go to a 3 day mandatory training next week with Iron County School District and masks ARE NOT mandatory. I'm told that it's their LIBERTY to not wear them. What about the state school mandate? This district believes that this is not a real thing. Shame on them for putting the teachers and students in so much danger. This is going to go very very badly because of their lack of concern and negligence. You CAN NOT start school during a spike. What are they thinking?
What does the district consider "acceptable loss"? How many people have to get sick or worse before a school will be closed? What will trigger the return to distance learning?
I understand how difficult it has been to make these essential decisions regarding education. Thank you for your dedication & thoughtful solutions during this pandemic.
Why is Iron County opening with rising cases? Why do they not believe in science?
There are very high risk teachers who have to return to work. They are literally putting their lives at risk to earn an income. Any and all precautions that can protect them should be taken.
I currently have 31 6th graders enrolled in my class. With that size of a class it is going to be next to impossible to social distance them. I do not think that our school board took our large class sizes into consideration when they made their decisions.
I'm tired of being treated as expendable
Space the kids out! Use a split day or alternate days schedule.
I am very disappointed with the decisions made by my school board (Tooele County School District) in regard to school reopening. I feel they have shown a callous and unrealistic view of the danger returning to school poses for students and staff and their families. The district leadership presented several plans that would have enabled social distancing with a hybrid instruction plan that would have created a much safer environment, but all plans were rejected and their focus for decision making seems to be in making things as "normal" as possible. Our lives are not normal right now, and ignoring that simple fact is extremely dangerous. None of the school board members will have to physically be in the schools this fall or make the necessary adjustments to schools in terms of sanitation and social distancing. This has been left solely to the district and building administrators to figure out, and they are scrambling to make adjustments. Neither of these necessary modifications, social distancing and increased sanitation, can be successfully done if school needs to be "normal," Even with these modifications, the effectiveness of instruction, social needs of students, comfort, student engagement, and time for actual academic instruction will be severely compromised. While face to face instruction is, in my opinion, the best way to educate children, the risk is simply too high right now to try to hold school normally. I feel an abundance of caution, even an over abundance, should be the rule during a global pandemic. Life is not normal and will not be normal for the foreseeable future. This is an extraordinary situation and needs to be treated seriously as such by decision

makers at all levels because the lives and well-being of others, physically and emotionally, are literally in their hands.

Fully reopening schools right now isn't safe. I feel that because of current circumstances, we need to implement a track schedule where students come on alternating days of the week and students come to school 2 days a week. We need to implement a hybrid model where when students aren't at school, they are doing online learning. If these plans were to be implemented, teachers would need more planning time. An ideal schedule would be to have Track A students go to school on Monday and Thursday, Track B students go on Tuesday and Friday and Wednesday would be reserved for teacher planning.

Don't forget teachers with school age children at home! The juggle of work and home life is real. Being a caretaker at work and at home is a constant changing of hats. Consider what teachers should do with their children on half days or split schedules? Where will they go?

How does it work if my child is in a different district with different rules?

I feel extremely nervous about returning to school. I have an at-risk spouse and have done everything in my power to keep them safe throughout the summer-have stayed home as much as possible, worn a mask, sanitized SO much, washed hands, chose to miss out on any group activities with family/friends, etc., And now it feels like all that is going out the window by having to be exposed to hundreds of people each week (if we keep with our traditional plan). Our adorable students are at risk and especially our kiddos with special needs. This just doesn't feel right to me with our numbers being so high every day. I think it's very sad that our goal is to have numbers around 500. That's too high in my opinion. The Governor should have mandated mask usage months ago in order to reduce our numbers.

As a specialist who works at 2 schools with over 1500 students in two weeks time my biggest fear is getting it and passing it on to other adults. No plan for specialists has been made to my knowledge. I understand and respect why- you got to figure out classrooms first; however, my fear is that they won't even think about the fact that I go to multiple buildings and as an art teacher how do I teach without supplies? Taking a year off isn't an option for me but I also take care of my parents. I have huge concerns about this year and I feel like I will get COVID-19- there is almost no way around it when I will be working with that many children AND that many adults. I am not one teacher in a room with 25 kids- in one day I will see at least 150 kids.

I am a new teacher who has only been in the field for several years. It is difficult to put into words how hard I have worked to provide quality content to the students in my classroom during these past years. I am shocked, disappointed, and disturbed by the lack of care and support my district is offering teachers in this time of a pandemic. Honestly, I feel totally disregarded and disrespected, by my district. They suppose that because I am "young" that I am at "low-risk" but don't consider the fact that due to my current life circumstances I must interact and help care for very high risk family members. Needing to teach this year would put undo stress upon myself and my family.

So much of our district plan our district plan is about parent and student choice/ preference - teachers are not afforded such choice. Throughout the process, schools not the district have asked for comment or feedback. Two weeks before school starts and we will have to move online before the end of September. It's frustrating.

We need better communication about what's going on. Families come to us, asking all the time, and when we are just as clueless as them, it reflects negatively on us and creates more anxiety for the families.

I think school leaders are doing the best they can With what they have. Utah has always had high student to teacher ratios. It wouldn't be hard to social distance if our class sizes were smaller. The government needs to find a way to build more schools and hire more teachers. People need to be willing to help pay for our future leaders to get a great education instead of voting against raising taxes. Good luck district leaders. I hope you are able to find a solution.

We need better communication about what's going on. Families come to us, asking all the time, and when we are just as clueless as them, it reflects negatively on us and creates more anxiety for the families.

I feel that ALL students going back to school 4 days a week is not being safe. Alternating days with the middle of the week being digital learning day so a deep cleaning of the classrooms & building can be done would be a better option.

Stop sticking your heads in the ground like an ostrich. Wanting everything to be normal will not miraculously cause the virus to go away. Not only teachers need to be protected, but so do families. Students will bring the virus home with them after it is caught at school.

I feel that ALL students going back to school 4 days a week is not being safe. Alternating days with the middle of the week being digital learning day so a deep cleaning of the classrooms & building can be done would be a better option.

I would strongly support the hybrid model. Having 1/2 the students come each day will allow me to implement proper social distancing in my classroom.

The school board did not seem to consider much what the TEA, representing 70 percent of TCSD teachers, and district task forces had to say. I don't see why we have to have secondary students come to the school building so often when it could easily mean more community hospitalizations and deaths and more quarantines of more people within school, which is hard on students. Even though it would probably mean much more work for me as a teacher, it would be worth it. Deaths are hard.

The current plans are inadequate for providing a safe reopening and reducing the spread of Covid in our community. Reopening should be based on community rates of infection and in person classes should only be considered if temp checks, travel restrictions, improved cleaning protocols, and smaller class sizes for 6 ft distancing are in place.

I feel for elementary schools we should be dividing our class in half, half comes from 8:30 - 11:30, teach language arts and math, the other half comes from 12:30 - 3:30 repeat. On Friday, teach like kinder, 1 1/2 hours for each group. Do any testing and then teach science and social studies. This way our kids are here everyday, which is what they need to be, our classes are smaller so now we can social distance, plus there are not as many kids in the building.

We have a lot of teaching to make up from last spring, having smaller classes would help us in accomplishing that plus, I as a teacher would feel safer because I don't have so many kids in my room at any given time.

I wish we would have gotten some sort of survey like this earlier. It's upsetting hearing about surveys going out to parents without similar surveys going out to teachers at the same time. It seems we are expected to accept all changes being made without any say or any emotional support... or additional pay, for that matter. I'm expected to teach online, in person, mandate mask wearing, clean rooms in addition to all of my other responsibilities- all during an already stressful global pandemic? I fear I may lose it and quit before the end of the first semester.

I feel that decisions have been based on first: what is best for the economy, second: how to keep students somewhat safe. However, I feel that no decisions have been made about keeping teachers safe, yet we have the higher risk factors. We do not get plexiglas in the classroom, we do not get N-95 masks provided to those who want them, and we do not get reduced class size to provide social distancing. Though I keep my visits to stores to a minimum, when I have gone in I see kids who wear their masks anyway but the correct way, and I have not seen anything addressing what options will be available to teachers when this happens in a classroom. Guidelines must be clear to students and parents that students who are not abiding by the rules to keep everyone safe (3-4 infractions) will be required to do online school for the semester. I know that all the districts will have a shortage of substitutes, and I worry that if I take a sick day to ensure that I do not

have Covid-19, it will cause other teachers to have to cover my classes and give up their valuable prep time. I am concerned that no clear policy has been made to address how many cases of Covid-19 would be necessary to deem that a school is unsafe for students and teachers, and that it would then need go to on-line learning. I have also not seen anything about who and when we should quarantine (should all teachers and students who were exposed to a Covid-19 positive student for an hour in an inclosed classroom get tested and quarantine until results are known? What about the 4-5 students in each class who were sitting within a foot or two of that student?) There are so many questions, and nobody wants or has the knowledge to properly address them.

I am alarmed at how little the teachers in my district have been left out of the equation while making decisions about reopening schools. We were never asked whether we felt safe. We were never asked about logistics. This will kill teachers—plain and simple. Who is going to be there to replace us? We are already facing a teacher shortage. If the state of Utah valued their educators, we would not be opening in person. I feel expendable. I love my students, but I also care about my safety and the safety of my loved ones. I'm putting myself in direct danger without proper precautions or PPE. Numbers are skyrocketing! How can we justify going back? A phrase I hear a lot in education is "data-driven decision making." This seems to be the complete opposite of that. I am 30 years old and my husband and I are meeting with a lawyer to ensure we have our will in place before I go back to school. This isn't normal.

I believe it's not fair to have teachers teach in person which is going to risk themselves, and their families. I also think they have not thought realistically about the in person schooling plan. The guidelines they have put in place are not sustainable.

I understand how difficult it has been to make these essential decisions regarding education. Thank you for your dedication & thoughtful solutions during this pandemic.

Administration can say and plan in anyway they see fit, but when it comes down to it- they are not the ones on the front lines. I wish I could have been more a part of the discussions leading into the decisions that have been made. I feel like I am being treated like a child instead of an adult and professional.

Teachers and their family's lives are matters! We are forced to work in an sever dangerous environment.

Our district plan would be okay if the number of cases in our area were significantly lower. The danger of contagion is worse now that when we went into a soft closure. A delayed start or a hybrid model is safer for students and their families, as well as teachers and their families. It is worth considering that there are fewer confirmed cases of children contacting the virus because we have been protecting them from exposure. Also children who have been exposed rarely get tested.

With about 27000/35000 cases in utah based in the teacher demographics, I do not feel that adequate precautionary steps will be implemented to protect the teacher workforce. School as usual, as ot will be in my district, is not safest practices for teachers.

I feel the our district is very supportive but the school board is not. They did not listen to our concerns and they came up with their own plan to reopen our schools.

Adequate PPE for Special Education needs to be implemented.

I think everyone is trying really hard and doing the best we can; it won't be perfect. But I do think schools are an essential function of society. If I didn't believe this, I would probably leave the field.

There are students right now who are at risk because of difficult home situations, lack of social interaction, etc. That should be taken into account for whatever plans are made.

I also feel that, in a time when teaching is highly difficult and unsafe, teachers are feeling less appreciated than ever. We are being threatened with furlough days and lower pay...all while unrealistic demands are being made of us. I haven't stopped working. I take this survey while working in my classroom, unsure if my students will be returning to my classroom. But I haven't stopped working.

Like everyone in this uncertain time, teachers want answers. Parents want answers. Students need answers.

From: [Larry Madden](#)
To: [Melissa Ford](#); [Nate Salazar](#); [Katherine Kennedy](#); [Michelle Tuitupou](#); [Kristi Swett](#); [Samuel Hanson](#); [Michael Nemelka](#)
Subject: Fw: SLCSO resuming school in Aug
Date: Sunday, July 26, 2020 5:52:47 PM
Attachments: [image.png](#)
[July 19.docx](#)

From: [REDACTED]
Sent: Monday, July 20, 2020 9:50 AM
To: constituentservices@utah.gov <constituentservices@utah.gov>; Larry Madden <Larry.Madden@slcschools.org>
Subject: SLCSO resuming school in Aug

July 19, 2020

TO: Governor Gary Herbert
Larry Madden
Interim Superintendent, Salt Lake City School District

Dear Governor Herbert and Superintendent Madden,

I am writing to you both to plead with you to uphold Governor Herbert's color-coded risk assessment and recommendations system in SLC School District. I am full of praise for both of you and your leadership in Salt Lake City during the Covid pandemic. I am grateful for your thoughtful leadership at least daily if not 100 times a day. Both of you. I want to thank Governor Herbert specifically for the color-coded risk assessment system. It simplifies a very complex problem into manageable daily steps and helps me tremendously in determining what activities me and my family can engage in, in order to keep my household healthy. I think the campaign to get Utahns to voluntarily wear masks was brilliant. No Utahns wants to shut down the entire state again. Giving each citizen a challenge to socially distant themselves or wear a mask when distancing is not possible, causes each of us to become invested personally in this pandemic recovery and it will make our victories that much sweeter. One struggle we have all had in this pandemic is the feeling of being powerless to it. The Governor's plan and the "shoot the moon" campaign gives power to the people. As a parent of two teenagers I know the importance of investing my teens in goal setting. For example, I think most teenagers today need a cell phone to manage their day to day life. I also know that if I require my teens to earn a phone they will enjoy the phone more and care for the phone better than if I simply gave them a phone. In our

house, my kids babysit and mow lawns in order to earn and maintain phones. Both my kids have a certain level of pride and independence about their phones and they take really good care of their phones. It is the same with citizens of Utah. You could have mandated masks, but you knew Utahns would rise to the occasion and so gave us the responsibility to fight and defeat this terrible epidemic. I am fully invested in the fight as I think the majority of Utahns are as well.

I believe that we should not waiver on the color-coded system when it comes to SLC school districts. As you both know, Salt Lake City is a hot spot for Covid. I believe that sending kids to school when SL County is still in the orange category will be disastrous. Further, Salt Lake City community members can and will get our Covid numbers down dramatically if given the opportunity and the motivation. In short Governor Herbert, stick to your guns. We, parents of kids in SLC schools, can rise to the occasion. Sending our students to school in Aug with the numbers of covid transmission we have currently will put our students, their families and our teachers, specifically our veteran teachers, the teachers we want to reward and retain, at tremendous risk. I have been a teacher in the past (Go Grand County Red Devils!). I will tell you teachers are very aware of their risks in Covid and many will stay at home. Many teachers may require the school district to fire them and then claim unemployment. Should enough teachers take this action, teachers could potentially bankrupt Salt Lake City School District. Please do not require teachers and the public schools to bare the entire burden of the economic ramifications Covid has levied on Utah.

Every family is deeply affected by how and when school will resume in the fall although Covid has affected the poor families much more than wealthy families. Many families depend on school for child care and food for their families. We can address childcare and meals without putting all our kids and teachers in harm's way. We can accommodate everyone here, we just need the opportunity to get the transmission numbers down. Opening up schools in SLC during an orange risk level is akin to me, buying my kids a 1000\$ iPhone when they have only earned a hundred dollars. The key to winning has never been to change the rules of the game. We can win at Covid, we have the ability, the skills, we know what we need to do... social distance ourselves and wear masks. According to Ms Angela Dunn if 100% of the population wears a mask and practices social distancing, we will reduce Covid transmission by 80% in 14 days. We have 35 days. We have a huge lead in the game already. Don't sell us short.

I read in the paper yesterday and today that both of you are receiving tremendous pressure from families who economically need in-person school to resume in Aug. I want you to hear from me too. I am very frightened to send my kids back to in-person school in Aug. My son suffers from a rare form of asthma (Eosinophilic). His type of

asthma not only puts him at high risk for complications of Covid but the monthly injections he must endure also put him at a high risk. My son has the proverbial "double whammy" when it comes to covid complications. My son's asthma doctor has told us that my son should not attend school in person in Aug as usual. The risk is too great. Not only can my son not attend school with high transmission rates, but my daughter cannot attend school either, because she may contract Covid and then expose my son. The best situation for our family would be for the Governor's office to not relax the color-coded system but let the citizens in SLC rise to the occasion and get our Covid numbers down. Holding school in person as a reward for lowering transmission is a powerful tool. Use it! If SL County can lower Covid transmission to enter the yellow risk category, my son could attend the once a week plan for high school students outlined by superintendent Madden a month ago. My daughter could also attend her school twice a week as per the original plan as well.

We can combat Covid! Give us the chance to shoot the moon. We need you to hold the reward at the finish line, not the halfway mark. Utah has a long history of beating the odds and coming together. We don't even need to beat the odds this time though. We already have the lead. Let us show you we can do it.

Thank you both for all that you are doing. I am truly grateful.

I would like written correspondence that you both have received my letter

[REDACTED]

[REDACTED]

[REDACTED]

July 19, 2020
TO: Governor Gary Herbert

Larry Madden
Interim Superintendent, Salt Lake City School District

Dear Governor Herbert and Superintendent Madden,

I am writing to you both to plead with you to uphold Governor Herbert's color-coded risk assessment and recommendations system in SLC School District. I am full of praise for both of you and your leadership in Salt Lake City during the Covid pandemic. I am grateful for your thoughtful leadership at least daily if not 100 times a day. Both of you. I want to thank Governor Herbert specifically for the color-coded risk assessment system. It simplifies a very complex problem into manageable daily steps and helps me tremendously in determining what activities me and my family can engage in, in order to keep my household healthy. I think the campaign to get Utahns to voluntarily wear masks was brilliant. No Utahn wants to shut down the entire state again. Giving each citizen a challenge to socially distant themselves or wear a mask when distancing is not possible, causes each of us to become invested personally in this pandemic recovery and it will make our victories that much sweeter. One struggle we have all had in this pandemic is the feeling of being powerless to it. The Governor's plan and the "shoot the moon" campaign gives power to the people. As a parent of two teenagers I know the importance of investing my teens in goal setting. For example, I think most teenagers today need a cell phone to manage their day to day life. I also know that if I require my teens to earn a phone they will enjoy the phone more and care for the phone better than if I simply gave them a phone. In our house, my kids babysit and mow lawns in order to earn and maintain phones. Both my kids have a certain level of pride and independence about their phones and they take really good care of their phones. It is the same with citizens of Utah. You could have mandated masks, but you knew Utahns would rise to the occasion and so gave us the responsibility to fight and defeat this terrible epidemic. I am fully invested in the fight as I think the majority of Utahns are as well.

I believe that we should not waiver on the color-coded system when it comes to SLC school districts. As you both know, Salt Lake City is a hot spot for Covid. I believe that sending kids to school when SL County is still in the orange category will be disastrous. Further, Salt Lake City community members can and will get our Covid numbers down dramatically if given the opportunity and the motivation. In short Governor Herbert, stick to your guns. We, parents of kids in SLC schools, can rise to the occasion. Sending our students to school in Aug with the numbers of covid transmission we have currently will put our students, their families and our teachers, specifically our veteran teachers, the teachers we want to reward and retain, at tremendous risk. I have been a teacher in the past (Go Grand County Red Devils!). I will tell you teachers are very aware of their risks in Covid and many will stay at home. Many teachers may require the school district to fire them and then claim unemployment. Should enough teachers take this action, teachers could potentially bankrupt Salt Lake City School District. Please do not

From: [Katherine Kennedy](#)
To: [REDACTED]; [Michelle Tuitupou](#); [Michael Nemelka](#); [Nate Salazar](#); [Samuel Hanson](#); [Melissa Ford](#); [Kristi Swett](#); [Larry Madden](#)
Cc: [Yándary Chatwin](#); Mike.Harmon@slcschools.org
Subject: Re: School Board Meeting Tuesday, July 21, 2020
Date: Friday, July 24, 2020 4:07:11 PM

Dear [REDACTED]

Thank you for your email. I am sorry you found my behavior unprofessional. I believe you are wrong, and I would like to provide you with the following additional information.

First, my information from Principal Wright was not hearsay. I mentioned that I had not had the chance to speak with Mr. Wright, but that I knew that he did not support remote learning. What I did not know was whether he advocated for our hybrid model or for a five-day full-time enrollment model alongside remote learning. I was trying to represent the voices from my community with accuracy. Principal Wright is an important voice in our community, and he had openly advocated against remote learning in an email he sent the evening before our meeting. Principal Wright stated (this is copied directly from an email that he sent to several people):

“What also became very clear tonight was the serious & negative effect remote learning would have on our most at risk students. Last spring over 200 students at West never logged onto Canvas, even after home visits, wellness checks, and aggressive teacher outreach. These are not students that will re-engage with improved online instruction. Online instruction was, and will continue to be, a barrier to their education. If SLCS D makes the decision to open remotely to begin the school year, even though the Governor has giving permission to open with in-person instruction, the message that will be conveyed is that these students don't matter enough to the system for the system to adapt to their needs. Where is the equity here?

I advocate for a plan that provides parents the option to send their students to school or to learn online. If the Salt Lake City School District opens on a soft closure this fall it will signal a serious breach [sic] of trust between our families and the district. Families will leave SLC schools and the damage will be significant and long lasting.”

Second, the July 21st meeting was not on our original calendar. We usually do not meet in July. When we were required to adopt Assurances by the USBE, our school board set the schedule for the meeting on July 21st at a board retreat on July 7th. I had a commitment with my daughter already on my calendar at 6 p.m. At that time, I said I could attend a meeting *if this meeting ended by 6 p.m.* I was assured that the meeting would end by that time. I expected that my fellow board members would keep that commitment, and that in her role as Board President, Melissa Ford would maintain that commitment without making the end of the meeting be about me or because of me. I did not expect to be mentioned as the cause of the end of the meeting, and I certainly did not expect to have to insist over and over that the

meeting should end. The time of the meeting was set as 4 p.m. to no later than 6 p.m. Should you wish to verify this information, you are welcome to watch our July 7th meeting, which is posted online. As you know, we are discussing important issues, and I want to represent the schools, teachers, parents, students, and constituents in my district by speaking for them if necessary and voting to represent their interests. At the same time, I should be allowed and even expected to honor the commitments I make to my family.

I would like to add that I believe it is highly inappropriate to comment on what other people wear. If Mr. Nemelka's home is cold, he should be able to wear a blanket around his shoulders without anyone in the community commenting on his apparel.

Sincerely,

Katherine Kennedy

From: [REDACTED]

Date: Friday, July 24, 2020 at 2:37 PM

To: Michelle Tuitupou <Michelle.Tuitupou@slcschools.org>, Michael Nemelka <Michael.Nemelka@slcschools.org>, Katherine Kennedy <Katherine.Kennedy@slcschools.org>, Nate Salazar <Nate.Salazar@slcschools.org>, Samuel Hanson <Samuel.Hanson@slcschools.org>, Melissa Ford <Melissa.Ford@slcschools.org>, Kristi Swett <Kristi.Swett@slcschools.org>, Larry Madden <Larry.Madden@slcschools.org>

Cc: Yándary Chatwin <Yandary.Chatwin@slcschools.org>, "Mike.Harmon@slcschools.org" <Mike.Harmon@slcschools.org>

Subject: School Board Meeting Tuesday, July 21, 2020

Dear School Board Members and Superintendent Madden,

As a retired teacher from Salt Lake School District, taxpayer and grandmother of students attending Salt Lake Schools I was appalled by the unprofessional behavior of two of the school board members on Tuesday afternoon. I do not envy the terrible position you are facing. The decision you have to make is more than

difficult. You will not please everyone and must make the best decision for the overall population of the district. But what you do need to do is be PROFESSIONAL. As a past Vice President of STLA (now SLEA,) if a teacher acted the way Mr. Nemelka and Ms. Kennedy acted, you, as a board, would have demanded that the individual teacher be "written up." You have an obligation as elected officials to set the bar high and not degrade or name people in your open meetings.

All personnel issues are to be discussed during your closed sessions and not aired in your open meetings. Don't throw your teachers, staff and principals under the bus to further your own personal agendas. Don't stand behind being elected as your right to say whatever you want with blatant disregard to those you are attacking. You would not tolerate that from the teachers and principals. And the citizens of SLCSO should not tolerate that behavior from you as school board members.

First, Mr. Nemelka, I was appalled by several of your comments. You said, "I've received over 400 emails and read most of them but won't be able to respond to most of them because I'm old." Are you kidding me? You also said of teachers who teach on line ... it's a "lazy" way to teach. You then said, take English teachers for example...if you have four teachers we can "get rid of two of them. If we're teaching online, we don't need that many teachers. We can surplus them and have them sub in the elementary schools." SERIOUSLY? I taught language arts in elementary school and had to read and comment on my students writing. Do you really believe that a high school English teacher will not have students submitting papers that need to be read, edited and given feedback? Teachers were working long hours finding the best way to reach their students in the spring. They had to scramble and redesign their teaching to accommodate this new model. Have you ever stopped and thank the teachers for their hard work? Did you offer them additional pay to work during the summer to refine online instruction?

In addition, how unprofessional to be wearing a blanket during the meeting. If you were cold you could have worn a jacket or sweater. Also, playing solitaire during the meeting was beyond disrespectful not just to the board but to all of your constituents.

Ms. Kennedy, I was shocked when you mentioned Mr. Wright's name, not just once but four times. You yourself stated, you had not spoken with him about what you heard, that's heresay. Yet, you stated it as a fact. You are now responsible for starting a rumor that will be difficult if not impossible to stop. Any issue such as the one you claim was made by Mr. Wright should have been discussed in a closed session and not in a public meeting. At the very least, you owe Mr. Wright a public apology. The damage has already been done and you now have an additional problem to deal with besides how SLCSO will open in the fall.

I have attended many schools board meetings where board members did not attend for various reasons. That is a decision you make as a board member. The fact that you demanded that the meeting end because it was 10 minutes over time and your daughter was waiting for you was unbelievable. Was it unfortunate that two important events were scheduled at the same time? Yes, but I'm sure that is not the first time that has happened to you. If a teacher told you that they had a conflict on the same night as Parent Teacher Conferences, would a school readjust conferences for that one teacher? I'm certain they would not!

Unfortunately, we all have to make sacrifices and miss events we wish to attend.

In closing, It was embarrassing to watch this debacle of a meeting. I personally feel that the two of you made the Board look less than professional at a time when you should have made every effort to set the bar high for professionalism.

Respectfully,

A solid black rectangular box used to redact the signature of the sender.

From: [Melissa Ford](#)
To: [Larry Madden](#)
Subject: Re: Letter to parents
Date: Thursday, July 23, 2020 4:50:59 PM

Sent from my iPhone

On Jul 23, 2020, at 4:49 PM, Larry Madden <Larry.Madden@slcschools.org> wrote:

I think we should leave it. It helps families plan and provides some continuity in teaching and learning. It would be my preference to leave it.

From: Melissa Ford <Melissa.Ford@slcschools.org>
Sent: Thursday, July 23, 2020 4:02 PM
To: Larry Madden <Larry.Madden@slcschools.org>
Subject: Letter to parents

Larry,
Is there any room or possibility in your mind to remove the end of first term date for remote learning and keep that open ended? I feel like leaving that date out and keeping the language about when we return to in class learning about when it is safe. It may be a slim hope that it could be sooner but I know many are clinging to it. If that is unreasonable, let me know. Thanks!

Sent from my iPhone

From: [Larry Madden](#)
To: [Kristi Swett](#)
Subject: Scheduling video
Date: Thursday, July 23, 2020 9:59:58 AM

Hi Kristi,

I talked with some teachers today that have done some really brilliant work around middle school scheduling. When we were talking they were doing a screen share and explaining it. It is really impressive and explains how it can easily morph from all in person to hybrid to all remote. I asked if they would be willing to go through it again and we could record it. I would then share it with all of the middle school administrators to help them think about how they can approach the uncertainty of this year.

They said they would be willing to do that. I think what was really interesting when they were going through it was the questions that came up and were then answered. What I am asking you is would you be willing to be part of a small group to go through that same process.

Watch the explanation and ask questions along the way. There would probably be three teachers in addition to you. You seem to have an ability to always ask good questions so I think you would be a great fit if you are willing.

I hope we could get it done either later Monday or early Tuesday. We can see how it comes and possibly even post it on the website. I think it would be good for parents to see some of the really good work that is going on behind the scenes.

Let me know what you think.

Thanks

Larry

From: [Larry Madden](#)
To: [Kristi Swett](#); [REDACTED]
Subject: Re: WEBSITE CONTACT: online options
Date: Wednesday, July 22, 2020 2:23:40 PM

Dear [REDACTED],

Thank you for the question. At whatever point we are in the hybrid option we would have a dedicated staff to work with those students/families that prefer to be entirely remote.

I hope you and your loved ones are well.

Thank you,

Larry Madden

Interim Superintendent
Salt Lake City School District

From: Kristi Swett <Kristi.Swett@slcschools.org>
Sent: Wednesday, July 22, 2020 10:34 AM
To: [REDACTED]
Cc: Larry Madden <Larry.Madden@slcschools.org>
Subject: Re: WEBSITE CONTACT: online options

[REDACTED]
Great question. Its one of many unanswered questions, that I do not have an answer to.
I have cc'd Interim Superintendent Madden in this email, hopefully, he can answer your question.

Thank you for your email.

Kristi Swett
Board Member
Salt Lake City Board of Education
Precinct 7

From: Salt Lake City School District <webmaster@slcschools.org> on behalf of [REDACTED]
[REDACTED]

Sent: Wednesday, July 22, 2020 8:46 AM
To: Kristi Swett <Kristi.Swett@slcschools.org>
Subject: WEBSITE CONTACT: online options

From: [REDACTED]
To: kristi.swett@slcschools.org
Page: <https://www.slcschools.org/board-of-education/>
Message:

Hi Kristi, I am curious if the school district has considered having a set of teachers dedicated primarily to online portion of the teaching. It seems in the hybrid option the teachers would be stretched thin trying to do both. I think for the online option since kids have not met their new teachers and will not be meeting in person they don't even necessarily be at our local school.

From: [Larry Madden](#)
To: [Melissa Ford](#); [Kristi Swett](#); [Samuel Hanson](#); [Michael Nemelka](#); [Michelle Tuitupou](#); [Katherine Kennedy](#); [Nate Salazar](#)
Cc: [Yándary Chatwin](#); [Roberto Muñoz](#); [Sandra Buendia](#); [Mozelle Prestridge-Orton](#); [Tiffany Hall](#); [Kristina Kindl](#); [Alan Kearsley](#); [James Yapias](#); [Brian Conley](#); [Rebecca Pittam](#); [Christopher Gesteland](#)
Subject: Dear School Board
Date: Tuesday, July 21, 2020 7:25:24 PM

Dear School Board Members,

I know the conversation is difficult. I appreciate all of your input. Melissa and I talked after the meeting.

Our understanding from the meeting is this

1. We approved the assurances which will be sent to USBE and posted online by August 1st.
2. We will reconvene the calendar committee.
3. We will change the start date for students to September 8th
4. We will begin with remote learning know full well that we will revisit this and move towards in class instruction as quickly as we can

On August 4th board meeting we will

1. Review data from stakeholders
2. Have a discussion with district leadership
3. Review metrics for determining when to move to in person
4. Review more detailed plans for remote learning

Yandary is using this same information in messaging to media. As much as we can all stay on this message, it will be helpful to our community.

Thanks for your hard work and caring for the students and families of SLCS.

Larry Madden

From: [Larry Madden](#)
To: [Nate Salazar](#)
Subject: Re: Open letter to the Board
Date: Tuesday, July 21, 2020 8:37:24 AM

Thanks Nate

Sent from my iPhone

On Jul 21, 2020, at 8:31 AM, Nate Salazar <Nate.Salazar@slcschools.org> wrote:

Larry,

I wanted to make sure you had this. Let me know next time you want feedback from Glendale. Amy has asked me to present this tonight for the official record.

Best,
Nate

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From: [REDACTED]
Sent: Tuesday, July 21, 2020 7:54:54 AM
To: Michelle Tuitupou <Michelle.Tuitupou@slcschools.org>; Michael Nemelka <Michael.Nemelka@slcschools.org>; Katherine Kennedy <Katherine.Kennedy@slcschools.org>; Nate Salazar <Nate.Salazar@slcschools.org>; Samuel Hanson <Samuel.Hanson@slcschools.org>; Melissa Ford <Melissa.Ford@slcschools.org>; Kristi Swett <Kristi.Swett@slcschools.org>
Subject: Open letter to the Board

Dear Board,
At this time, almost 700 supporters have signed this open letter to you since it was written yesterday afternoon. It represents the views of parents, citizens, and people who care about the safety of our Westside schools. We are asking you, please, **do not open our schools while the pandemic rages through our neighborhood**. We wanted you to have access to read through the 80+ comments first thing this morning so please go to https://www.change.org/keep_westside_schools_safe to read them and see the signatures. I will send you a pdf of the comments and signatures by 3:00pm today. The letter reads:

To the Salt Lake City School District:

We are Westside residents and parents of children in the Salt Lake City School District. We are writing to tell you that we do not want our schools open for in person classes while the pandemic is raging through our neighborhood. We know that the east side residents have the ear of the Board but please know that while

they are busy making demands to reopen, we are busy keeping the grocery stores open so that they can get food, keeping pharmacies open so they can get medicine, and keeping the hospitals and clinics open so that when they get sick from this awful virus, we can help them get better.

We are the essential workers of this city and most of us do not have the luxury of working from home. We are on the front lines keeping our city running and the sad truth is that many of us don't have health insurance and even when we do, some of us can't afford the deductibles and copays to see a doctor or go to a hospital. Many of us are new Americans and don't have access to information on how to stay safe and how to access the health care system as we face language and cultural barriers. For some the situation is much scarier, some of us do not have documentation and a trip to the doctor feels like risking deportation.

Please, hear us, the often-ignored backbone of this city. Keep us safe by keeping our schools closed until we get this pandemic under control. The east side parents should not get to decide what is best for our children, we are already sacrificing enough.

From: [Larry Madden](#)
To: [Melissa Ford](#); [Nate Salazar](#); [Samuel Hanson](#); [Katherine Kennedy](#); [Michael Nemelka](#); [Kristi Swett](#); [Michelle Tuitupou](#)
Cc: [Alan Kearsley](#); [Roberto Muñoz](#)
Subject: Draft of USBE Reopening Requirements
Date: Monday, July 20, 2020 5:54:47 PM
Attachments: [SchoolReopeningRequirementsTemplate.pdf](#)

Dear SLCSD Board Members,

Attached you will find a draft of the USBE School Reopening Requirements document that we will be reviewing tomorrow.

Please let me know if you have any questions.

Thank you

Larry Madden

School Reopening Requirements Template

Name of LEA

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

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

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

Attestation:

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

☒ Yes ☐ No

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

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Repopulating Schools

Communication and Training

State Requirement ("What")	Implementation Plan ("How")
Develop administrator/teacher/staff education and training on school's reopening protocol and action plans - Educate and train students and caregivers on school's protocols and action plan; post and/or make accessible to school communities - Make materials available to families in their respective preferred/primary language	Teaching and Learning- Canvas training for teachers, administrators, students, and parents. Synchronous and A-Synchronous. Trainings for teachers have been ongoing this summer and will continue as teachers return to work this fall. The District will communicate with stakeholders via: <u>District website</u> – this will always be the main place to find out the most up to date information about how we plan to reopen schools. The district website provides translation into several languages, which allows us to reach our families who speak languages other than English. <u>Email</u> – The district will communicate with parents via email, no more than once per week. Our email provider allows for parents to receive messages in their language of choice. <u>Text message and voicemail</u> – The district will flag important messages for parents via text message and voicemail. <u>Social media</u> – We will supplement our communications with social media posts. However, all

School Reopening Requirements Template

	important updates will always be found on the district website. • Individual communications – If parents have a district-level question about our reopening protocols, they may contact the District Hotline at 801-301-6476 or they may email news@slcschools.org. Parents may also contact their student's principal for information specific to their child's school.
Appoint a point of contact for each school available for questions or specific concerns.	Indicate assurance: ☒ Yes ☐ No

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

State Requirement ("What")	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	Employee work/medical needs will be reviewed and addressed on an individual basis. Any employee requesting leave or remote working opportunities will be referred to Human Resource Services (HRS). HRS will evaluate each employee's request based on individual circumstances and available options. HRS will coordinate and collaborate with the individual employee on their circumstance and available options for them. All employment job function adjustments and accommodations must be made through HRS. HRS will provide training and guidelines to supervisors regarding appropriate communication processes with employees. Teaching and Learning- Students K-12 who need an alternative learning arrangement or need to participate in remote learning will be accommodated in a 100% online learning format.

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.

School Reopening Requirements Template

	Students will take state-required assessments and participate in Core studies. Students in K-6 will have a portion of the day that is teacher-directed and a portion of the day that is independent work. Students in 7-12 will participate in online course work with the support of a teacher. Students in high school will have access to classes that are required for graduation. More information can be found in this document. Families who need assistance with technology will be accommodated. This program will be run as a separate school within SLCS. High risk students will have individual health plans created in conjunction with school nurses. Employees who have concerns about returning back to work due to their potential qualification as a high risk are to contact their immediate supervisor. A referral to Human Resource Services (HRS) will then be made. Any alternative employee arrangements will be determined on a case by case basis. After school support via virtual learning option for students.
Take reasonable steps to minimize and mitigate risk for employees who identify as high-risk	Enforce that all employees, students, and visitors wear masks when in school buildings. Enable schedules to limit the number of individuals in a building to facilitate social distancing, including 6 foot demarcations on the floor in appropriate areas. Supervisors are to direct any employee who self identifies as high risk to contact HRS. Supervisors are required to also notify HRS regarding that employee's high risk status. ADA accommodations are available for any employee that qualifies
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: ☒ Yes ☐ No

Enhanced Environment Hygiene & Safety

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

School Reopening Requirements Template

Faculty and staff wear face coverings (e.g., masks or shields) when physical distancing is not feasible	The district has purchased fabric face covering for all employees and students. In addition, disposable face coverings have been purchased for employees, students and community members who have forgotten to bring a mask. Class sizes will be reduced to enable classrooms to implement physical distancing. High traffic contact personnel will have a plexiglass barrier in addition to any mask or shield.
Make hand sanitizer, disinfecting wipes, soap and water, or similar disinfectant readily available to staff/students/visitors in controlled environments to ensure safe use	Indicate assurance: ☒ Yes ☐ No

School Schedules

State Requirement ("What")	Implementation Plan ("How")
<i>Due to the unique nature of school schedules, USBE has not provided state-wide requirements.</i>	

Monitoring for Incidences

State Requirement ("What")	Implementation Plan ("How")
Develop administrator/teacher/staff education and training on your LEA's protocol for symptom monitoring	SLCSD symptom monitoring protocol will be communicated through distribution messages from the Superintendent. All staff will receive online training on how to protect yourself and others and sanitize in a pandemic. Messages will be posted on the district webpage, as well as disseminated by the Executive Director of Communications and Community Relations. All employees have access to the Employee Assistance Program (EAP) that contains ongoing training opportunities, emergency counseling, and crisis management.
Establish a plan to assist families in conducting symptom checking at home	District Nurses and Family and School Collaboration Specialists will collaborate with schools to provide workshops on conducting symptom checks at home.
Assist families in access to thermometers, or other items, as needed to fulfill appropriate symptom checking requirements	The district has purchased thermometers for each site. The sites will develop stations to take students temperatures before entering the buildings. District Nurses and Family and School Collaboration Specialists will collaborate with schools and the Salt Lake Education Foundation to assist families in accessing equipment needed to conduct symptom checks at home.

School Reopening Requirements Template

	The Salt Lake Education Foundation has created a confidential Family Resource Hotline and online form to connect individuals to the essential health and human services they need.
Monitor staff/student symptoms and absenteeism carefully	Indicate assurance: ☒ Yes ☐ No
Educate and promote to staff/students: "If you feel sick; stay home"	Indicate assurance: ☒ Yes ☐ No
Do not allow symptomatic individuals to physically return to school unless their symptoms are not due to a communicable disease as confirmed by a medical provider	Indicate assurance: ☒ Yes ☐ No

Containing Potential Outbreaks

Preparation Phase

State Requirement ("What")	Implementation Plan ("How")
Develop administrator/teacher/staff education and training on school's protocol for containing potential outbreaks	The following Public School Works training modules will help provide training on all mitigation tactics: 1) How to protect yourself and others 2) How to clean and disinfect your school. 3) Teaching kids cognitive coping tools during COVID-19.
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	HRS/Health Dept. Guidance and protocol SLCSD HRS works closely with the Salt Lake County Health Department (SLCoHD) on communication, coordination, and containment for COVID-19 cases. Any decisions regarding the closure of schools or programs will be done in consultation with the Superintendent, SLCSD Board of Education, SLCoHD, and State government.

School Reopening Requirements Template

Quarantine/Isolation Protocol²

State Requirement ("What")	Implementation Plan ("How")
Designate quarantine rooms at each school to temporarily house students who are unable to return home	Indicate assurance: ☒ Yes ☐ No
Communicate health and safety issues transparently, while protecting the privacy of students and families	Confidentiality Protocol for email: • In the Subject line, use "Confidential employee or student situation". Refrain from the use of names or other identifiable information • Encrypt the message. Notification will be provided to the health department with the appropriate detailed information. Individuals who were exposed to an infected person will be notified via email or phone call with a message similar to the following: "You have recently worked with someone who has been advised to self-quarantine. The district has implemented all safety protocols. You are required to continue to wear your personal protective equipment and practice social distancing. We also advise you to self-monitor for symptoms and contact your healthcare provider." HRS will work with supervisors to help ensure that all communication will be done confidentially following the prescribed communication protocol.

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	Superintendent and SL County Health Department will work together to determine specific closing criteria. Plans are being developed with SL County Health - Gary Edwards: 801-209-6228

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.

School Reopening Requirements Template

Establish a plan in consultation with local health on responding to confirmed cases and the coordination of temporary closure of a school	Superintendent and School Leadership are developing plans in conjunction with SLCoHD. Investigation of specific incidences will be investigated and referred to SLCoHD.
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.	Superintendent/Leadership/Board of Education/SLCoHD 2 SLCoHD contacts for direct access to Principals. Communication protocol: 1. Employees notify supervisor of exposure, diagnosis, symptoms, positive family member, etc 2. Supervisor directs the employee/individual to stay home and contact HRS for next steps. Supervisor also notifies Human Resource Services (HRS). a. Supervisor provides a list of names and any contact data known to HRS for any other employees who would have recently worked with the reporting person. b. Supervisor coordinates with HRS to identify if any others were at risk based on following safety protocol and wearing PPE. c. Supervisor notifies other employees/individuals to continue to work, wear PPE and self- monitor. Names and medical status are not shared. 3. HRS team: a. Benefits sends out the FFCRA paperwork and directs the employee/individual to seek medical advice and/or coordinate with the health department. b. HRS personnel collect DOB, address, phone, position, situation, and send the list to the health department and our nurse. c. Testing is an option for employees/individual based on level of exposure. High exposure requires medical or health department coordination and return to work authorization. d. For employee Benefits determines appropriate leave of absence based on FFCRA application with direction from medical provider or health department, and later the return to work (medical and/or health department). Keep a spreadsheet of all notifications.

School Reopening Requirements Template

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	The District will communicate immediately with stakeholders via: • <u>District website</u> – this will always be the main place to find out the most up to date information about how we plan to reopen schools. The district website provides translation into several languages, which allows us to reach our families who speak languages other than English. • <u>Email</u> – The district will communicate with parents via email, no more than once per week. Our email provider allows for parents to receive messages in their language of choice. • <u>Text message and voicemail</u> – The district will flag important messages for parents via text message and voicemail. • <u>Social media</u> – We will supplement our communications with social media posts. However, all important updates will always be found on the district website. • <u>Individual communications</u> – If parents have a district-level question about our reopening protocols, they may contact the District Hotline at 801-301-6476 or they may email news@slcschools.org. Parents may also contact their student's principal for information specific to their child's school.
Review original Continuity of Education Plans that were implemented during the spring 2020 soft closure and analyze lessons learned. Consider making changes accordingly and incorporating into transition management plans	Indicate assurance: ☒ Yes ☐ No
Analyze remote learning capabilities	Indicate assurance: ☒ Yes ☐ No
Explore extracurriculars/in-person events that may also need to be temporarily postponed/canceled or transitioned to virtual	Live performances/exhibitions replaced with online concerts and virtual art shows when possible. Enhanced safety protocols like the live streaming of sporting and/or performance events.



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.

Setting	State Requirement(s)	Isolate Symptoms (e.g., contact tracing, testing, symptom monitoring, self-isolation, etc.)	Minimize Outbreak Probability (e.g., group size, interaction with multiple groups, etc.)	Mitigation Tactics		
				Physical Distancing (e.g., maintaining distance, close physical interaction, frequency of travel, etc.)	Respiratory Hygiene (e.g., face coverings, appropriate covering of sneeze/cough, reduce duration spent face-to-face, increase air flow, etc.)	Physical Hygiene (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	- Assign seats and/or small groups to support contact tracing	- We are developing and providing educator training on implementing strategies to identify and mitigate risk in a classroom setting - Keep the same students and teachers or staff with each group to the greatest extent practicable - All employees will be required to wear masks while working within a district building. - Face shields will also be available in certain situations to help prevent the spread of the coronavirus. - The schedules below represent our model for partial return to school buildings.	- Maximize space between seating and desks (acknowledging that 6 feet of distance between desks is not feasible for most Utah classrooms) - Identify and use large spaces (auditoriums, gyms, and outdoors) to maximize distancing - Move nonessential furniture and equipment out of classrooms to increase distancing footprints	- Students wear face coverings when engaged in contact longer than 15 minutes within 6 feet - Personal Protective Equipment and other health precautions recommended by the Utah Department of Health. - Seat students facing forward - Open windows as conditions allow for extra ventilation	- Hand sanitizer and disinfectant in every classroom - Maximize space between seating and desks - Electrostatic spray every classroom every night

STUDENT AND SCHOOL SCHEDULE

Teacher/Adult		Student	
Monday	Tuesday	Wednesday	Thursday
8:00-9:00	8:00-9:00	8:00-9:00	8:00-9:00
9:00-10:00	9:00-10:00	9:00-10:00	9:00-10:00
10:00-11:00	10:00-11:00	10:00-11:00	10:00-11:00
11:00-12:00	11:00-12:00	11:00-12:00	11:00-12:00
12:00-1:00	12:00-1:00	12:00-1:00	12:00-1:00
1:00-2:00	1:00-2:00	1:00-2:00	1:00-2:00
2:00-3:00	2:00-3:00	2:00-3:00	2:00-3:00
3:00-4:00	3:00-4:00	3:00-4:00	3:00-4:00
4:00-5:00	4:00-5:00	4:00-5:00	4:00-5:00

K-12 Reopening Plan Assurances

Setting		Mitigation Tactics																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
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79</td><td>6:30-7:15</td><td>6:30-7:15</td><td>6:30-7:15</td><td>6:30-7:15</td><td>6:30-7:15</td></tr><tr><td>Period 80</td><td>7:15-8:00</td><td>7:15-8:00</td><td>7:15-8:00</td><td>7:15-8:00</td><td>7:15-8:00</td></tr><tr><td>Period 81</td><td>8:00-8:45</td><td>8:00-8:45</td><td>8:00-8:45</td><td>8:00-8:45</td><td>8:00-8:45</td></tr><tr><td>Period 82</td><td>8:45-9:30</td><td>8:45-9:30</td><td>8:45-9:30</td><td>8:45-9:30</td><td>8:45-9:30</td></tr><tr><td>Period 83</td><td>9:30-10:15</td><td>9:30-10:15</td><td>9:30-10:15</td><td>9:30-10:15</td><td>9:30-10:15</td></tr><tr><td>Period 84</td><td>10:15-11:00</td><td>10:15-11:00</td><td>10:15-11:00</td><td>10:15-11:00</td><td>10:15-11:00</td></tr><tr><td>Period 85</td><td>11:00-11:45</td><td>11:00-11:45</td><td>11:00-11:45</td><td>11:00-11:45</td><td>11:00-11:45</td></tr><tr><td>Period 86</td><td>11:45-12:30</td><td>11:45-12:30</td><td>11:45-12:30</td><td>11:45-12:30</td><td>11:45-12:30</td></tr><tr><td>Period 87</td><td>12:30-1:15</td><td>12:30-1:15</td><td>12:30-1:15</td><td>12:30-1:15</td><td>12:30-1:15</td></tr><tr><td>Period 88</td><td>1:15-2:00</td><td>1:15-2:00</td><td>1:15-2:00</td><td>1:15-2:00</td><td>1:15-2:00</td></tr><tr><td>Period 89</td><td>2:00-2:45</td><td>2:00-2:45</td><td>2:00-2:45</td><td>2:00-2:45</td><td>2:00-2:45</td></tr><tr><td>Period 90</td><td>2:45-3:30</td><td>2:45-3:30</td><td>2:45-3:30</td><td>2:45-3:30</td><td>2:45-3:30</td></tr><tr><td>Period 91</td><td>3:30-4:15</td><td>3:30-4:15</td><td>3:30-4:15</td><td>3:30-4:15</td><td>3:30-4:15</td></tr><tr><td>Period 92</td><td>4:15-5:00</td><td>4:15-5:00</td><td>4:15-5:00</td><td>4:15-5:00</td><td>4:15-5:00</td></tr><tr><td>Period 93</td><td>5:00-5:45</td><td>5:00-5:45</td><td>5:00-5:45</td><td>5:00-5:45</td><td>5:00-5:45</td></tr><tr><td>Period 94</td><td>5:45-6:30</td><td>5:45-6:30</td><td>5:45-6:30</td><td>5:45-6:30</td><td>5:45-6:30</td></tr><tr><td>Period 95</td><td>6:30-7:15</td><td>6:30-7:15</td><td>6:30-7:15</td><td>6:30-7:15</td><td>6:30-7:15</td></tr><tr><td>Period 96</td><td>7:15-8:00</td><td>7:15-8:00</td><td>7:15-8:00</td><td>7:15-8:00</td><td>7:15-8:00</td></tr><tr><td>Period 97</td><td>8:00-8:45</td><td>8:00-8:45</td><td>8:00-8:45</td><td>8:00-8:45</td><td>8:00-8:45</td></tr><tr><td>Period 98</td><td>8:45-9:30</td><td>8:45-9:30</td><td>8:45-9:30</td><td>8:45-9:30</td><td>8:45-9:30</td></tr><tr><td>Period 99</td><td>9:30-10:15</td><td>9:30-10:15</td><td>9:30-10:15</td><td>9:30-10:15</td><td>9:30-10:15</td></tr><tr><td>Period 100</td><td>10:15-11:00</td><td>10:15-11:00</td><td>10:15-11:00</td><td>10:15-11:00</td><td>10:15-11:00</td></tr><tr><td>Period 101</td><td>11:00-11:45</td><td>11:00-11:45</td><td>11:00-11:45</td><td>11:00-11:45</td><td>11:00-11:45</td></tr><tr><td>Period 102</td><td>11:45-12:30</td><td>11:45-12:30</td><td>11:45-12:30</td><td>11:45-12:30</td><td>11:45-12:30</td></tr><tr><td>Period 103</td><td>12:30-1:15</td><td>12:30-1:15</td><td>12:30-1:15</td><td>12:30-1:15</td><td>12:30-1:15</td></tr><tr><td>Period 104</td><td>1:15-2:00</td><td>1:15-2:00</td><td>1:15-2:00</td><td>1:15-2:00</td><td>1:15-2:00</td></tr><tr><td>Period 105</td><td>2:00-2:45</td><td>2:00-2:45</td><td>2:00-2:45</td><td>2:00-2:45</td><td>2:00-2:45</td></tr><tr><td>Period 106</td><td>2:45-3:30</td><td>2:45-3:30</td><td>2:45-3:30</td><td>2:45-3:30</td><td>2:45-3:30</td></tr><tr><td>Period 107</td><td>3:30-4:15</td><td>3:30-4:15</td><td>3:30-4:15</td><td>3:30-4:15</td><td>3:30-4:15</td></tr><tr><td>Period 108</td><td>4:15-5:00</td><td>4:15-5:00</td><td>4:15-5:00</td><td>4:15-5:00</td><td>4:15-5:00</td></tr><tr><td>Period 109</td><td>5:00-5:45</td><td>5:00-5:45</td><td>5:00-5:45</td><td>5:00-5:45</td><td>5:00-5:45</td></tr><tr><td>Period 110</td><td>5:45-6:30</td><td>5:45-6:30</td><td>5:45-6:30</td><td>5:45-6:30</td><td>5:45-6:30</td></tr><tr><td>Period 111</td><td>6:30-7:15</td><td>6:30-7:15</td><td>6:30-7:15</td><td>6:30-7:15</td><td>6:30-7:15</td></tr><tr><td>Period 112</td><td>7:15-8:00</td><td>7:15-8:00</td><td>7:15-8:00</td><td>7:15-8:00</td><td>7:15-8:00</td></tr><tr><td>Period 113</td><td>8:00-8:45</td><td>8:00-8:45</td><td>8:00-8:45</td><td>8:00-8:45</td><td>8:00-8:45</td></tr><tr><td>Period 114</td><td>8:45-9:30</td><td>8:45-9:30</td><td>8:45-9:30</td><td>8:45-9:30</td><td>8:45-9:30</td></tr><tr><td>Period 115</td><td>9:30-10:15</td><td>9:30-10:15</td><td>9:30-10:15</td><td>9:30-10:15</td><td>9:30-10:15</td></tr><tr><td>Period 116</td><td>10:15-11:00</td><td>10:15-11:00</td><td>10:15-11:00</td><td>10:15-11:00</td><td>10:15-11:00</td></tr><tr><td>Period 117</td><td>11:00-11:45</td><td>11:00-11:45</td><td>11:00-11:45</td><td>11:00-11:45</td><td>11:00-11:45</td></tr><tr><td>Period 118</td><td>11:45-12:30</td><td>11:45-12:30</td><td>11:45-12:30</td><td>11:45-12:30</td><td>11:45-12:30</td></tr><tr><td>Period 119</td><td>12:30-1:15</td><td>12:30-1:15</td><td>12:30-1:15</td><td>12:30-1:15</td><td>12:30-1:15</td></tr><tr><td>Period 120</td><td>1:15-2:00</td><td>1:15-2:00</td><td>1:15-2:00</td><td>1:15-2:00</td><td>1:15-2:00</td></tr><tr><td>Period 121</td><td>2:00-2:45</td><td>2:00-2:45</td><td>2:00-2:45</td><td>2:00-2:45</td><td>2:00-2:45</td></tr><tr><td>Period 122</td><td>2:45-3:30</td><td>2:45-3:30</td><td>2:45-3:30</td><td>2:45-3:30</td><td>2:45-3:30</td></tr><tr><td>Period 123</td><td>3:30-4:15</td><td>3:30-4:15</td><td>3:30-4:15</td><td>3:30-4:15</td><td>3:30-4:15</td></tr><tr><td>Period 124</td><td>4:15-5:00</td><td>4:15-5:00</td><td>4:15-5:00</td><td>4:15-5:00</td><td>4:15-5:00</td></tr><tr><td>Period 125</td><td>5:00-5:45</td><td>5:00-5:45</td><td>5:00-5:45</td><td>5:00-5:45</td><td>5:00-5:45</td></tr><tr><td>Period 126</td><td>5:45-6:30</td><td>5:45-6:30</td><td>5:45-6:30</td><td>5:45-6:30</td><td>5:45-6:30</td></tr><tr><td>Period 127</td><td>6:30-7:15</td><td>6:30-7:15</td><td>6:30-7:15</td><td>6:30-7:15</td><td>6:30-7:15</td></tr><tr><td>Period 128</td><td>7:15-8:00</td><td>7:15-8:00</td><td>7:15-8:00</td><td>7:15-8:00</td><td>7:15-8:00</td></tr><tr><td>Period 129</td><td>8:00-8:45</td><td>8:00-8:45</td><td>8:00-8:45</td><td>8:00-8:45</td><td>8:00-8:45</td></tr><tr><td>Period 130</td><td>8:45-9:30</td><td>8:45-9:30</td><td>8:45-9:30</td><td>8:45-9:30</td><td>8:45-9:30</td></tr><tr><td>Period 131</td><td>9:30-10:15</td><td>9:30-10:15</td><td>9:30-10:15</td><td>9:30-10:15</td><td>9:30-10:15</td></tr><tr><td>Period 132</td><td>10:15-11:00</td><td>10:15-11:00</td><td>10:15-11:00</td><td>10:15-11:00</td><td>10:15-11:00</td></tr><tr><td>Period 133</td><td>11:00-11:45</td><td>11:00-11:45</td><td>11:00-11:45</td><td>11:00-11:45</td><td>11:00-11:45</td></tr><tr><td>Period 134</td><td>11:45-12:30</td><td>11:45-12:30</td><td>11:45-12:30</td><td>11:45-12:30</td><td>11:45-12:30</td></tr><tr><td>Period 135</td><td>12:30-1:15</td><td>12:30-1:15</td><td>12:30-1:15</td><td>12:30-1:15</td><td>12:30-1:15</td></tr><tr><td>Period 136</td><td>1:15-2:00</td><td>1:15-2:00</td><td>1:15-2:00</td><td>1:15-2:00</td><td>1:15-2:00</td></tr><tr><td>Period 137</td><td>2:00-2:45</td><td>2:00-2:45</td><td>2:00-2:45</td><td>2:00-2:45</td><td>2:00-2:45</td></tr><tr><td>Period 138</td><td>2:45-3:30</td><td>2:45-3:30</td><td>2:45-3:30</td><td>2:45-3:30</td><td>2:45-3:30</td></tr><tr><td>Period 139</td><td>3:30-4:15</td><td>3:30-4:15</td><td>3:30-4:15</td><td>3:30-4:15</td><td>3:30-4:15</td></tr><tr><td>Period 140</td><td>4:15-5:00</td><td>4:15-5:00</td><td>4:15-5:00</td><td>4:15-5:00</td><td>4:15-5:00</td></tr><tr><td>Period 141</td><td>5:00-5:45</td><td>5:00-5:45</td><td>5:00-5:45</td><td>5:00-5:45</td><td>5:00-5:45</td></tr><tr><td></td></tr></tbody></table>	Period	Monday	Tuesday	Wednesday	Thursday	Friday	Period 1	8:00-8:45	8:00-8:45	8:00-8:45	8:00-8:45	8:00-8:45	Period 2	8:45-9:30	8:45-9:30	8:45-9:30	8:45-9:30	8:45-9:30	Period 3	9:30-10:15	9:30-10:15	9:30-10:15	9:30-10:15	9:30-10:15	Period 4	10:15-11:00	10:15-11:00	10:15-11:00	10:15-11:00	10:15-11:00	Period 5	11:00-11:45	11:00-11:45	11:00-11:45	11:00-11:45	11:00-11:45	Period 6	11:45-12:30	11:45-12:30	11:45-12:30	11:45-12:30	11:45-12:30	Period 7	12:30-1:15	12:30-1:15	12:30-1:15	12:30-1:15	12:30-1:15	Period 8	1:15-2:00	1:15-2:00	1:15-2:00	1:15-2:00	1:15-2:00	Period 9	2:00-2:45	2:00-2:45	2:00-2:45	2:00-2:45	2:00-2:45	Period 10	2:45-3:30	2:45-3:30	2:45-3:30	2:45-3:30	2:45-3:30	Period 11	3:30-4:15	3:30-4:15	3:30-4:15	3:30-4:15	3:30-4:15	Period 12	4:15-5:00	4:15-5:00	4:15-5:00	4:15-5:00	4:15-5:00	Period 13	5:00-5:45	5:00-5:45	5:00-5:45	5:00-5:45	5:00-5:45	Period 14	5:45-6:30	5:45-6:30	5:45-6:30	5:45-6:30	5:45-6:30	Period 15	6:30-7:15	6:30-7:15	6:30-7:15	6:30-7:15	6:30-7:15	Period 16	7:15-8:00	7:15-8:00	7:15-8:00	7:15-8:00	7:15-8:00	Period 17	8:00-8:45	8:00-8:45	8:00-8:45	8:00-8:45	8:00-8:45	Period 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K-12 Reopening Plan Assurances

		Mitigation Tactics				
Setting	State Requirement(s)	Isolate Symptoms	Minimize Outbreak Probability	Physical Distancing	Respiratory Hygiene	Physical Hygiene
Entry/Exit Points	- Limit nonessential visitors and volunteers to campuses and programs; each school is to determine essential versus nonessential - Designate entry/exit flow paths to minimize congestion - Establish protocols for any visitors and non-regular staff, including at a minimum temperature checking and the wearing of face coverings	All visitors will enter only through specified points. All visitors must sign in in the office.	- Each Campus will establish protocols for any visitors and non-regular staff, including at a minimum temperature checking and the wearing of face coverings - All employees are required to wear masks while working within a district building. - Face shields will also be available in certain situations to help prevent the spread of the coronavirus. - All visitors must sign-in and sign-out, clearly identify locations being visited, screening, calling front office before entering, - use of face coverings - School Registration can be completed entirely online. - High school transcripts can be requested through https://barchment.com.	- Post visible signage to encourage physical distancing - Post visible signage indicating face covering requirement - Use multiple entrance and egress to avoid clustering at single points of entry - Floor markings and signage to communicate flow paths	- Personal Protective Equipment and other health precautions recommended by the Utah Department of Health.	- Hand sanitizer and/or hand washing stations will be available upon exit/entry
Transportation	- Develop protocols for minimizing mixing of students from different households and regularly cleaning and disinfecting seats and other high-touch surfaces - Implement strategies to ensure driver safety - Face coverings for students, staff, other passengers; LEAs may make exceptions for unique student circumstances	- Assign seating to support contact tracing	- Assigned seating - Limit of two members of a household may share a seat. - Regularly cleaning and disinfecting seats and other high-touch surfaces after each route.	- Maximize physical distancing, acknowledging that physical distancing of 6 feet or greater is not feasible in many instances	- Face coverings for students, staff, other passengers - except for unique student circumstances	- Drivers and riders must wear facemasks - Plexiglass around driver

K-12 Reopening Plan Assurances

		Mitigation Tactics				
Setting	State Requirement(s)	Isolate Symptoms	Minimize Outbreak Probability	Physical Distancing	Respiratory Hygiene	Physical Hygiene
Restrooms	- Provide education and display signage on proper hand hygiene - Create schedule for cleaning high-touch areas (e.g., faucets, paper towel dispensers, door handles) - Ensure PPE (gloves, masks) is available for staff providing support in restrooms, including custodians - Provide training for proper cleaning protocols for COVID-19	- Each campus will designate students grouped by the same hallway/floor/grade level, to a restroom for each cohort	- Each campus will develop systems to reduce simultaneous, multiple users and thus reduce contact with others - All employees will be required to wear masks while working within a district building. - Face shields will also be available in certain situations to help prevent the spread of the coronavirus.	- Minimize number of individuals in a restroom - Increase barriers between stalls/urinals - Block off every other urinal - Block off every other stall	- Ensure proper airflow and ventilation through building engineering - Place markings on floor to encourage physical distancing when waiting to use facilities - Masks are required	- Signage in all restrooms on proper hand hygiene - Restrooms will be deep cleaned nightly - Electrostatic spray all touchpoints - Staff will be provided with PPE (gloves, masks) to all custodial staff - Training for proper cleaning protocols for COVID-19 - Establish a rotating monitor to frequently ensure soap is available - Custodians will maintain a cleaning log for each restroom
Cafeterias	- Mark spaced lines and designate serving line flow paths - Remove self-service salad bars and buffet - Student hand hygiene routines (i.e., hand washing or sanitizer) before and after meal services - Increase cleaning and disinfecting of high-touch areas	- Utah Department of Health protocols will be followed by all staff in school cafeteria and classrooms, including frequent cleaning, sanitation and social distancing. - Meals served in classrooms as grab-n-go will provide for assigned seating and documentation of attendance for contact tracing.	- Utah Department of Health protocols will be followed by all staff in school cafeteria and classrooms, including frequent cleaning, sanitation and social distancing. - There will be no cash transactions in the school cafeteria. Customers must pre-pay for all meals using the free online payment service - MyPaymentsPlus.com - School schedule must provide adequate time between each class to allow for cleaning and sanitizing the serving line area and avoid long lines.	- Student will pick up their food from the cafeteria and return to their assigned classroom to eat. The school principal can make arrangements for special need students and younger classes to eat in the cafeteria.	- When possible we will use outdoor eating areas for increased circulation - Students must wear masks when waiting in lines - Utah Department of Health protocols will be followed by all staff in school cafeteria and classrooms, including frequent cleaning, sanitation and social distancing.	- Students are to use sanitizer in their classroom before going to the cafeteria.

K-12 Reopening Plan Assurances

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.)
			- Schools will use tape on the floors to establish direction of traffic and proper spacing when entering the cafeteria serving line. - Salad bars and most self-serve options will be discontinued. - Meals at school will be served on disposable food trays or in lunch sacks.			
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	- Tape off every other row - Auditorium can only be at 20% capacity - Families will sit together - Adequate cleaning/wipe down seats and surfaces after each performance - Record attendance and seating location of large gatherings to support contact tracing - For any large gathering we will temperature check any adults who will be direct participants and have close contact with students	- The District and campuses will ensure any potential group gatherings are organized with health and safety principles and requirements in place and, as needed, in consultation with local health departments - Nonessential assemblies, recitals, dances, will be cancelled or reschedule as virtual gatherings - School Registration can be completed entirely online. - All employees will be required to wear masks while working within a district building. - Face shields will also be available in certain situations to help prevent the spread of the coronavirus.	- All staff meeting shall be done in compliance with the local health department's recommendations and guidance.	- Staff and students wear face coverings and maintain social distancing when participating in large group gatherings indoors	

K-12 Reopening Plan Assurances

Mitigation Tactics						
Setting	State Requirement(s)	Isolate Symptoms	Minimize Outbreak Probability	Physical Distancing	Respiratory Hygiene	Physical Hygiene
Unique Courses with Higher Risk of Spread	- Music, fine arts, and choir courses - Driver's Ed	- Monitor students for temperature and wellness when practicing or performing in small or large groups. - Create systems of spacing or projects that can be completed out-of-doors. - Perform with audience at 20% or less capacity.	- Live performances/exhibitions replaced with online concerts and virtual art shows when possible. - Masks must be worn by both and student in Driver's Education - Windows should be down when possible. - Temperature checks of all student drivers.	- Classroom teachers would send ⅓ of their class to music and fine arts and alternate weekly. - Lessons could be recorded and broadcast live to remaining ⅔ or watched later. - Students in courses will maintain appropriate social distancing.	- Face coverings when distance is limited. - Use masks; eliminate shared reeds, mouthpieces, or other equipment where possible.	- Use masks and gloves; eliminate "shared" equipment where possible. Provide individualized "art kits" to students. - Provide teachers with cleaning supplies, sanitizing "gun" AND adequate time between classes to clean space (15 min). - Instrument/equipment return: Quarantine for 2-week minimum. Follow NAFME (National Association for Music Educators) to determine approved cleaning techniques for instruments. - No sharing of reeds of mouthpieces.
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	- Schools will develop alternate recess, playground time, and use of outdoor spaces	- Each campus will ensure recess and playgrounds are managed with health and safety principles and requirements in place and, as needed, in consultation with local health departments	- Maintain social distancing of 6 feet		- Disinfect playground/gym equipment after each use

K-12 Reopening Plan Assurances

Mitigation Tactics						
Setting	State Requirement(s)	Isolate Symptoms	Minimize Outbreak Probability	Physical Distancing	Respiratory Hygiene	Physical Hygiene
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 - Offer reasonable accommodations for students who are unable to wear face coverings in settings where it is required for other students	- Make accommodations for circumstances that encounter close contact (i.e., counseling, school psychologist) - School nurses will administer health care planning and resource support.	- School nurses will administer health care planning and resource support. - Flexibility in scheduling students based on individual needs. - Remote learning will be available for students unable to access in person services due to medical concerns. - Special education services and supports will be coordinated through the district platform of Canvas.	- School nurses will administer health care planning and resource support.	- School nurses will administer health care planning and resource support. - A continued partnership between Family and School Collaboration and the Salt Lake City Educational Foundation to provide families with basic needs and other resources.	- Teachers will encourage routine hand washing and hand sanitizing

From: [Melissa Ford](#)
To: [Larry Madden](#)
Subject: Campus Reopening Plan - Rowland Hall
Date: Saturday, July 18, 2020 7:45:52 PM

<https://www.rowlandhall.org/about/campus-reopening-plan>

Campus Reopening Plan

We are committed to providing an unparalleled academic program matched by vibrant co-curricular life (i.e., arts, athletics, debate). In the low risk/moderate phase (yellow or orange risk phases), we will prioritize time and space for community and connections between peers while allowing students and teachers time to build meaningful relationships to enhance learning. A hybrid learning model in the Upper School will combine face-to-face learning with some distance learning experiences to create enough space on campus for students and adults to be appropriately physically distant. This five-day-a-week schedule would allow us to creatively use spaces to accommodate safety protocols and adapt to changing risk phases with minimal disruption to student learning. The Upper School will provide necessary student support services to ensure deep and meaningful learning is happening for all students.

Upper School Athletics

The Utah High School Athletics Association (UHSAA) anticipates that fall sports will start on-time. The [UHSAA website](#) is the best place to look for updates and/or changes to the 2020–2021 school year. Rowland Hall’s athletic department will be in touch with families about any summer training sessions along with policies and procedures that would allow our athletes to safely train while adhering to the latest guidelines while not requiring student-athletes to attend if they do not feel comfortable doing so.

From: [Melissa Ford](#)
To: [Larry Madden](#)
Subject: Fwd: Some thoughts
Date: Saturday, July 18, 2020 4:22:34 PM

Sent from my iPhone

Begin forwarded message:

From: [REDACTED]
Date: July 18, 2020 at 1:16:47 PM MDT
To: Melissa Ford <Melissa.Ford@slcschools.org>
Subject: Some thoughts

Hi Melissa. I just submitted this to the Tribune. I thought it would be important to share my thoughts with you. I've just had to resign my position at East because I have school-aged foster kids who can't be home alone while I go to school. I'm very sorry to leave the kids, and have confidence that the district will find a dedicated individual to take my place. I hope you and your family are well.
Sincerely, [REDACTED]

In a year where we've talked a great deal about privilege, I feel it's time to speak about a kind of inequality less often discussed: covid privilege. My terminology refers to one's relative ability to endure the current health crisis in isolation. I'm raising the issue at this time, because it may otherwise go unnoticed as English-speaking, housing-stable, well-nourished and well-connected individuals are deciding how or whether to open Salt Lake District schools in the Fall. There are many voices, unrepresented in boardrooms, who don't have the luxury to "stay home, stay safe". Covid has already devastated the poor and placed the physical, educational and cultural well-being of our most vulnerable children at risk. They desperately need the safety-net provided by our schools. For this reason, I urge the School Board to implement the necessary safety protocols and fully reopen in the Fall, with flexibility for those who have the privilege of learning at home.

As a volunteer among the poor, I've reckoned with the physical threats of poverty for a decade: the Road Home, the refugee community, and foster care. I currently work for the Salt Lake School District as a Student and Family Support Specialist. To simplify the title, my job is to find suffering students and throw them a lifeline. Before schools were dismissed in March, I was based at East High where 64% of students live below the federal poverty line, including 90 students who self-report as homeless. These kids experienced crises that often went unnoticed by their more comfortable classmates. Many of our students received two meals a day at school and took home groceries to feed their siblings at night. Parents made appointments to shop in our pantry for fresh food generously provided by Smith's. We gave out immeasurable amounts of donated clothing, everything from socks and underwear, to businesswear, to Prom dresses. We intervened to find shelter for our homeless kids. One teacher even became a foster parent to her student! We contacted dentists to fill cavities, collaborated with orthodontists to correct severely misaligned jaws, and made myriad doctor's appointments, even finding cancer treatment for two uninsured children. We provided

laptops, bus passes, counseling, laundry services and shower facilities. Then came covid and it all stopped.

With schools closed, the Salt Lake District moved all its resources to three community centers and centralized efforts at those locations. This protocol presently continues and, while well-intentioned, can't begin to address the struggles of the many families who don't know or understand how to get help on their own and are no longer gathered into schools for support. To make things worse, layoffs have been rampant among the poor who don't often enjoy the privilege of remote employment. This is especially true of the refugee community, many of whom work in the hospitality industry as housekeepers or maintenance staff because of their limited ability to speak English. Because school personnel and resources were a major part of the social safety-net, their closure was catastrophic for those already reeling from the economic impact of covid. I've found families starving.

Many local organizations, including the Salt Lake District are striving to help, but beneath the immediate humanitarian crisis lurks another peril. As parents scramble to survive, or are fortunate enough to find employment, childcare has fallen to older siblings. If school as free daycare (many may disparage the characterization, but I express it as grateful praise) doesn't begin in Fall, or returns one or two days a week, many teens will be forced to babysit during school hours. Some may never return to class. I've seen this situation even in good years, and it's always a tragedy. Free public education is the open door out of intergenerational poverty. This escape must not shut for a whole generation of children.

Which brings me to the educational impacts of covid on the poor. Proponents of keeping schools closed for covid safety will cite the opportunity for electronic learning. Indeed, a laptop is available for every student and teachers have strived valiantly to connect with their classes. They're working out the kinks and online learning will be even more effective by the time school begins in the Fall. Some kids even prefer it. These are the reassurances I've received from District administrators and teachers who diligently seek to help their students. But let me tell you about the reality. With basic needs, like food, threatened, the thought of online schoolwork barely crosses the minds of most families in poverty. Add the previously discussed lack of knowledge about navigating the system without the safety-net of physically going to school. Now add the language barrier with which many struggle. Knowing of these imposing roadblocks, I began reaching out to families in March. I helped students obtain laptops from their schools and sat with them individually to get each started on their schoolwork. One 7th grade boy couldn't read above a 1st grade level and gave up easily on the indecipherable English unless I stayed with him every minute. His teacher instructed him just to focus on finishing a single class. He was only able to complete about 20% by the time school ended in June. A Freshman at Highland was reading at a 3rd grade level but was assigned at-home labs on Mendelian genetics. She gave up completely, but was reassured that since she had at least tried, she would get credit for the class. She understood nothing, not even the word "genetics". These two cases illustrate the dual perils of expecting too much or not enough. Content was impossibly difficult, yet success for underperforming students was implied by a virtual pat on the back and passing grade for at least logging on.

While this "online learning" leaves already at-risk students grossly underprepared for the dream of a college education, or even a partially literate adulthood, it's difficult to blame teachers, who couldn't possibly reach students remotely at their individual level of understanding; it was hard enough in the classroom. And no wonder kids are given praise for merely trying. Without an English-speaking, computer-literate parent at home to help, the entire burden of obtaining a laptop, learning how to login, checking email, mastering class material, joining online meetings and submitting assignments is on the already-struggling students themselves. I can guarantee the abysmally low

percentage of at-risk kids who completed even a tiny portion of their work. I contacted the teacher of one such 4th grader who still didn't understand subtraction but was being asked to dabble in pre-algebra. The teacher explained his intention move this boy up to the next grade despite his inability to complete a single math problem online. This "encouragement" will inevitably backfire as the boy is knocked yet another rung beneath his peers who are fortunate enough to study successfully at home under the tutelage of college-educated and/or multigenerational American parents. This particular boy loves learning. He really wants to understand. I'm devastated to think that he might someday be labeled as stupid by his classmates. I dread the moment when he retreats because of shame. If schools stay closed in the Fall, or even reduce hours in class, this epidemic of educational inequality will have a devastating impact on the future of so many children like him who deserve every opportunity we can offer.

Which brings me to my final warning, our schools are essential vehicles of inclusion which we empty at our peril. They create opportunities beyond just education. The Salt Lake District draws geographically illogical school boundaries for a reason. Without contact among those with differences, it's so easy for our community to devolve into tribalism with all its inherent racial, economic and cultural prejudice. At East High, for example, school attendance brings together students who speak 42 different languages in the hallways. They come from vastly diverse backgrounds and each has experience to share. Teachers and staff constantly seek opportunities for kids to connect with one-another. There's a yearly cultural celebration where students showcase their unique heritage. Positions on the student council and club leadership are diverse. Friendships develop. Stories change the way kids understand the world and one-another. While the most important function of public schools is to ensure that every child has a place at the common table of opportunities, the joy of such inclusion is found as kids work, share and thrive alongside their peers in a common effort of hope for their future, the future. This is the legacy of the American dream that still calls so many to our borders and energizes our nation. Public schools are the cradles that nurture that promise. Isolation robs us of the chance to instill the ideal of a common future in the rising generation. Already the daily practice of integration is stalled at this critical moment when divisiveness reigns. Neither our children nor our country can afford such negligence.

I've chosen not to debate the obvious risks of covid in this opinion. There is already an abundance of such information available. I understand that risks must be managed. The protection of health and life is of indisputable importance. But it's also essential to calculate the costs. Death doesn't only come from disease and it's not exclusively physical. As an advocate for those without a voice among decision-makers, it's my duty to warn against the costs of our quarantine.

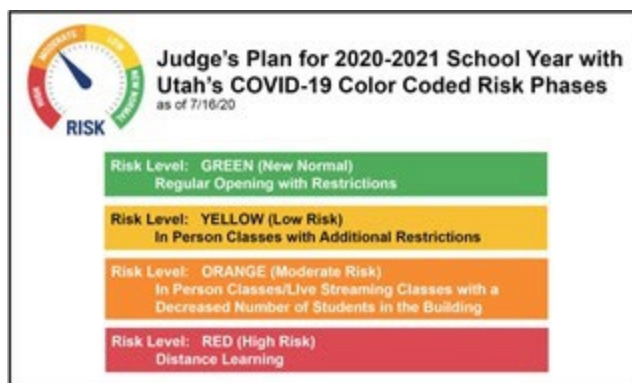
From: [Melissa Ford](#)
To: [Larry Madden](#)
Subject: Reopening Plan for Fall 2020 – Response to COVID-19 – Judge Memorial Catholic High School
Date: Friday, July 17, 2020 7:43:23 PM

https://www.judgememorial.com/apps/pages/index.jsp?uREC_ID=1722337&type=d&pREC_ID=1975414

Reopening Plan for Fall 2020

Judge's Goals for the 2020-21 School Year

- Provide an exceptional learning experience for the children entrusted in our care.
- Provide the needed supports for academic, physical, social and spiritual growth.
- Provide a safe environment for our faculty and staff.
- Provide flexibility, adaptability and options for our students, faculty and staff.
- Actively engage in dialogue with our parents and community as partners to the overall learning experience of our students.
- Navigate difficult challenges in a supportive manner.
- Continue to empower students to become builders of a more just society.



**** Updated: 7/16/20 These guidelines are subject to change in**

order to meet the needs of our students, parents, faculty, and staff.

In addition to the plan listed on this page, you can also download a copy of it located below.

Summary: This will include 5 days a week of in person classes. Classes will also be recorded and available for students that are high risk or unable to attend in person.

From: [Melissa Ford](#)
To: [Larry Madden](#)
Subject: Fwd: Board Approved Return to Learn School Reopening Plan
Date: Friday, July 17, 2020 6:35:01 PM

My nieces and nephews (some of them) go to Alpine District schools. My brother-in-law sent this to me. Thought you might be interested.

Sent from my iPhone

Begin forwarded message:

From: Coray Christensen <corayc@yahoo.com>
Date: July 17, 2020 at 6:23:14 PM MDT
To: Melissa Ford <m.ford@comcast.net>, Melissa Ford <mford@comcast.net>
Subject: Fwd: Board Approved Return to Learn School Reopening Plan

FYI

Thought you would be interested in what Alpine sent out.

Coray

Begin forwarded message:

From: Alpine School District <noreply@alpinedistrict.org>
Date: July 17, 2020 at 5:01:41 PM MDT
To: "<CORAYC@yahoo.com>" <CORAYC@YAHOO.COM>
Subject: Board Approved Return to Learn School Reopening Plan
Reply-To: Alpine School District <noreply@alpinedistrict.org>

Dear Alpine District parents and employees,

We are making preparations for what will be a memorable and wonderful school year and would like to share some key updates to our "Return to Learn" school reopening plan:

- General updates to the overall plan and the Q&A are attached.
- Specific online learning options for students are being finalized now and clear descriptions will be emailed to parents and employees next week on Thursday, July 23rd by 10:00 a.m.
- In the same email to parents on July 23rd, instructions will be

shared on how to declare a learning option for each of their children. The declaration will be done as a "student information update" in Skyward. Performing this function requires logging in to the Skyward parent account, not the student account. Conducting the learning option declarations this way, as opposed to a survey, enters information directly into Skyward and provides schools with real-time information.

- The reason July 23rd has been designated for this communication is that Skyward is currently in the process of rolling over student information and each student will be accurately placed for the coming school year by that date and not before.
- The declaration window opens Thursday, July 23rd at 10:00 a.m. and closes on Wednesday, July 29th at 10:00 a.m. At that point, school personnel will contact parents who have not made their declaration.
- Further updates to the plan will be posted at <https://alpineschools.org/returntolearn/>. We are even developing a tool for entering questions on that site that will be answered and posted promptly.

Thank you for your patience and support as we work together on plans that will help students feel safe, connected, and confident; provide parents with options and flexibility, and support teachers with the time and resources they need to be effective.

Alpine School District Administration

[ASD Reopening Plan \(1\).pdf](#)

[ASD Reopening Plan Q&A.pdf](#)

Queridos padres y empleados del Distrito de Alpine,

Estamos preparándonos para lo que será un año maravilloso y memorable y nos gustaría compartir información clave sobre nuestro plan de reapertura.

- Información general sobre el plan se puede encontrar en el documento adjunto de preguntas y respuestas (Q&A).
- Opciones específicas de aprendizaje en línea se están finalizando y más claridad en las descripciones se enviarán por correo electrónico a los padres y empleados la próxima semana el jueves 23 de Julio a las 10:00 am.
- En el mismo correo electrónico a los padres el día 23 de Julio, se les compartirá las instrucciones de como declarar su preferencia de aprendizaje para cada uno de sus estudiantes. La declaración se hará en "actualizar la

información de su estudiante” en Skyward. Esta acción requiere que usted entre a su cuenta de padre en Skyward y no en la cuenta de su estudiante. Manejando las opciones de aprendizaje de esta forma, en vez de un cuestionario, actualiza la información directamente en Skyward y provea la información en tiempo actual.

- La razón por la cual el 23 de Julio ha sido designado para este comunicado es porque el sistema de Skyward está siendo actualizado con la información de los estudiantes para el nuevo año para esa fecha y no antes.
- El tiempo de declaración será el jueves, 23 de Julio a las 10:00 am. En ese momento, el personal escolar contactará a los padres quienes no han hecho su declaración.
- Más información sobre el plan es accesible en la página <https://alpineschools.org/returntolearn/>. Estamos desarrollando unas herramientas digitales donde pueden enviarnos sus preguntas y puedan ser contestadas con prontitud.

Gracias por su paciencia y apoyo mientras trabajamos juntos en los planes que ayudarán a nuestros estudiantes a sentirse seguros, conectados y con la confianza necesaria; a proveer a los padres con opciones y flexibilidad, y a apoyar a los maestros(as) con el tiempo y recursos que necesitan para ser efectivos.

Administración del Distrito Escolar de Alpine

[ASD Reopening Spanish.pdf](#)

Alpine School District would like to continue connecting with you via email. If you prefer to be removed from our list, please contact Alpine School District directly. To stop receiving all email messages distributed through our SchoolMessenger service, follow this link and confirm: [Unsubscribe](#)

SchoolMessenger is a notification service used by the nation's leading school systems to connect with parents, students, and staff through voice, SMS text, email, and social media.

From: [Larry Madden](#)
To: [Melissa Ford](#); [Samuel Hanson](#); [Michelle Tuitupou](#); [Nate Salazar](#); [Michael Nemelka](#); [Kristi Swett](#); [Katherine Kennedy](#)
Subject: Fw: Executive Order, Health Order, and Phased Guidelines
Date: Friday, July 17, 2020 5:49:01 PM
Attachments: [UPHO 2020-10 State Public Health Order - Masks in Schools.pdf](#)
[Phased Guidelines Version 4.8.pdf](#)
[EO 2020-44 Updating State Health Risk.pdf](#)
[FAQ's Face Covering Order FINAL.pdf](#)

Just received this and wanted to share.

Larry

From: Tami Pyfer <tpyfer@utah.gov>
Sent: Friday, July 17, 2020 5:35 PM
To: Sam Jarman <sjarman@alpinedistrict.org>; David Long <david.long@beaver.k12.ut.us>; Steve Carlsen <steve.carlsen@besd.net>; Steve Norton <steve.norton@ccsdut.org>; Rick Robins <Rick.Robins@canyonsdistrict.org>; Lance Hatch <hatchl@carbonschools.org>; bnorthcott@dsdf.org <bnorthcott@dsdf.org>; rnewey@dsdmail.net <rnewey@dsdmail.net>; Dave Brotherson <jdbrotherson@dcsd.org>; Jared Black <JaredB@emeryschools.org>; jdodds@garfk12.org <jdodds@garfk12.org>; Taryn Kay <kayt@grandschools.org>; Martin Bates <mwbates@graniteschools.org>; Shannon Dulaney <shannon.dulaney@ironmail.org>; Anthony Godfrey <anthony.godfrey@jordandistrict.org>; kodey.hughes@juabsd.org <kodey.hughes@juabsd.org>; Ben Dalton <daltonb@kane.k12.ut.us>; frank.schofield@loganschools.org <frank.schofield@loganschools.org>; <david.styler@millardk12.org> <david.styler@millardk12.org>; Doug Jacobs <djacobs@morgansd.org>; jcovington@murrayschools.org <jcovington@murrayschools.org>; Rick Nielson <rick.nielsen@nebo.edu>; nan.ault@nsanpete.org <nan.ault@nsanpete.org>; jholmes@nsummit.org <jholmes@nsummit.org>; nyer@ogdensd.org <nyer@ogdensd.org>; Jill Gildea <jgildea@pcschoos.us>; Koby Willis <koby.willis@piutek12.org>; Keith Rittel <keithr@provo.edu>; Dale Lamborn <dlamborn@richschool.org>; Larry Madden <Larry.Madden@slcschools.org>; Ron Nielson <rnielson@sjsd.org>; Cade Douglas <cade.douglas@sevierd.org>; ralph.squire@ssanpete.org <ralph.squire@ssanpete.org>; Shad Sorenson <ssorenson@ssummit.org>; gthornock@tintic.org <gthornock@tintic.org>; srogers@tooeleschools.org <srogers@tooeleschools.org>; rick.woodford@uintah.net <rick.woodford@uintah.net>; paul.sweat@wasatch.edu <paul.sweat@wasatch.edu>; lbergeson@washk12.org <lbergeson@washk12.org>; Randy Shelley <randy.shelley@waynesd.org>; jstephens@wsd.net <jstephens@wsd.net>; Joel Coleman <joelc@usdb.org>; Lexi Cunningham <lcunningham@usba.cc>; Sydnee Dickson <sydnee.dickson@schools.utah.gov>; Jason Strate <jason@mycues.org>; Duke Mossman <dmossmann@nucenter.org>; Shane Erickson <shane.erickson@seschools.org>; Joe B. Wright <joeb@sedck12.org>
Cc: Lexi Cunningham <Lexi.Cunningham@slcschools.org>; Karen Peterson <karenp@utah.gov>; Stallings, Angie <angie.stallings@schools.utah.gov>; Heidi Mathews <Heidi.Matthews@myuea.org>; basay@aftutah.org <basay@aftutah.org>; Laney Benedict <laney@utahpta.org>; Stanley, Tiffany <tiffany.stanley@schools.utah.gov>; patty.norman@schools.utah.gov <patty.norman@schools.utah.gov>; VanHulten, Jeffrey <Jeffrey.VanHulten@schools.utah.gov>; Linda Hanks <lwhanks@gmail.com>; Mckay Jensen <mckayj@provo.edu>

Subject: Fwd: Executive Order, Health Order, and Phased Guidelines

Attached is the Governor's Executive Order with changes to the Phased Guidelines; the Health Department Order on Face Coverings; and a FAQ on the Face Covering order. I apologize for the delay in releasing these - the last edits to the FAQ were just made a few minutes ago.

Please don't hesitate to call, text, or email me if you have any questions about these orders. I so appreciate all of the incredible work you are doing to keep students and teachers safe, and to respond to the needs of your families and community. Both my and the governor's email address was added to an alert that went out in the SLC area asking parents to contact us with concerns, so we have had more than the typical amount of constituent email come directly to both of us. We've also had over a thousand email come in through Constituent Services during the past week just on COVID-related issues, much of it concerning school openings, face coverings, etc. I'm saying this only to let you know that we realize this is a fraction of the amount of communications you all are receiving from your patrons. Please know of our admiration for you and support during these very challenging times.

Hope you can have some quiet moments this weekend!

Warmest Regards!
Tami

--

Tami Pyfer, Education Advisor
Office of the Governor
Utah State Capitol, Suite 200
P.O. Box 142220
Salt Lake City, UT 84114-2220
Phone: (801)538-1178
Cell: (435)770-6555



State of Utah

GARY R HERBERT
Governor

SPENCER J. COX
Lieutenant Governor

**Utah Department of Health
Executive Director's Office**

Joseph K. Miner, M.D., M.S.P.H., F.A.C.C.P.M.
Executive Director

Marc E. Babitz, M.D.
Deputy Director

Nate Checketts
Deputy Director
Director, Medicaid and Health Financing

STATE PUBLIC HEALTH ORDER

WHEREAS, on March 6, 2020, Governor Gary R. Herbert issued Executive Order 2020-1, declaring a state of emergency due to novel coronavirus disease 2019 (COVID-19);

WHEREAS, on March 13, 2020, Donald J. Trump, President of the United States issued the Proclamation on Declaring a National Emergency Concerning the Novel Coronavirus Disease (COVID-19) Outbreak;

WHEREAS, COVID-19 is caused by a virus that spreads easily from person to person, may result in serious illness or death, and has been characterized by the World Health Organization as a worldwide pandemic;

WHEREAS, COVID-19 can spread between individuals in close proximity through respiratory droplets produced when an infected individual speaks, coughs, or sneezes;

WHEREAS, an infected individual can transmit COVID-19 even if the individual does not present symptoms or know that the individual is infected;

WHEREAS, the United States Centers for Disease Control and Prevention and the Utah Department of Health have recommended the use of face masks or other face coverings to mitigate the transmission of COVID-19;

WHEREAS, I have determined that it is appropriate to require individuals to wear face coverings while in a school or school bus to protect public health;

WHEREAS, recent data show a large increase in the transmission rate of COVID-19 in Utah, and the Utah State Epidemiologist announced that Utah is experiencing a dramatic rise in the spread of COVID-19 across Utah;

WHEREAS, under Utah Code §§ 26-1-30(3), (5), and (6), the Utah Department of Health has the power and duty to promote and protect the health and wellness of the people within the state; to control the causes of epidemic, infectious, communicable, and other diseases affecting the public health; and to prevent and control communicable, infectious, acute, chronic, or any other disease or health hazard that the Department considers to be dangerous, important, or likely to affect the public health.

Based on the foregoing, in accordance with the authority vested in me as the Executive Director of the Utah Department of Health by Utah Code §§ 26-1-10, 26-1-30, and 26-6-3, and being fully advised and finding the factual basis and legal requirements have been established;

NOW, THEREFORE, I, Joseph K. Miner, M.D., Executive Director of the Utah Department of Health, hereby order the following, beginning July 17, 2020:

1. As used in this Order:
 - a. “Employee” means any individual employed by the school district or school including an administrator, administrative personnel member, faculty member, teacher aide, or staff member.
 - b. “Face covering” means a cloth mask that covers the nose and mouth without openings that can be seen through, a face shield, or similar covering that covers the nose and mouth.
 - c. “School” means a local education entity or private school that provides any kindergarten through grade-12 program or service, including a residential treatment center that provides any kindergarten through grade-12 program or service.
 - d. “School bus” means district- or school-provided transportation that transports a student to or from a school or a school-sponsored activity.
 - e. “School property” means any real property, including any building, structure, facility, or part thereof, that is owned, leased, occupied, or controlled by a school.
 - f. “Student” means an individual who attends school.
 - g. “Visitor” means any individual, including a volunteer, who is on school property or on a school bus, other than an employee or student.
2. Each individual, including an employee, student, or visitor, on school property or on a school bus shall wear a face covering, except as provided in Section (3).
3. Section (2) does not apply to:
 - a. an individual while maintaining a physical distance of at least six feet from any other individual when outdoors;
 - b. an individual who is eating or drinking while indoors and maintains a physical distance of at least six feet from any other individual;
 - c. a child who:
 - i. is younger than three years of age; or
 - ii. is three years old or older if the parent, guardian, or individual responsible for caring for the child cannot place the face covering safely on the child's face;
 - d. an individual with a medical condition, mental health condition, or disability that prevents wearing a face covering, including an individual with a medical condition for whom wearing a face covering could cause harm or dangerously

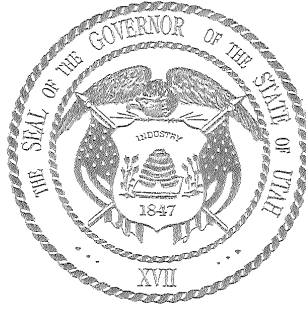
- obstruct breathing, or who is unconscious, incapacitated, or otherwise unable to remove a face covering without assistance;
- e. an individual who is deaf or hard of hearing while communicating with others, or an individual who is communicating with an individual who is deaf or hard of hearing, where the ability to see the mouth is essential for communication, in which case a face shield or alternative protection such as a plexiglass barrier should be used;
 - f. an individual who has an Individualized Education Program (IEP) under the Individuals with Disabilities Education Act, 20 U.S.C. section 1414, or an accommodation under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. section 794, that would necessitate exempting the individual from wearing a face covering;
 - g. an individual who is receiving or providing a service involving the nose or face for which temporary removal of the face covering is necessary to perform the service; or
 - h. an individual participating in a school sponsored activity or physical education class as long as the individual complies with Appendix C of the Phased Guidelines for the General Public and Businesses to Maximize Public Health and Economic Reactivation.
- 4. A school may require an individual to provide a medical directive verifying a need for an exemption under Subsection (3)(d).
 - 5. For an individual described in Subsection (3)(f), a local education agency shall document the accommodation in accordance with 34 CFR 104.33(a) as part of the student's IEP or Section 504 accommodation plan.

This Order is effective immediately and shall remain in effect until 11:59 p.m. December 31, 2020, unless otherwise modified, amended, rescinded, or superseded.

Made at 4pm on the 17th day of July



Joseph K. Miner, M.D.
Executive Director
Utah Department of Health



Gary Richard Herbert

Governor

EXECUTIVE ORDER

2020-44

Adopting version 4.8 of the Phased Guidelines for the General Public and Businesses to Maximize Public Health and Economic Reactivation

WHEREAS, on March 6, 2020, I issued Executive Order 2020-1, declaring a state of emergency to facilitate the State's response to novel coronavirus disease 2019 (COVID-19);

WHEREAS, on March 13, 2020, Donald J. Trump, President of the United States, issued the Proclamation on Declaring a National Emergency Concerning the Novel Coronavirus Disease (COVID-19) Outbreak;

WHEREAS, COVID-19 is caused by a virus that spreads easily from person to person, may result in serious illness or death, and has been characterized by the World Health Organization as a worldwide pandemic;

WHEREAS, the State must establish minimum standards to address a statewide emergency and recognizes the need for local authorities to impose directives and orders to address the unique circumstances in different locations in Utah;

WHEREAS, the Utah Department of Health has released and updated the Phased Guidelines for the General Public and Businesses to Maximize Public Health and Economic Reactivation, which provide a color-coded health guidance system comprising four levels of activity designated as Red (High Risk), Orange (Moderate Risk), Yellow (Low Risk), and Green (Normal Risk) (hereinafter, "Utah COVID-19 Health Risk Status"), where Red is most restrictive, and each level of guidance after Red becomes progressively less restrictive and more economically engaged while still protecting public health;

WHEREAS, the Utah Department of Health has updated the Phased Guidelines for the General Public and Businesses to Maximize Public Health and Economic Reactivation to version 4.8;

WHEREAS, the Utah Department of Health has determined that the Utah COVID-19 Health Risk Status set forth in Executive Order 2020-40 should be maintained to protect public health throughout the state;

WHEREAS, Utah Code § 53-2a-209(1) provides that orders issued by the governor under Title 53, Chapter 2a, Part 2, Disaster Response and Recovery Act, have the "full force and effect of law";

WHEREAS, Utah Code § 53-2a-204(1)(a) authorizes the governor to utilize all available resources of state government as reasonably necessary to cope with a state of emergency; and

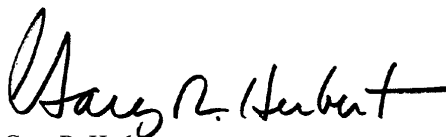
WHEREAS, Utah Code § 53-2a-204(1)(b) authorizes the governor to employ measures and give direction to state and local officers and agencies that are reasonable and necessary for the purpose of securing compliance with orders made pursuant to the Disaster Response and Recovery Act:

NOW, THEREFORE, I, Gary R. Herbert, Governor of the State of Utah, hereby order the following:

1. As used in this Order, "Phased Guidelines" means the Phased Guidelines for the General Public and Businesses to Maximize Public Health and Economic Reactivation version 4.7.
2. The Utah COVID-19 Public Health Risk Status is:
 - a. Orange (Moderate Risk) in Salt Lake City;
 - b. Green (Normal Risk) in Beaver County, Daggett County, Duchesne County, Emery County, Garfield County, Kane County, Millard County, Piute County, Uintah County, and Wayne County; and
 - c. Yellow (Low Risk) in each area of the State not identified in Subsection (2)(a) or (2)(b).
3. The provisions of the Phased Guidelines apply as follows:
 - a. An individual or business in an area identified in Subsection (2)(a) shall comply with the Orange (Moderate Risk) provisions of the Phased Guidelines;
 - b. An individual or business in an area identified in Subsection (2)(b) shall comply with the Green (Normal Risk) provisions of the Phased Guidelines;
 - c. An individual or business in an area identified in Subsection (2)(c) shall comply with the Yellow (Low Risk) provisions of the Phased Guidelines; and
 - d. Notwithstanding any other provision of Section (3), any reference in the Phased Guidelines to the use of a mask or face covering is adopted:
 - i. as an order for:
 - A. each individual who is acting in the capacity as an employee of a business when the individual is unable to maintain a distance of six feet from another individual; and
 - B. each individual in a healthcare setting; and
 - ii. as a strong recommendation for any individual not identified in Subsection (3)(d)(i).
4. A political subdivision desiring an exception to this Order or the Phased Guidelines or desiring to move to Green (Normal Risk) shall submit the request and justification for the request through the applicable Local Health Department to the Utah Department of Health. The Utah Department of Health shall consult with the Office of the Governor as necessary.
5. This Order rescinds and replaces Executive Order 2020-40.

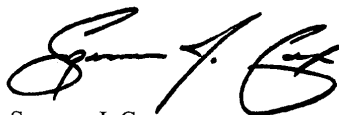
This Order is declared effective immediately and shall remain in effect until 11:59 p.m. on August 7, 2020, unless otherwise lawfully modified, amended, rescinded, or superseded.

IN WITNESS WHEREOF, I have hereunto set my hand and caused to be affixed the Great Seal of the State of Utah. Done in Salt Lake City, Utah, on this, the 17th day of July, 2020.



Gary R. Herbert
Governor

ATTEST:



Spencer J. Cox
Lieutenant Governor

Version 4.8

This is an addendum to *Utah Leads Together 2.0*.¹ The Governor's Office of Management and Budget and the Utah Department of Health, with assistance from Leavitt Partners, have developed recommendations to support the roadmap for reactivation of the Utah economy while stabilizing public health.

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¹ <https://coronavirus.utah.gov/utah-leads-together/>

Phased Guidelines for the General Public and Businesses to Maximize Public Health and Economic Reactivation

High Risk

Moderate Risk

Low Risk

New Normal Risk

Overview of Guidelines for the General Public

Overview of Guidelines for General Public	High Risk	Moderate Risk	Low Risk	New Normal Risk
	- General public and employers take extreme precautions - Face coverings worn in public settings where other physical distancing measures are difficult to maintain - Follow strict hygiene standards, including: - Wash hands frequently with soap and water for at least 20 seconds - Use hand sanitizer frequently - Avoid touching your face - Cover coughs or sneezes (e.g. into a tissue, sleeve, or elbow; not hands) - Regularly clean high-touch surfaces (e.g. door handles, counters, light switches, remote controls, restroom surfaces) - Follow any other standards promulgated by the Centers for Disease Control and Prevention (CDC), the Utah Department of Health, and local health department - Do not shake hands - In-person interactions limited to individual households; interactions in groups of 10 or fewer - Increase virtual interactions - Leave home infrequently; stay 6 feet away from others when outside the home - Regularly disinfect high-touch areas (e.g. door handles, buttons/switches, countertops, handrails, shopping carts, check-out counters, restroom surfaces) - Give sick family members their own room if possible and keep the door closed - Have only one family member care for the sick individual - Schools closed - Employees and volunteers of businesses operate remotely, unless not possible	- General public and employers take extreme precautions - Face coverings worn in public settings where other physical distancing measures are difficult to maintain - Follow strict hygiene standards, including: - Wash hands frequently with soap and water for at least 20 seconds - Use hand sanitizer frequently - Avoid touching your face - Cover coughs or sneezes (e.g. into a tissue, sleeve, or elbow; not hands) - Regularly clean high-touch surfaces (e.g. door handles, counters, light switches, remote controls, restroom surfaces) - Follow any other standards promulgated by the Centers for Disease Control and Prevention (CDC), the Utah Department of Health, and local health department - Do not shake hands - In-person interactions in decreased group sizes that enable all physical distancing guidelines to be maintained; social interactions in groups of 20 or fewer - Increase virtual interactions - Leave home infrequently; stay 6 feet away from others when outside the home - Regularly disinfect high-touch areas (e.g. door handles, buttons/switches, countertops, handrails, shopping carts, check-out counters, restroom surfaces) - Give sick family members their own room if possible and keep the door closed - Have only one family member care for the sick individual - Schools closed - Employees and volunteers of businesses operate remotely, unless not possible	- General public and employers take reasonable precautions - Face coverings worn in public settings where physical distancing measures are difficult to maintain - Follow strict hygiene standards, including: - Wash hands frequently with soap and water for at least 20 seconds - Use hand sanitizer frequently - Avoid touching your face - Cover coughs or sneezes (e.g. into a tissue, sleeve, or elbow; not hands) - Regularly clean high-touch surfaces (e.g. door handles, counters, light switches, remote controls, restroom surfaces) - Follow any other standards promulgated by the Centers for Disease Control and Prevention (CDC), the Utah Department of Health, and local health department - Do not shake hands - In-person interactions in decreased group sizes that enable all physical distancing guidelines to be maintained; social interactions in groups 50 or fewer - Maintain physical distancing when in public settings - Regularly disinfect high-touch areas (e.g. door handles, buttons/switches, countertops, handrails, shopping carts, check-out counters, restroom surfaces) - Give sick family members their own room if possible and keep the door closed - Have only one family member care for the sick individual - Schools refer to K-12 guidelines on page 7 - All businesses operational if they can meet and adhere to all related guidelines	- General public follows current federal and local public health precautions - Use of face coverings in business and social settings is encouraged when physical distancing is not feasible - All businesses are operating and encouraged to follow General Guidelines for Employers on page 23

Phased Guidelines for the General Public and Businesses to Maximize Public Health and Economic Reactivation

High Risk	Moderate Risk	Low Risk	New Normal Risk
- Employers evaluate workforce strategy, concerns, and enact strategies to minimize economic impact - Encourage high-contact businesses not to operate - Symptom checking in public and business interactions (checklist or verbal), including temperature checks when feasible - Design spaces to maintain 6-foot distance between individuals - Limit travel to essential travel only², quarantine 14 days upon return from high-risk areas³ (this quarantine protocol does not apply to an individual who travels out of state pursuant to the individual's regular and ordinary duties as an employee of a transportation business or entity)	- Employers evaluate workforce strategy, concerns, and enact strategies to minimize economic impact - High-contact businesses can operate under strict protocols - Restaurants are open for dine-in services with strict requirements - Symptom checking in public and business interactions (checklist or verbal), including temperature checks when feasible - Design spaces to maintain 6-foot distance between individuals - Limit out-of-state travel, quarantine 14 days upon return from high-risk areas³ (this quarantine protocol does not apply to an individual who travels out of state pursuant to the individual's regular and ordinary duties as an employee of a transportation business or entity)	- Employers exercise discretion with remote work and returning to onsite work - Symptom checking in public and business interactions (checklist or verbal), including temperature checks when feasible - Design workspaces to maintain 6-foot distance between individuals. If impossible to do so, a partition must be installed for separation or a face covering must be worn - Reconsider any nonessential travel into areas with widespread community transmission of COVID-19 - In the state of Utah, adhere to guidelines of geographic area currently in	

² Essential travel means to: safely relocate by an individual whose home or residence is unsafe, including individuals who have suffered or are at risk of domestic violence, or for whom the safety, sanitation or essential operations of the home or residence cannot be maintained; care for a family member or friend in the same household or another household, including transporting family members or friends; transport a child according to existing parenting time schedules or other visitation schedules pertaining to a child in need of protective services; care for pets, including travel to a veterinarian; seek emergency services; obtain medications and medical services; donate blood; obtain food; including delivery or carry-out services, beverages (alcoholic and non-alcoholic), and other grocery items; gasoline, supplies required to work from home, and products needed to maintain the safety, sanitation, and essential operation of homes and residences, businesses, and personally owned vehicles, including automobiles and bicycles; perform work if you cannot telework; transport/deliver essential goods; engage in recreational and outdoor activities; laundromats and dry cleaners; return to a home or place of residence

³ <https://www.cdc.gov/coronavirus/2019-ncov/travelers/map-and-travel-notice.html>

Phased Guidelines for the General Public and Businesses to Maximize Public Health and Economic Reactivation

Tiered Guidelines for Individuals at Higher-Risk

Individuals at increased risk of severe illness from COVID-19 are people of any age with underlying medical conditions such as: chronic kidney disease; COPD (chronic obstructive pulmonary disease); immunocompromised state (weakened immune system) from solid organ transplant; obesity (body mass index of 30 or higher); serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies; sickle cell disease; type 2 diabetes mellitus

Children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children

Risk increases with age; to see if your age puts you at higher risk, visit [this link](#) for additional details

Risk increases with certain underlying medical conditions, visit [this link](#) for additional details

	High Risk	Moderate Risk	Low Risk	New Normal Risk
Actions by Higher-risk Individuals	- Face coverings worn at all times in public setting - Limit travel to only essential travel, as defined on page 3; if telework is not possible, limit travel to work-related travel only - Limit visiting friends or family without urgent need - Limit physical interactions with other higher-risk individuals, except for members of your household or residence - Limit attending gatherings of any number of people outside your household or residence - Do not visit hospitals, nursing homes, or other residential care facilities	- Face coverings worn at all times in public setting - Limit travel to only essential travel, as defined on page 3; if telework is not possible, limit travel to work-related travel only - Limit visiting friends or family without urgent need - Limit physical interactions with other higher-risk individuals, except for members of your household or residence - Limit attending gatherings of any number of people outside your household or residence - Do not visit hospitals, nursing homes, or other residential care facilities	- Face coverings worn in settings where other physical distancing measures are difficult to maintain - For any travel, use appropriate precautions; avoid high-risk areas - Telework if possible, if not, maintain 6-foot distance - When visiting friends or family, wear face coverings when within a 6-foot distance - Limit physical interactions with other higher-risk individuals, except for members of your household or residence - Social interactions in groups of 20 or fewer people outside your household or residence - Limit visits to hospitals, nursing homes, or other residential care facilities	- Due to the increased likelihood of COVID-19 spread in the New Normal phase, the following are strongly recommended for all higher-risk individuals: - Do not interact with symptomatic individuals in person or engage in close contact - Continue to follow the principles of physical distancing, enhanced hygiene practices, symptom monitoring - Use face coverings when around non-household individuals and request visitors to do the same - Increased caution when interacting with the general public, when visiting public settings, or when interacting with those not practicing physical distancing - For any travel, use appropriate precautions; avoid high-risk areas
Interactions with Higher-risk Individuals	- Avoid physical interactions with higher-risk individuals as much as possible - No visits to hospitals, nursing homes, and other residential care facilities - Targeted testing for those working with higher-risk individuals	- Avoid physical interactions with higher-risk individuals as much as possible - No visits to hospitals, nursing homes, and other residential care facilities - Targeted testing for those working with higher-risk individuals	- Individuals not experiencing symptoms consistent with COVID-19 take extra precautions and follow strict hygiene standards when interacting with higher-risk groups - Do not interact with symptomatic individuals - Limit visits to hospitals - No visits to nursing homes and other residential care facilities - Targeted testing for those working with higher-risk individuals	- Symptomatic individuals, or close contacts of those who have tested positive for COVID-19 in the last 14 days, should not interact with higher-risk individuals - Follow the principles of physical distancing, enhanced hygiene practices including wearing a face covering, and symptom monitoring - Follow facility guidance when visiting hospitals, nursing homes, or other residential care facilities

Phased Guidelines for the General Public and Businesses to Maximize Public Health and Economic Reactivation

	High Risk	Moderate Risk	Low Risk	New Normal Risk
Households with Higher-risk Individuals	- For those living with a higher-risk individual, household members should conduct themselves as if they are a significant risk to the higher-risk individual - Wash hands before interacting with higher-risk household members, including before feeding or providing care - Provide a protected space for higher-risk household members including separate bathroom accommodations if possible; ensure high-touch surfaces and objects are cleaned regularly - Those who are, or work with, vulnerable populations should undergo daily screening/symptom monitoring and should be tested if they develop COVID-19 symptoms - Consider providing additional protections or more intensive care for higher-risk household member; additional CDC guidance for higher-risk populations can be found here⁴			

⁴ <https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/what-you-can-do.html>

Phased Guidelines for the General Public and Businesses to Maximize Public Health and Economic Reactivation

Tiered Guidelines for the General Public

	High Risk	Moderate Risk	Low Risk	New Normal Risk
Social Guidelines	- General public takes extreme precautions - Stay 6 feet away from others when outside the home unless not possible - Face coverings worn in settings where other physical distancing measures are difficult to maintain - In-person interactions limited to individual households; increase virtual interactions - Essential travel only. Leave home infrequently - Social interactions in groups of 10 or fewer	- General public takes extreme precautions - Stay 6 feet away from others when outside the home unless not possible - Face coverings worn in settings where other physical distancing measures are difficult to maintain - In-person interactions limited to individual households and those who have been following recommended distancing/hygiene guidelines; increase use of virtual interactions - Leave home infrequently - Private, social interactions that occur without oversight by a formal organization are allowable in groups of 20 or fewer	- General public takes reasonable precautions - Physical distance whenever feasible; face coverings are to be worn when physical distancing is not feasible - Private, social interactions are allowable in groups of 50 or fewer, or according to event guidelines from page 16; this may be increased incrementally based on data & milestone trends	As restrictions are lifted in the New Normal phase, the likelihood of COVID-19 spread is increased. Because of this, the following are strongly encouraged for all individuals: - General public follows current federal and local public health precautions - Symptomatic individuals should not attend social gatherings - Hygiene measures, physical distancing, face coverings, and symptom monitoring are encouraged for all group gatherings
Use of Face Coverings	While wearing face coverings has proven to be somewhat effective in slowing the spread of COVID-19, they will not completely eliminate the risk of COVID-19 spread. Therefore, sound judgment, physical distancing and hygiene practices are important principles that must accompany appropriate use of face coverings - Face coverings (e.g. mask, scarf, gaiter, bandana) worn in public settings where other physical distancing measures are difficult to maintain - Change or launder cloth face coverings routinely - Individuals should stay 6 feet away from others even when wearing a face covering - Cloth face coverings should not be placed on young children under the age of 2, anyone who has trouble breathing, or is unconscious, incapacitated, or otherwise unable to remove the mask without assistance	While wearing face coverings has proven to be somewhat effective in slowing the spread of COVID-19, they will not completely eliminate the risk of COVID-19 spread. Therefore, sound judgment, physical distancing and hygiene practices are important principles that must accompany appropriate use of face coverings - Face coverings (e.g. mask, scarf, gaiter, bandana) worn in public settings where other physical distancing measures are difficult to maintain - Change or launder cloth face coverings routinely - Individuals should stay 6 feet away from others even when wearing a face covering - Cloth face coverings should not be placed on young children under the age of 2, anyone who has trouble breathing, or is unconscious, incapacitated, or otherwise unable to remove the mask without assistance	While wearing face coverings has proven to be somewhat effective in slowing the spread of COVID-19, they will not completely eliminate the risk of COVID-19 spread. Therefore, sound judgment, physical distancing and hygiene practices are important principles that must accompany appropriate use of face coverings - Face coverings (e.g. mask, scarf, gaiter, bandana) worn in public settings where physical distancing measures are difficult to maintain - Change or launder cloth face coverings after each day's use - Cloth face coverings should not be placed on young children under the age of 2, anyone who has trouble breathing, or is unconscious, incapacitated, or otherwise unable to remove the mask without assistance	While wearing face coverings has proven to be somewhat effective in slowing the spread of COVID-19, they will not completely eliminate the risk of COVID-19 spread. Therefore, sound judgment, physical distancing and hygiene practices are important principles that must accompany appropriate use of face coverings. As restrictions are lifted in the New Normal phase, the likelihood of COVID-19 spread is increased. Because of this, the following are strongly encouraged for all individuals: - Face coverings are encouraged to be worn as a means to slow the spread of COVID-19 - Face coverings should be worn to protect those who are higher-risk - Face coverings are encouraged to be worn when physical distancing is not feasible
Children, including Playgrounds	- Follow all social guidelines outlined on page 6 - Do not arrange or participate in in-person playdates or similar activities	- Follow all social guidelines outlined on page 6 - Do not arrange or participate in in-person playdates or similar activities	- Follow all social guidelines outlined on page 6 - Increased cleaning and hygiene regimen	- Follow all social guidelines outlined above - All symptomatic children should stay home from school and childcare, and will be sent home if exhibiting any symptoms

Phased Guidelines for the General Public and Businesses to Maximize Public Health and Economic Reactivation

	High Risk	Moderate Risk	Low Risk	New Normal Risk
	Do not allow children on public playground	Do not allow children on public playground	Limit child interaction with other children in public spaces (e.g. playground equipment)	
K-12 Schools	- Follow all guidelines outlined on page 6 & page 12 - Do not attend school outside the home - Soft closure of schools; distance learning only - Schools may send home food	- Follow all guidelines outlined on page 6 & page 12 - Schools may open with some level of in-person instruction - Local education agencies (school districts and charter schools also known as LEAs) will develop plans for reopening schools for in-person instruction - Plans must be approved by the local school board or charter school governing board - Plans must address the elements and minimum requirements contained in the Utah State Board of Education's Planning Requirements and Recommendations for K-12 School Openings document - Plans must address the elements and minimum requirements contained in the Utah State Board of Education's Planning Requirements and Recommendations for K-12 School Openings document - If an LEA elects for soft school closure, schools may send home food - Refer to Appendix C for details regarding exceptions to face coverings during school-sponsored activities	- Public schools are open - Local education agencies (school districts and charter schools also known as LEAs) will develop plans for reopening schools for in-person instruction - Plans must be approved by the local school board or charter school governing board - Plans must address the elements and minimum requirements contained in the Utah State Board of Education's Planning Requirements and Recommendations for K-12 School Openings document - Refer to Appendix C for details regarding exceptions to face coverings during school-sponsored activities	- Public schools are open - Local education agencies (school districts and charter schools also known as LEAs) will develop plans for reopening schools for in-person instruction - Plans must be approved by the local school board or charter school governing board - Plans must address the elements and minimum requirements contained in the Utah State Board of Education's Planning Requirements and Recommendations for K-12 School Openings document - Refer to Appendix C for details regarding exceptions to face coverings during school-sponsored activities
Driver's Education, specifically on Range and Roads	Not in operation	- Follow all guidelines outlined on page 6 & page 12 - Symptom checking of all staff at the beginning of each shift (checklist or verbal), including temperature checks when feasible - Symptom checking of participants prior to entering the vehicle (checklist or verbal), including temperature checks when feasible - Wash or sanitize hands before entering the vehicle and after leaving the vehicle - Appointments scheduled with enough time allowed to disinfect all surfaces between students	- Follow all guidelines outlined on page 6 & page 12 - Symptom checking of all staff at the beginning of each shift (checklist or verbal), including temperature checks when feasible - Symptom checking of participants prior to entering the vehicle (checklist or verbal), including temperature checks when feasible - Wash or sanitize hands before entering the vehicle and after leaving the vehicle - Appointments scheduled with enough time allowed to disinfect all surfaces between students	- Follow all guidelines outlined on page 6 & page 23 - Symptom checking of all staff at the beginning of each shift (checklist or verbal), including temperature checks when feasible - Symptom checking of participants prior to entering the vehicle (checklist or verbal), including temperature checks when feasible - Wash or sanitize hands before entering the vehicle and after leaving the vehicle - Appointments scheduled with enough time allowed to disinfect all surfaces between students

Phased Guidelines for the General Public and Businesses to Maximize Public Health and Economic Reactivation

	High Risk	Moderate Risk	Low Risk	New Normal Risk
		- Both students and instructors wear face coverings - Maximum 2 students and 1 instructor per vehicle - No food or drinks in the vehicle - When services are not being directly provided, 6 feet of physical distance must be maintained. This includes student and family waiting areas and between scheduled drive times - Share student and parent documents electronically; avoid handling and sharing paperwork - Higher-risk instructors and students follow recommendations for higher-risk individuals	- Both students and instructors wear face coverings - Maximum 3 students and 1 instructor per vehicle - No food or drinks in the vehicle - When services are not being directly provided, 6 feet of physical distance must be maintained. This includes student and family waiting areas and between scheduled drive times - Share student and parent documents electronically; avoid handling and sharing paperwork - Higher-risk instructors and students follow recommendations for higher-risk individuals	- Both students and instructors wear face coverings - Maximum 3 students and 1 instructor per vehicle - No food or drinks in the vehicle - When services are not being directly provided, 6 feet of physical distance must be maintained. This includes student and family waiting areas and between scheduled drive times - Share student and parent documents electronically; avoid handling and sharing paperwork - Higher-risk instructors and students follow recommendations for higher-risk individuals
Higher Education Institutions	- Follow all guidelines outlined on page 6 & page 12 - Classes limited to distance learning - Follow state and local guidelines for activities and environments (i.e. events, food services, childcare and other defined categories)	- Follow all guidelines outlined on page 6 & page 12 - Classes limited to distance learning - All symptomatic employees and students should stay off campus, or self-isolate or quarantine if residing on campus - Follow state and local guidelines for activities and environments (i.e. events, food services, travel, childcare and other defined categories) - Limit campus visitors (between living units, from other dorm halls, and from off campus) - Campus visitors are notified of COVID-19 prevention guidelines - For residential campuses: - Provide isolation or quarantine facilities for students showing symptoms or students with positive tests and include accommodations (e.g. food delivery, distance learning resources, etc.) - Common areas in dorm rooms are closed - Encourage enhanced symptom monitoring, methods for cohort identification and proper utilization of testing in consultation with public health officials	- Follow all guidelines outlined on page 6 & page 12 - Campuses may be open for in person students and faculty with increased cleaning and hygiene regimen - In cooperation with the Utah System of Higher Education, each institution will develop individualized plans for repopulating campuses, monitoring for incidences, containing outbreaks, and reclosing if necessary - Monitor employees and students for symptoms - Employees and students encouraged to use Healthy Together mobile app to help contain the spread of COVID-19 - All symptomatic employees and students should stay off campus, or self-isolate or quarantine if residing on campus - Faculty and staff wear face coverings when physical distancing is not feasible - Details regarding face coverings for students will be provided by the Utah System of Higher Education in consultation with state government	- Follow all guidelines outlined on page 6 & page 23 - Campuses may be open for in-person students and faculty with increased cleaning and hygiene regimen - In cooperation with the Utah System of Higher Education, each institution will develop individualized plans for repopulating campuses, monitoring for incidences, containing outbreaks, and reclosing if necessary - Employees and students encouraged to use Healthy Together mobile app to help contain the spread of COVID-19

Phased Guidelines for the General Public and Businesses to Maximize Public Health and Economic Reactivation

High Risk	Moderate Risk	Low Risk	New Normal Risk
		• Hand sanitizer made available to faculty and students in each classroom or regular handwashing routines instituted • Students sit 6 feet apart where possible; where not possible, students wear face coverings and institutions record attendance and seating location to support contact tracing • Follow state and local guidelines for activities and environments (i.e. events, food services, travel, childcare and other defined categories) • Campus visitors are notified of COVID-19 prevention guidelines • For residential campuses: ◦ Provide isolation or quarantine facilities for students showing symptoms or students with positive tests; provide for appropriate accommodations (e.g. food delivery, distance learning resources, etc.) ◦ Common areas in dorm rooms may be open but should be cleaned and disinfected frequently • Encourage enhanced symptom monitoring, methods for cohort identification and proper utilization of testing in consultation with public health officials	
Outdoor Recreation, Youth Outdoor Sports, Including Parks, Playgrounds, Pavilions	• Follow all guidelines outlined on page 6 & page 12 • Remain at least 6 feet apart from individuals from other households while engaging in outdoor activities (e.g., walking, hiking, running, bicycling, hunting, fishing, etc.) • Do not touch high-touch surfaces, including handrails, trail signs, maps • Do not congregate at trailheads, parks, or other outdoor spaces • Do not engage in close-contact or team sports • Do not travel to, or participate in activities at, any of the following locations:	• Follow all guidelines outlined on page 6 & page 12 • Remain at least 6 feet apart from individuals from other households while engaging in outdoor activities (e.g., walking, hiking, running, bicycling, hunting, fishing, etc.) • Avoid contact with high-touch surfaces, including handrails, trail signs, maps • Do not congregate at trailheads, parks, or other outdoor spaces • Distribution of promotional items, candy, food items, etc. during spectator events must be distributed in a manner that does not promote congregating	• Follow all guidelines outlined on page 6 & page 23 • Participants (e.g., players, performers, actors) encouraged to have their symptoms checked prior to each competition or practice • Roster or list of participants and their contact information encouraged to be maintained when engaging in formal competitive events to assist with contact tracing efforts when physical distancing is not feasible • Spectators encouraged to maintain physical distancing between household groups and wear face coverings when physical distancing guidelines are difficult to maintain

Phased Guidelines for the General Public and Businesses to Maximize Public Health and Economic Reactivation

	High Risk	Moderate Risk	Low Risk	New Normal Risk
	- places of public amusement or public activity - public swimming pools - gyms, and fitness centers - Do not go to or engage in activities at a state park located outside the county in which you reside (the availability of national parks will be determined in consultation with the National Park Service and the county in which the park is located)	- Skills development and conditioning activities are allowable under physical distancing guidelines - Staff must disinfect all equipment after each use - Follow guidelines for state and national parks	- Participants (e.g., players, performers, actors) should have their symptoms checked prior to each competition or practice; those who are symptomatic cannot participate and should self-quarantine - If a participant has been in close contact (within 6 feet for 15 minutes or more) with an individual who has tested positive for COVID-19, they should be excluded from participation for at least 14 days from their last exposure - Roster or list of participants and their contact information must be maintained when engaging in formal competitive events to assist with contact tracing efforts when physical distancing is not feasible - Follow guidelines for state and national parks - Recreation camps may operate in accordance with existing policy and health guidelines - Recreational vehicle parks may operate in accordance with existing policy and health guidelines - Roadway rest areas may open and operate in accordance with existing policy and health guidelines - Spectators maintain physical distancing between household groups and wear face coverings when physical distancing guidelines are difficult to maintain	- Follow all guidelines outlined on page 6 & page 12 - Resume full operation; pools are encouraged to follow General Guidelines for Employers on page 23
Pools, Water Parks, Spas	- Follow all guidelines outlined on page 6 & page 12 - Pools are closed	- Follow all guidelines outlined on page 6 & page 12 - Pools are limited to lap swim only, one swimmer per lane; no congregating on pool decks - Swim team is allowed as long as physical distancing is allowed on pool deck - Symptom screening - Maintain signage that encourages physical distancing guidelines to be met at all times	- Follow all guidelines outlined on page 6 & page 12 - Open plunge operates at a reduced capacity that enables appropriate physical distancing to be maintained between household groups on pool deck - Face coverings are worn by individuals on the pool deck when physical distancing is not feasible - Lap swimming resumes to normal capacity	

Phased Guidelines for the General Public and Businesses to Maximize Public Health and Economic Reactivation

	High Risk	Moderate Risk	Low Risk	New Normal Risk
			- Swim team and swim lessons are allowed as long as physical distancing is followed on pool deck - Lifeguard training is allowable; safeguards encouraged as much as possible during training including symptom checking of trainees (checklist or verbal), including temperature checks when feasible - Maintain signage that encourages physical distancing guidelines to be met at all times	
Religious Services	- Follow all social guidelines outlined on page 6 - Recommend streamed services to households	- Seating arrangements should be made such that a 6-foot distance is maintained between each household group - Limit the number of people in a confined area to enable adequate 6-foot distancing at all times between each household group. - See Appendix B for additional considerations.	- Seating arrangements should be made such that a 6-foot distance is maintained between each household group - Limit the number of people in a confined area to enable adequate 6-foot distancing at all times between each household group - See Appendix B for additional considerations - Places of worship consider filling each seat or standing space as long as: - physical distancing is still promoted and maintained wherever feasible at the venue - face coverings are worn by individuals when physical distancing is not feasible - attendance is tracked and seating assignments, or designated sitting/standing areas, are utilized to assist with contact tracing efforts - extra hygiene and sanitization practices in place, for example: - Dedicated individuals for sanitizing high-touch areas	Places of worship are encouraged to consider all social guidelines outlined on page 6 and principles outlined in General Guidelines for Employers on page 23

Phased Guidelines for the General Public and Businesses to Maximize Public Health and Economic Reactivation

Tiered Recommendations for Businesses and Employees

High Risk

Moderate Risk

Low Risk

New Normal Risk

General Employer Guidelines Intended for Use in All Industries	Employees exercise extreme caution, with employees working remotely, evaluating workforce concerns, and enacting strategies to minimize economic impact. Businesses that necessitate on-site work should monitor workforce for symptoms and well-being.	Employees exercise extreme caution, with employees working remotely, evaluating workforce concerns, and enacting strategies to minimize economic impact. Businesses that necessitate on-site work should monitor workforce for symptoms and well-being.	Employees encourage flexible working arrangements (rotating shifts, remote work, etc.). Comply with distancing guidelines. Increased cleaning regimen of high-touch areas. Monitor employees for symptoms and well-being.	All businesses are open and operating under enhanced hygiene and cleaning regimen. Monitoring health of workforce and customers. Businesses refer to General Guidelines for Employers on page 23
	• Employers take extreme precautions • Provide accommodations to higher-risk employees • Employees and volunteers operate remotely, unless not possible • Symptom⁵ checking in business interactions • Face coverings worn in settings where other physical distancing measures are difficult to maintain; ensure that face coverings are available • Make every possible effort to enable working from home as a first option; where not possible, workplaces comply with distancing and hygiene guidelines • Minimize face-to-face interactions, including with customers (e.g. utilize drive-thru, install partitions) • Where distancing and hygiene guidelines cannot be followed in full, businesses should consider whether that activity needs to continue for the business to operate • Eliminate unnecessary travel and cancel or postpone in-person meetings, conferences, workshops, and training sessions • Require employees to self-quarantine when returning from high-risk⁶ areas	• Employers take extreme precautions • Provide accommodations to higher-risk employees • Employees and volunteers operate remotely, unless not possible • Symptom⁵ checking in business interactions • Face coverings worn in settings where other physical distancing measures are difficult to maintain; ensure that face coverings are available • Make every possible effort to enable working from home as a first option; where not possible, workplaces comply with distancing and hygiene guidelines • Minimize face-to-face interactions, including with customers (e.g. utilize drive-thru, install partitions) • Where distancing and hygiene guidelines cannot be followed in full, businesses should consider whether that activity needs to continue for the business to operate • Eliminate unnecessary travel and cancel or postpone in-person meetings, conferences, workshops, and training sessions • Require employees to self-quarantine when returning from high-risk⁶ areas	• All businesses operational if they can meet and adhere to all guidelines • Employers take reasonable precautions • Provide accommodations to higher-risk employees; minimize face-to-face contact, assign tasks that allow these individuals to maintain a 6-foot distance from other employees or customers; implement flexible work hours or staggered shifts, allow higher-risk individuals to work remotely • Symptom⁵ checking in business interactions • Face coverings worn in settings where other physical distancing measures are difficult to maintain; ensure that face coverings are available • Encourage remote work when possible; employers exercise discretion with returning to onsite work • Workplaces comply with distancing and hygiene guidelines • Limit unnecessary travel • Require employees to self-quarantine when returning from high-risk⁶ areas • Employers evaluate workforce strategy and concerns and enact strategies to minimize economic impact • Employers must not allow any individuals under isolation or quarantine to come to work at any time unless authorized by LHD	

⁵ Symptoms include fever of 100.4 degrees Fahrenheit or above, cough, trouble breathing, sore throat, sudden change in taste or smell, muscle aches or pains refer to CDC symptoms list for updated details <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

⁶ <https://www.cdc.gov/coronavirus/2019-ncov/travelers/map-and-travel-notices.html#travel-1>

Phased Guidelines for the General Public and Businesses to Maximize Public Health and Economic Reactivation

	High Risk	Moderate Risk	Low Risk	New Normal Risk
Restaurants, Food Service Establishments, Bars, Food Trucks, Convenience Stores	- Employers evaluate workforce strategy and concerns and enact strategies to minimize economic impact - Employers must not allow any individuals under isolation or quarantine to come to work at any time unless authorized by LHD Takeout, curbside pickup or delivery only. Extreme caution taken in food preparation. Physical distancing maintained. Contactless payment encouraged. Create safe environment for staff - Follow all employer guidelines outlined on page 12	- Employers evaluate workforce strategy and concerns and enact strategies to minimize economic impact - Employers must not allow any individuals under isolation or quarantine to come to work at any time unless authorized by LHD Takeout, curbside pickup, or delivery options encouraged. Dine-in services allowable with extreme precaution, following strict guidelines around physical distancing and staff monitoring. Contactless payment encouraged. Create safe environment for staff - Follow all employer guidelines outlined on page 12 - For dine-in services:⁷ - Dine-in services, including buffets and bars, may be open under the following requirements outlined in Appendix A - For takeout services: - Symptom checking of employees (checklist or verbal), including temperature checks when feasible - Staff wear face coverings - Stagger workstations so workers can maintain a 6-foot distance and do not face one another - Encourage contactless payment; if not possible, disinfect transaction terminal between customers - Staff must sanitize hands between handling payment options and food/containers - When delivering food, drivers use hand sanitizer before passing delivery to customers and use disposable containers/packaging that do not need to be returned - Employers provide required personal protection equipment; see Appendix A - Customers voluntarily provide contact information to assist with contact tracing efforts	Dine-in service and bars are opened, with tables arranged so there is appropriate distance between diners. Increased hygiene practices for customers and staff - Follow all employer guidelines outlined on page 12 - For dine-in services: - Dine-in services, including buffets and bars, may be open under the following requirements outlined in Appendix A - For takeout services: - Symptom checking of employees (checklist or verbal), including temperature checks when feasible - Staff wear face coverings when 6-foot distance is difficult to maintain - Stagger workstations so workers can maintain a 6-foot distance and do not face one another unless barriers are used, or face coverings are worn - Encourage contactless payment; if not possible, disinfect transaction terminal between customers - Staff must sanitize hands between handling payment options and food/containers - When delivering food, drivers use hand sanitizer before passing delivery to customers and use disposable containers/packaging that do not need to be returned - Employers provide required personal protection equipment; see Appendix A	Refer to General Guidelines for Employers on page 23

⁷ Dine-in services not recommended during moderate risk conditions. However, if dine-in services are opened, the following precautions should be taken

Phased Guidelines for the General Public and Businesses to Maximize Public Health and Economic Reactivation

	High Risk	Moderate Risk	Low Risk	New Normal Risk
Retail, including Grocery Stores, Pharmacy, Convenience Stores, Libraries	Essential retail (e.g., grocery, hardware, etc.) create a safe environment for customers and staff with frequent reminders on distancing and hygiene. Monitor patrons and employees for symptoms. Customers and employees wear face coverings - Follow all employer guidelines outlined on page 12 - Both customers and employees wear face coverings⁸ - Maintain signage to remind and help individuals stand at least 6 feet apart, including outside when in line, and in store check-out lines - Assign an employee to disinfect carts and baskets after each use - Maximum number of patrons must be such that a 6-foot distance between patrons and employees can be easily maintained (1 person per 100 square feet) - Make hand sanitizer readily available to customers and employees (e.g., at checkout counters and entrances, etc.) - Limit purchase quantities on certain goods selling out quickly; this will help maintain ability to meet needs of patrons and limit crowds and lines - Set an established window of time for higher-risk individuals to come in without pressure from crowds - Staff may only come closer than 6 feet to other staff and customers when accepting payment or delivering goods or services if wearing face covering - One-way aisles to support physical distancing	Retail establishments create a safe environment for customers and staff with frequent reminders on distancing and hygiene. Monitor employees for symptoms. Customers and employees wear face coverings - Follow all employer guidelines outlined on page 12 - Both customers and employees wear face coverings⁸ - Maintain signage to remind and help individuals stand at least 6 feet apart, including outside when in line, and in store check-out lines - Assign an employee to disinfect carts and baskets after each use - Maximum number of patrons must be such that a 6-foot distance between patrons and employees can be easily maintained (1 person per 100 square feet) - Make hand sanitizer readily available to customers and employees (e.g., at checkout counters and entrances, etc.) - Limit purchase quantities on certain goods selling out quickly; this will help maintain ability to meet needs of patrons and limit crowds and lines - Set an established daily window of time for higher-risk individuals to come in without pressure from crowds - Staff may only come closer than 6 feet to other staff and customers when accepting payment or delivering goods or services if wearing face covering - One-way aisles to support physical distancing	- Customers voluntarily provide contact information to assist with contact tracing efforts Retail establishments exercise discernment, establishing principles for safe environment and public trust. Monitor employees for symptoms and encourage face coverings for any interactions taking place within 6 feet - Follow all employer guidelines outlined on page 12 - Face coverings are worn for interactions that take place within a 6-foot distance - Maintain signage to remind and help individuals stand at least 6 feet apart, including in store check-out lines - Assign an employee to disinfect carts and baskets regularly - Resume to normal patron capacity if physical distancing guidelines can be maintained - Make hand sanitizer readily available to customers and employees (e.g., at checkout counters and entrances, etc.) - Set an established daily window of time for higher-risk individuals to come in without pressure from crowds - One-way aisles to support physical distancing - Consider installing a clear plastic partition between cashier and customer where it is not possible to maintain 6 feet of distance - Deliver products through curbside pick-up or delivery for higher-risk population when possible Specific Guidance for Grocery & Pharmacy - Separate order and delivery areas to keep customers from waiting too long in confined areas together - Self-serving food areas follow guidelines on page 24; does not include fresh produce	Refer to General Guidelines for Employers on page 23

⁸ Face coverings are extremely important in the retail setting, as customers are passing one another with high frequency

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	High Risk	Moderate Risk	Low Risk	New Normal Risk
	- Discourage bringing kids or strollers into stores when possible to allow as much space as possible in aisles - Consider installing a clear plastic partition between cashier and customer where it is not possible to maintain 6 feet of distance - Deliver products through curbside pick-up or delivery - Make regular announcements to remind customers to follow physical distancing guidelines Specific Guidance for Grocery & Pharmacy - Separate order and delivery areas to keep customers from waiting too long in confined areas together - Prevent people from self-serving any food items that are ready to eat and are not prepackaged; does not include fresh produce - Only make bulk items available if they are individually packaged - Do not allow individuals to bring their own bags, mugs, or other reusable items from home - If possible, waive prescription delivery fees	- Discourage bringing kids or strollers into stores when possible to allow as much space as possible in aisles - Consider installing a clear plastic partition between cashier and customer where it is not possible to maintain 6 feet of distance - Deliver products through curbside pick-up or delivery - Make regular announcements to remind customers to follow physical distancing guidelines Specific Guidance for Grocery & Pharmacy - Separate order and delivery areas to keep customers from waiting too long in confined areas together - Prevent people from self-serving any food items that are ready to eat and are not prepackaged; does not include fresh produce - Gravity-fed bulk bins are permitted. Self-serve food items including bulk bins or self-service cases where food is exposed or unprotected are not permitted. Individually packaged bulk items are encouraged; otherwise, personnel to monitor and sanitize touch points of bulk items at a set frequency based on utilization - Do not allow individuals to bring their own bags, mugs, or other reusable items from home - If possible, waive prescription delivery fees	- Gravity-fed bulk bins are permitted. Self-serve food items including bulk bins or self-service cases where food is exposed or unprotected are not permitted. Individually packaged bulk items are encouraged; otherwise, personnel to monitor and sanitize touch points of bulk items at a set frequency based on utilization - Allow individuals to bring their own reusable bags - If possible, waive prescription delivery fees for higher-risk individuals	
Hospitality, Tourism & Accommodations	Limited operations of this industry. Hotels and other accommodations take extreme safety precautions for both staff and guests - Follow all employer guidelines outlined on page 12 - Staff and guests wear face coverings - Maintain signage to remind groups to stand at least 6 feet apart and avoid congregating in common areas - Gift shops continue to sell food, medicine, or other essential items - Digital check-in and checkout encouraged	Hotels and other accommodations take extreme safety precautions for both staff and guests - Follow all employer guidelines outlined on page 12 - Staff and guests wear face coverings - Maintain signage to remind groups to stand at least 6 feet apart and avoid congregating in common areas - Physical distancing maintained in all common areas or meeting rooms - Digital check-in and checkout encouraged	Precautions taken with shared spaces; additional caution is taken with extra sanitation of all areas of the property - Follow all employer guidelines outlined on page 12 - Face coverings worn in settings where other physical distancing measures are difficult to maintain - Maintain signage to remind groups to follow physical distancing guidelines and avoid congregating in common areas - Digital check-in and checkout encouraged	Refer to General Guidelines for Employers on page 23

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	High Risk	Moderate Risk	Low Risk	New Normal Risk
	- Consider installing plexiglass partition in areas coming into close contact with guests (e.g. registration, concierge, valet desks) - Symptomatic guests should stay in their room and wear a face covering anytime they leave the room - Consider designating one staff member to attend to sick guests - Guest room cleaning should include a complete change of towels, linens, bedding, and guest consumable items while all hard surfaces and high-touch areas are completely disinfected with an EPA-registered chemical disinfectant - When possible, rooms should remain vacant for 48 hours after check-out and prior to cleaning - Launder all exposed linens and cleaning supplies separately - Food should be served in a takeout-style (grab and go) manner; no buffet-style dining - Swimming pools, gyms and fitness centers closed - Provide guests with their own sanitation solutions or wipes to instill guest confidence (e.g., alcohol wipes for remote controls or shared surfaces)	- Consider installing plexiglass partition in areas coming into close contact with guests (e.g. registration, concierge, valet desks) - Symptomatic guests should stay in their room and wear a face covering anytime they leave the room - Consider designating one staff member to attend to sick guests - Discontinue or decrease housekeeping services to prevent transmission between rooms during guest stays - Guest room cleaning should include a complete change of towels, linens, bedding, and guest consumable items while all hard surfaces and high-touch areas are completely disinfected with an EPA-registered chemical disinfectant - When possible, rooms should remain vacant for 48 hours after check-out and prior to cleaning - Launder all exposed linens and cleaning supplies separately - Provide guests with their own sanitation solutions or wipes to instill guest confidence (e.g., alcohol wipes for remote controls or shared surfaces) - Pools follow guidelines on page 6 - Fitness centers and follow guidelines on page 12 - Restaurants follow guidelines on page 16	- Symptomatic guests should stay in their room and wear a face covering anytime they leave the room - Consider designating one staff member to attend to sick guests - Launder all exposed linens and cleaning supplies separately - Pools follow guidelines on page 10 - Fitness centers follow guidelines on page 19 - Restaurants follow guidelines on page 13	
Events, Cultural Arts & Entertainment (including Sporting Events, Concerts, Rodeos, Parades, Convention Centers, Theatres, Museums, Zoos, Aquariums, Aviaries, Botanical Gardens, Indoor	In-person operation of this industry is allowable under increased cleaning regimen and operational protocols in place to ensure safe distancing restrictions are met - Follow all employer guidelines outlined on page 12 - Spectators encouraged to attend remotely - A 10-foot distance must be maintained between household groups at all times including while seated - For reserved-seating facilities, facility capacity is dependent on ability to block reserved seats	In-person operation of this industry is allowable under increased cleaning regimen and operational protocols in place to ensure safe distancing restrictions are met - Follow all employer guidelines outlined on page 12 - Controlled entrance and exit points that enable physical distancing guidelines to be maintained - Ability to track attendance - No temporary mass gatherings as defined in Rule R392-400	In-person operation of this industry is allowable under increased cleaning regimen - Follow all employer guidelines outlined on page 12 - No temporary mass gatherings at a site or sites for a purpose different from the designed use and usual type of occupancy as defined in Rule R392-400 allowed - Event size can exceed 50 individuals if organizational oversight can be provided that ensures guidelines are followed. Formal organizations will complete event management	Refer to General Guidelines for Employers on page 23

Phased Guidelines for the General Public and Businesses to Maximize Public Health and Economic Reactivation

High Risk

Moderate Risk

Low Risk

New Normal Risk

Arenas, Wedding Venues)	(demonstrated on digital seat map) to ensure safe radius	Event size can exceed 20 individuals if organizational oversight can be provided that ensures guidelines are followed	template. This document must be kept and available for inspection by the local health officer or designee	
- Set an established window time for higher-risk groups to come in without pressure from crowds and/or separate entrances and queues - Limit the number of people in a confined area to enable adequate distancing at all times - Maintain signage to remind and help individuals stand at least 6 feet apart when in common areas or while visiting exhibits (e.g. museums, zoos, aquariums, aviaries, botanical gardens) - Congregating at any point is not allowed - Encourage contactless payment; disinfect between transactions and comply with other retail recommendations - Participants (e.g., players, performers, actors) in events should have their symptoms checked (checklist or verbal), including temperature checks when feasible - Electronic tickets and playbills encouraged in place of paper	- For reserved-seating facilities, facility capacity is dependent on ability to block reserved seats (demonstrated on digital seat map) to ensure safe radius - Set an established window time for higher-risk groups to come in without pressure from crowds and/or separate entrances and queues - Limit the number of people in a confined area to enable adequate distancing at all times - Maintain signage to remind and help individuals stand at least 6 feet apart when in common areas or while visiting exhibits (e.g. museums, zoos, aquariums, aviaries, botanical gardens) - Congregating at any point is not allowed - Encourage contactless payment; disinfect between transactions at facility stores/gift shops and comply with other retail recommendations - Participants (e.g., players, performers, actors) in events should have their symptoms checked (checklist or verbal), including temperature checks when feasible those who are symptomatic cannot participate and should self-quarantine - If a participant has been in close contact (within 6 feet for 15 minutes or more) with an individual who has tested positive for COVID-19, they should be excluded from participation for at least 14 days from their last exposure - Dedicated staff for sanitizing high-touch areas	- Serving and seating protocols consistent with restaurant guidance - Maintain 6-foot distancing for all lines	Concessions: - Serving and seating protocols consistent with restaurant guidance - Maintain 6-foot distancing for all lines	- Event organizational oversight must ensure: - Physical distancing is still promoted and maintained wherever feasible at the event - Face coverings are worn by individuals at the event when physical distancing is not feasible - At non-seated events, collection of event attendee contact information is encouraged to help identify and use a direct approach to contact potential exposures - Event venues with seating will be allowed to fill each seat as long as: - Face coverings are worn by individuals at the event when physical distancing is not feasible and - A required record of seating assignments and contact information for each party is kept for 21 days following the event - Extra hygiene and sanitization practices in place, for example: - Dedicated staff for sanitizing high-touch areas - Encourage contactless payment; disinfect between transactions at facility stores/gift shops and comply with other retail recommendations - Event does not exceed 6,000 individuals for outdoor events and 3,000 individuals for indoor events; this may be increased based on data and milestone trends - Organizations are encouraged to utilize the Healthy Together mobile app to help contain the spread of COVID-19 among its employees and patrons - Set an established window time for higher-risk groups to come in without pressure from crowds and/or separate entrances and queues

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High Risk	Moderate Risk	Low Risk	New Normal Risk
	• Encourage contactless payment • To the extent reasonable, serve grab-and-go food items • Any concessions/restaurant seating is compliant with restaurant dine-in recommendations	• Maintain signage to remind and help individuals stand at least 6 feet apart when in common areas or while visiting exhibits (e.g. museums, zoos, aquariums, aviaries, botanical gardens) • Participants (e.g., players, performers, actors) in events should have their symptoms checked (checklist or verbal), including temperature checks when feasible those who are symptomatic cannot participate and should self-quarantine • If a participant has been in close contact (within 6 feet for 15 minutes or more) with an individual who has tested positive for COVID-19, they should be excluded from participation for at least 14 days from their last exposure Concessions: • Serving and seating protocols consistent with restaurant guidance • Maintain 6-foot distancing for all lines • Encourage contactless payment • To the extent reasonable, serve grab-and-go food items • Any concessions/restaurant seating is compliant with restaurant dine-in recommendations	Refer to General Guidelines for Employers on page 23
Personal Services (including barbers, cosmetologists, body artists, nail technicians, massage therapists, tanning, etc.)	Extreme limitations of this industry • Follow all employer guidelines outlined on page 12 • Business that rely on close human interaction encouraged not to stay open • Symptom checking (checklist or verbal), including temperature checks when feasible in all interactions • Face coverings worn by both service provider and client	Industry open under strict hygiene protocols. Service provider and customer wear face coverings. Meticulous monitoring of symptoms • Follow all employer guidelines outlined on page 12 • Both service provider and client wear face coverings. Exception given for clients when mask interferes with service • Symptom checking (checklist or verbal), including temperature checks when feasible, of all staff at the beginning of each shift, with a log that can be made available for inspection by health department • Customers must have their symptoms checked before services are rendered	

Phased Guidelines for the General Public and Businesses to Maximize Public Health and Economic Reactivation

	High Risk	Moderate Risk	Low Risk	New Normal Risk
		• Appointments scheduled with enough time allowed to disinfect all procedure surfaces between services • Service provider maintains log of appointments with customer contact information to assist with contact tracing efforts • When services are not being directly provided, 6 feet of physical distance must be maintained. This includes waiting areas and between clients at all times • Contactless payment encouraged; financial equipment disinfected after each transaction	• Procedure/service area surfaces are disinfected between each client • Appointments scheduled with enough time allowed to disinfect all procedure surfaces between services • Service provider maintains log of appointments with customer contact information to assist with contact tracing efforts • When services are not being directly provided, 6 feet of physical distance must be maintained. This includes in waiting areas and between clients at all times • Contactless payment encouraged; financial equipment disinfected after each transaction	
Home Repair	Operates under the General Guidelines for Employers. Strict hygiene • Follow all employer guidelines outlined on page 12 • Inquire if homes have symptomatic individuals and exercise caution • Monitor symptoms of employees • Wash or sanitize hands before and after leaving a home • Wear face coverings and disinfect hands between each site • Disinfect tools after each site • Share estimates, invoices, and other documentation electronically	Operates under the General Guidelines for Employers. Strict hygiene • Follow all employer guidelines outlined on page 12 • Inquire if homes have symptomatic individuals and exercise caution • Monitor symptoms of employees • Wash or sanitize hands before and after leaving a home • Wear face coverings and disinfect hands between each site • Disinfect tools after each site • Share estimates, invoices, and other documentation electronically	Operates under the General Guidelines for Employers. Strict hygiene • Follow all employer guidelines outlined on page 12 • Inquire if homes have symptomatic individuals and exercise caution • Monitor symptoms of employees • Wash or sanitize hands before and after leaving a home • Wear face coverings and disinfect hands between each site • Disinfect tools after each site • Share estimates, invoices, and other documentation electronically	Refer to General Guidelines for Employers on page 23
Gyms & Fitness Centers (including indoor recreation centers, yoga studios, dance, tumbling, indoor sports, etc.)	Fitness centers and gyms are closed	Recommended closure of fitness centers and gyms; if open, fitness centers and gyms should follow strict distancing and cleaning guidance • Follow all employer guidelines outlined on page 12 • Employees must go through symptom checking before every shift (checklist or verbal), including temperature checks when feasible. Log must be kept and available for inspection by health department	Fitness centers and gyms are open with some distancing and cleaning guidance • Follow all employer guidelines outlined on page 12 • Employees must go through symptom checking before every shift (checklist or verbal), including temperature checks when feasible. Log must be kept and available for inspection by health department • Symptom checking of participants prior to each competition or practice (checklist or verbal), including temperature checks when feasible	Refer to General Guidelines for Employers on page 23 • Participants encouraged to have their symptoms checked prior to each competition or practice • Roster or list of participants and their contact information encouraged to be maintained when engaging in formal competitive events to assist with contact tracing efforts when physical distancing is not feasible • Spectators encouraged to maintain physical distancing between household groups and wear

Phased Guidelines for the General Public and Businesses to Maximize Public Health and Economic Reactivation

	High Risk	Moderate Risk	Low Risk	New Normal Risk
		- Screen patrons upon entering the facility with a questionnaire asking about symptoms, travel, and any sicknesses in the home - Employees must wear face coverings; patrons encouraged to wear face coverings whenever possible - Patrons of different households must maintain 10 feet of distance at all times (limit the number of patrons in the gym or class, space or close off equipment accordingly) - Do not engage in sporting activities requiring teammates or opponents to be closer than 10' from one another - Skills development and conditioning activities are allowable under physical distancing guidelines - Staff must disinfect all equipment after each use - No sign-in sheets, touchpads, or touch surfaces required for entry - Higher-risk individuals discouraged from using facilities at this time - Follow pool guidance on page 10	- Spectators wear face coverings when physical distancing guidelines are difficult to maintain - Employees working within 6 feet of patrons must wear face coverings - Patrons of different households must maintain 6 feet of distance when feasible; this may be increased based on data and milestone trends. Limit the number of patrons, space or close off equipment accordingly - Roster or list of participants and their contact information must be maintained when engaging in formal competitive events to assist with contact tracing efforts when physical distancing is not feasible - Make chemical disinfectant supplies available throughout the establishment and post signs encouraging patrons to thoroughly disinfect equipment after use - Follow pool guidance on page 10	face coverings when physical distancing guidelines are difficult to maintain Encouraged to make chemical disinfectant supplies available throughout the establishment and post signs encouraging patrons to thoroughly disinfect equipment after use
Construction, General Contractors & Manufacturing	Operates under the General Guidelines for Employers. Strict hygiene and reduced group interactions - Follow all employer guidelines outlined on page 12 - Ensure nobody with symptoms enters a job site - Provide additional hand washing stations; wash or sanitize hands before and after leaving a site - Wear face coverings and perform hand hygiene regularly - Clean and disinfect project sites, including high-touch surfaces and tools frequently - Share estimates, invoices, and other documentation electronically	Operates under the General Guidelines for Employers. Strict hygiene and reduced group interactions - Follow all employer guidelines outlined on page 12 - Ensure nobody with symptoms enters a job site - Provide additional hand washing stations; wash or sanitize hands before and after leaving a site - Wear face coverings and perform hand hygiene regularly - Clean and disinfect project sites, including high-touch surfaces and tools frequently - Share estimates, invoices, and other documentation electronically	Operates under the General Guidelines for Employers. Strict hygiene - Follow all employer guidelines outlined on page 12 - Ensure nobody with symptoms enters a job site - Provide additional hand washing stations; wash or sanitize hands before and after leaving a site - Wear face coverings and perform hand hygiene regularly - Clean and disinfect project sites, including high-touch surfaces and tools frequently - Share estimates, invoices, and other documentation electronically	Refer to General Guidelines for Employers on page 23

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	High Risk	Moderate Risk	Low Risk	New Normal Risk
Childcare	Enhanced cleaning and distancing protocols. No symptomatic children - Follow all employer guidelines outlined on page 12 - Enhanced cleaning and disinfecting - Encourage children to be 6 feet apart as much as possible - Groups must be restricted to groups of 10 unless a wall can physically separate each group - For facilities overseen by childcare licensing, follow childcare licensing instructions for ratios, group sizes, and approved capacity - Limit mixing the groups of children (keep in separate rooms, allow on the playground at different times) - Curbside drop off and pick up - All individuals must wash hands with soap and running water upon arrival - Don't use toys that can't be washed and disinfected - Children and staff should stay home if they're sick - Children and staff are screened for symptoms (checklist or verbal), including temperature checks when feasible - If there is a confirmed case, facility must be closed and alert local health department - All high-touch surfaces should be cleaned and disinfected after each use (e.g., toys, keyboards, desks, remote controls)	Enhanced cleaning and distancing protocols. No symptomatic children - Follow all employer guidelines outlined on page 12 - Enhanced cleaning and disinfecting - Encourage children to be 6 feet apart as much as possible - Groups must be restricted to groups of 20 unless a wall can physically separate each group - For facilities overseen by childcare licensing, follow childcare licensing instructions for ratios, group sizes, and approved capacity - Limit mixing the groups of children (keep in separate rooms, allow on the playground at different times) - Curbside drop off and pick up - All individuals must wash hands with soap and running water upon arrival - Don't use toys that can't be washed and disinfected - Children and staff should stay home if they're sick - Children and staff are screened for symptoms (checklist or verbal), including temperature checks when feasible - If there is a confirmed case, facility must be closed and alert local health department - All high-touch surfaces should be cleaned and disinfected after each use (e.g., toys, keyboards, desks, remote controls) - When handling food, follow guidelines in Appendix A	Enhanced cleaning and distancing protocols. No symptomatic children - Follow all employer guidelines outlined on page 12 - Enhanced cleaning and disinfecting - Limit mixing the groups of children (keep in separate rooms, allow on the playground at different times) - For facilities overseen by childcare licensing, follow childcare licensing instructions for ratios, group sizes, and approved capacity - Children from the same household are kept in the same group whenever possible - Don't use toys that can't be washed and disinfected - All individuals must wash hands with soap and running water upon arrival - Children and staff should stay home if they're sick - Children and staff are screened for symptoms (checklist or verbal), including temperature checks when feasible - If there is a confirmed case, facility must be closed and alert local health department - All high-touch surfaces should be cleaned and disinfected regularly - The provider must restrict offsite activities to places or environments where social distance and proper cleaning practices can be controlled - When handling food, follow guidelines in Appendix A	Refer to General Guidelines for Employers on page 23 For facilities overseen by childcare licensing, follow childcare licensing instructions for ratios, group sizes, and approved capacity

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Healthcare-Specific Guidelines

High Risk

Moderate Risk

Low Risk

New Normal Risk

Hospital Settings and Ambulatory Surgical Facilities	Each hospital and ambulatory surgical center operating in Utah shall follow the protocols developed by the Utah Hospital Association in consultation with the Utah Department of Health, titled " Utah Hospital Roadmap for Resuming Elective Procedures 2.0 "	
Non-hospital Setting, including Dentistry	Adhere to all protocols set forth in the following state public health order: https://coronavirus-download.utah.gov/Health/state%20public%20health%20order.20.04.21.pdf	

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General Guidelines for Employers

Best Practices for Employers

- Those who are, or work with, higher-risk populations, should undergo daily screening/symptom⁹ monitoring, and be tested if they begin to experience COVID-19 symptoms
- Employers should work with higher-risk employees to make reasonable accommodations that enable the higher-risk individual to maintain employment in a safe manner
- Maintain physical distancing of 6 feet; face coverings recommended when physical distancing is not feasible
- Encourage the use of face coverings to protect those who are higher-risk and when physical distancing is not feasible
- Enhanced hygiene and sanitization practices
- Use online conferencing, email, or telephone in place of in-person meetings, even when people are in the same building or wear face coverings when physical distancing is not feasible
- Regularly remind employees and customers to follow distancing guidelines. Use floor markings to mark appropriate physical distance where appropriate
- Encourage digital files rather than paper formats (e.g., documentation, invoices, inspections, forms, agendas)
- Consider what reserve supplies may be necessary to obtain (e.g., cleaning supplies or other protective equipment)
- Establish and maintain open dialogue with local communities, including key vendors and suppliers, exploring contingencies and sharing appropriate decisions about foodservice, transportation, and other services
- Identify a workplace coordinator who will be responsible for COVID-19 issues and their impact in the workplace
- If relevant, update emergency communication plan with key contacts and backups, chain of communications, and processes for tracking and communicating; share the response plan with employees and communicate expectations
- Ensure every employee's contact information and emergency contact details are up to date; ensure a plan is in place to reach employees quickly
- Educate workforce about the threat of the COVID-19 pandemic, what the business is doing, and what they should do to protect themselves and their families
- Prepare for absenteeism, create or maintain non-punitive leave policies so employees do not feel pressured to come to work if they are sick. Not only sick employees will stay home—others may need to care for the sick, quarantined individuals, or children; those employees should notify their supervisors
- Provide signage at each public entrance to inform all employees and customers that they should:
 - Avoid entering if they have a fever of 100.4 degrees Fahrenheit or above, cough, trouble breathing, sore throat, muscle aches and pains, sudden changes in smell or taste, or feel generally unwell
 - Encourage 6-foot physical distancing and face coverings when physical distancing is not feasible
 - Sneeze/cough into cloth, tissue, elbow or sleeve (not hands)
 - Avoid hand shaking or unnecessary physical contact
 - Wash hands often, and for at least 20 seconds

Cleaning & Hygiene Guidelines for Employers

- Promote etiquette for coughing, sneezing, and regular handwashing. Encourage employees to avoid touching face, especially eyes, nose, and mouth; place signage that encourages hand and respiratory hygiene
- Encourage contactless pay options if possible; disinfect transaction equipment regularly
- When possible, discourage sharing of work tools and equipment or disinfect between use
- Make a list of high-touch surfaces requiring routine disinfecting and perform routine environmental cleaning (e.g., elevator buttons, workstations, countertops, handrails, doorknobs, breakrooms, bathrooms, common areas), either twice a day or after each use. Consider keeping a logbook of cleaning regimen. Those cleaning should:
 - Follow precautions listed on the disinfectant product label
 - Prior to disinfecting, clean surfaces with soap and water if soiled
 - Use EPA-approved disinfectant, industrial cleaner, diluted bleach, or alcohol solutions
- Provide disposable disinfecting wipes for employee use on high-touch surfaces; provide no-touch trash bins
- Make hand sanitizer, soap and water, or effective disinfectant readily available. Provide pop-up handwashing stations or facilities where necessary (e.g., open houses, construction sites)
- Personal Protection Equipment (PPE) should not be shared and should be disposed of properly
- Employees should be conscious of cross-contamination while using gloves and wash their hands after removal
- Laundry: use warmest appropriate water setting, dry items completely, do not shake dirty laundry, launder items that have come in contact with COVID-19 separately

Employers Monitoring Symptoms⁹

- Symptom checking in business interactions
- Train managers/leadership to recognize signs of COVID-19 and to be clear on relevant protocols
- Sick employees or close contacts of positive COVID-19 individuals should stay home
- Employees who become sick or who develop COVID-19 symptoms while at work should be separated from other employees/customers immediately and sent home; immediately clean and disinfect areas the sick employee visited. Encourage employees to report any illness to a manager, especially if sick with fever, cough, trouble breathing, sore throat, muscle aches and pains, sudden changes in smell or taste
- If an employee is confirmed COVID-19 positive, employers should inform close contact employees while maintaining confidentiality; close contact employees should follow local health department guidance

⁹ Symptoms include fever of 100.4 degrees Fahrenheit or above, cough, trouble breathing, sore throat, sudden change in taste or smell, muscle aches or pains; refer to CDC symptoms list for updated details <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

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Appendix A: Guidelines for Dine-in Restaurants Open in High, Moderate and Low Risk

Operational Practice

- Limit tables to groups of 10, preferably members of the same household
- Groups of patrons at a table must maintain a distance of 6 feet from patrons of other parties at all times. Either move tables or mark off tables not to be used
- In waiting areas, a 6-foot distance must be maintained between parties, whether indoor or outdoor
- Maintain signage to remind individuals from separate parties to stand at least 6 feet apart; waiting area has floor markers to indicate proper spacing
- Hosts preferably open doors for customers and guide them to their seats to prevent traffic or congregating; hand sanitizer available at door
- Recommendation that upon entry, hosts point guests to signage that includes the following information:
 - Outlines symptoms¹⁰ and encourages that if the patron, or someone they live with, has experienced COVID-19 symptoms, to please order takeout instead
 - Recommendation for higher-risk individuals¹¹ to order takeout/delivery instead of dining in for the protection of that individual
- Manager checks each employee for symptoms before every shift and asks if any member of the employee's household has tested positive for COVID-19 in the past 14 days. Log must be kept and available for inspection by the local health officer or designee
- Staff must wear face coverings at all times and perform hand hygiene between interactions with each table
- Cups, lids, napkins and straws must be handed directly to customers by staff
- Do not place utensils on table until patron is seated
- Encourage contactless and non-signature payment; when not possible, card and payment stations must be sanitized after each use. Staff must sanitize hands between handling payment options and food/containers
- Staff avoid touching items that have been placed on the table (menus, plates, utensils, pens, cups, etc.). The table will be cleared by a dedicated staff member once all guests have left
- Dedicated staff member sanitizes the area occupied by customers upon departure including tables, menus, pens, salt and pepper shakers, etc. and conducts sanitization of high-touch surfaces throughout the day as needed
- Consider use of disposable items if necessary
- The restaurant may not operate if PPE, EPA-approved disinfectants and sanitizers, soap, and other necessary cleaning supplies are not available; sanitizer is effective against COVID-19
- Hand sanitizer must be available immediately adjacent to bathrooms
- Close restaurant for cleaning and disinfecting in the morning and evening. Cleaning and disinfecting includes all tables, chairs, door handles, floors, bathrooms, and any high-touch surfaces
- Buffet and self-serve restaurants will provide utensils, cups, plates and other service items only from the counter where food is ordered. None of these items will be accessible to the public. Buffet style restaurants will provide servers who will serve the meals from buffet to limit exposure
- Stagger workstations so employees are not facing one another and are 6 feet apart unless barriers are used, or face coverings are worn
- To-go boxes, pizza boxes, paper cups, and any other paper product that touches food must be treated as food
- Staff are only required to use gloves when handling ready-to-eat foods (including ice). Gloves are not required when handling foods that have yet to be cooked
- Indoor playgrounds in restaurants remain closed

¹⁰ Symptoms include fever of 100.4 degrees Fahrenheit or above, cough, trouble breathing, sore throat, sudden change in taste or smell, muscle aches or pains; refer to CDC symptoms list for updated details <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

¹¹ Higher-risk individuals are defined as those of any age with underlying medical conditions such as: chronic kidney disease, COPD (chronic obstructive pulmonary disease); immunocompromised state (weakened immune system) from solid organ transplant; obesity (body mass index of 30 or higher); serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies; sickle cell disease; type 2 diabetes mellitus. Children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children

Phased Guidelines for the General Public and Businesses to Maximize Public Health and Economic Reactivation

Appendix B: Considerations for Faith Groups Returning to In-Person Religious Services in High, Moderate and Low Risk

Governor Herbert recognizes the importance of faith groups during these difficult times. Under the Orange (Moderate Risk) and Yellow (Low Risk) Utah COVID-19 Health Risk Status Phased Guidelines, faith groups are able to hold in-person religious services of any size as long as a distance of at least six feet is maintained between household groups. This six-foot distance requirement is the only limit imposed by the Phased Guidelines on the number of people permitted to participate in an in-person religious service.

The following are provided as considerations for faith groups and individuals returning to in-person religious services. These considerations were prepared in consultation with a working group of faith leaders representing the rich diversity of faiths in Utah. These considerations are also consistent with ongoing messaging from the Utah Department of Health and are consistent with the best available medical science.

These considerations are not binding on any faith group and should not be construed as an attempt to regulate religious practices. They are provided as information so that individuals can make decisions to protect themselves and others from COVID-19. Each faith group will decide for itself when to resume in-person religious services.

- Consideration for higher-risk individuals:
 - Limit participation in any in-person gatherings, including religious services, of any number of people outside your household group.
 - Higher-risk individuals include:
 - Older adults as defined by the Centers for Disease Control and Prevention [here](#)
 - People of any age with the following conditions are at increased risk of severe illness from COVID-19:
 - Chronic kidney disease
 - COPD (chronic obstructive pulmonary disease)
 - Immunocompromised state (weakened immune system) from solid organ transplant
 - Obesity (body mass index [BMI] of 30 or higher)
 - Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies
 - Sickle cell disease
 - Type 2 diabetes mellitus
 - Children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease
- Considerations for all individuals participating in an in-person religious service:
 - Wear a face covering when you cannot maintain a distance of six feet from other individuals from a different household.
 - Do not shake hands with, or otherwise touch, an individual who is not a member of your household group.
 - Avoid high-touch surfaces.
 - Disinfect high-touch surfaces frequently.
 - Wash your hands frequently.
 - Wear a face mask and perform hand hygiene when preparing food to be consumed by individuals from a different household.
 - Avoid group meals that are not part of the religious service.
- Considerations for faith group leaders organizing an in-person religious service:
 - Implement measures to prevent individuals from congregating in lobbies or meeting areas where a 6-foot distance between household groups is difficult to maintain.
 - Post signage to remind individuals to maintain physical distancing when in common areas.
 - Set an established window of time or provide separate entrances for higher-risk individuals to enter and exit without pressure from crowds.
 - Provide multiple meeting schedules to accommodate smaller gatherings where physical distancing guidelines can be followed.
 - Provide streamed services to households that prefer to participate virtually.

Phased Guidelines for the General Public and Businesses to Maximize Public Health and Economic Reactivation

Appendix C: Face Covering Exceptions in K-12

In accordance with the public health order issued on July 17, 2020 by the Utah Department of Health and in consideration of students' physical, social and mental wellbeing, students are exempt from wearing a face covering when actively engaging in:

- Outdoor recess in elementary schools
 - Cohorting, physical distancing and hand hygiene before and after recess is promoted
- A school-sponsored activity or physical education class if the individual cannot reasonably participate while wearing a face covering. Each individual participating in a school-sponsored activity must complete a symptom assessment, verbally confirm they are free of COVID-19 symptoms before participating in each event, and attest to the fact they have not been in close contact (within 6 feet for 15 minutes or more) with a COVID-positive case in the last 14 days prior to participation
 - Where possible, confirm participant temperature is below 100.4 degrees Fahrenheit

Institutions shall identify school-sponsored activities that are higher-risk and consider not holding the activities or introduce additional mitigating strategies. See the Utah State Board of Education School Reopening Planning Handbook for descriptions of higher-risk activities and tools and resources. The Handbook is located at <https://schools.utah.gov/file/5997f53e-85ca-4186-83fe-932385ea760a>.

Institutions may also reference the Utah High School Activities Association's Return to Play guidelines for considerations to mitigate the risk of virus spread in school-sponsored activities. The guidelines are located at <https://uhsaa.org/SportMed/UHSAAs20Return-to-Play%20Guidelines.pdf>.

Spectators at school-sponsored activities or events should follow the guidelines from Events, Cultural Arts & Entertainment on page 16 of this document.

This guidance may be modified based on data and milestone trends.

State Public Health Order Regarding Face Coverings in K-12 Schools - FAQ

July 17, 2020

Why are we asking our students and staff members to wear face coverings at school?

The Centers for Disease Control and Prevention and the Utah Department of Health recommend the use of face masks or other face coverings to mitigate the transmission of COVID-19 in addition to physical distancing of a minimum of six feet when possible and regular hand washing.

We know that the virus is often spread through droplets that we expel when we breathe, talk, laugh, sing, cough or sneeze. People can have the virus and not know it because they might not feel sick. A mask prevents the accidental spread of the virus by catching droplets. [See how in this video from the National Institute of Standards and Technology.](#)

Who has the authority to mandate face coverings in schools? Is this order enforceable?

Under Utah Code §§ 26-1-30(3), (5), and (6), the Department of Health has the power and duty to promote and protect the health and wellness of the people within the state; to control the causes of epidemic, infectious, communicable, and other diseases affecting the public health; and to prevent and control communicable, infectious, acute, chronic, or any other disease or health hazard that the Department considers to be dangerous, important, or likely to affect the public health. Violation or noncompliance with a health order may be punishable as a class B misdemeanor.

Each LEA is required to develop administrator, teacher, and staff education and training on their school's reopening protocol and action plans, including compliance with the face mask order. Students can be sent home for not wearing a face covering. Existing behavior policies and procedures at all schools should be updated to reflect the circumstances and to support teachers and staff in their response to student behaviors related to mitigating the spread of Covid-19.

Who was consulted in the drafting of this order?

The Utah Department of Health drafted this order in conjunction with the Governor's Office, with input from organizations representing teachers, parents, school officials, school employees, and rural schools.

When is this order effective? For how long will it be effective?

The order is effective immediately and remains in effect until December 31, 2020. Statewide health conditions will continue to be reviewed on a regular basis, and as such, this order will be updated and may be extended.

Does this apply to all students and adults in all schools?

Yes, this order applies to all individuals while in any public or private school facility, including K-12 district, charter, and private schools, career and technical education centers, and gyms.

The Governor previously issued an Executive Order mandating face coverings in all state government facilities, including all institutions of higher education. That order continues to remain in effect for higher education.

What type of face covering is needed to comply with the order?

Face covering means a cloth mask or plastic face shield that covers both the nose and mouth. A cloth face covering is secured to the head with ties, straps, or loops over the ears, or is wrapped around the lower face. A cloth face covering can be made of synthetic or natural fabrics.

Information on how to make and properly care for cloth face coverings can be found on the CDC website:

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>.

Will schools provide students and employees with face coverings?

It is expected that every student and employee in a school facility or on a school bus will wear a face covering. Masks may be provided through multiple means. The Utah State Board of Education (USBE) procured disposable masks for each school as part of PPE health supplies in treating symptomatic students. Donations have been made to USBE by Cotopaxi and H.M. Cole to provide cloth masks for students and staff. These will be distributed by USBE. Additionally, many schools and school districts are considering purchases and gathering donations of additional face coverings for students and employees.

When is it appropriate for a student or employee to *not* wear a face covering?

This order does not apply to:

- An individual outdoors that maintains a physical distance of at least six feet from another individual;
- An individual who is eating or drinking and while maintaining a physical distance of at least six feet from another person;
- Children younger than three years of age;
- A child who cannot have a face mask placed safely on their face;
- An individual with a medical condition, mental health condition, or disability that prevents the wearing a face covering;
- An individual who is deaf or hard of hearing or communicating with a individual who is deaf or hard of hearing, where the ability to see the mouth is essential for communication, in which case a face shield or alternative protection should be used;
- An individual who has an Individualized Education Program (IEP) or Section 504 accommodation that would necessitate exempting the individual from wearing a face covering;
- An individual who is receiving or providing a service involving the nose or face for which temporary removal of the face covering is necessary (i.e. speech therapy); or
- An individual participating in a school sponsored activity so long as the individual complies with the Phased Guidelines for the General Public and Businesses to Maximize Public Health and Economic Reactivation pertaining to K-12 school activities. Schools may also reference guidelines provided by the Utah High School Activities Association (UHSAA)

Do students with disabilities need special accommodations related to this order?

Students with a medical condition, mental health condition, or disability that prevent them from wearing a face covering, including individuals with a medical condition for whom wearing a face covering could cause harm or obstruct breathing, or who is unconscious, incapacitated, or otherwise unable to remove a face covering without assistance are exempt from this order. A school may require an individual to provide a medical directive verifying the need for an exemption.

A student who is deaf or hard of hearing, or an employee who is communicating with a student who is deaf or hard of hearing where the ability to see the mouth is essential for communication, should utilize a face shield or alternative protection.

School districts and charters are required to systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Program, or Section 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

Should school districts and charter schools include this in their reopening plans which are due August 1st?

Yes. The Utah State Board of Education (USBE) intends to revise their Planning Requirements and Recommendations for K-12 School Reopening document to reflect this change. Local school boards and charter schools must develop plans, seek approval of those plans from their respective boards, and make those plans public prior to August 1st.

How does this apply to specific activities, such as sports, recess, or choir classes?

An individual participating in a school sponsored activity, such as athletics or recess, should comply with the Phased Guidelines for the General Public and Businesses to Maximize Public Health and Economic Reactivation pertaining to K-12 school activities (Appendix C). Additionally, schools may reference the Utah High School Activities Association's Return to Play Guidelines found here:

<https://uhsaa.org/SportsMed/UHSAA%20Return-to-Play%20Guidelines.pdf>

Currently LEAs must identify courses that would be more at risk and make plans with support from local health departments as needed to mitigate the risks. Educators assigned to these courses should look to their LEAs for guidelines and support. For example, the Utah State Board of Education recommends acknowledging choir as an inherently high-risk activity due to the increased level of respiratory output; if held, consider layering several other strategies to mitigate, including conducting in outdoor spaces, space at least six feet apart, reduce duration spent face-to-face, use of barriers, increasing airflow and ventilation.

What if parents are angry about the masking requirement?

It's important to treat everyone with dignity and respect. Even though a statewide public health order has the force of law, it's best to appeal to a person's sense of the greater good. Remind others that a mask requirement is a temporary measure while we wait for a vaccine to be developed. Masks are our medicine for now. They have the best chance of stopping the spread of droplets from one person to another and the quickest way to get back to normal.

From: [Katherine Kennedy](#)
To: [REDACTED]; [Larry Madden](#)
Subject: Re: Reopening SLCSO
Date: Friday, July 17, 2020 12:19:05 PM
Attachments: [image001.png](#)

Thank you for this email asking such important questions, [REDACTED]. I'm certainly glad to have Larry at the helm of our District, though I am not sure if he is happy right now to have taken the position! I lean toward remote learning as long as we have such high numbers. This Tuesday, I'd like to vote for the plans that were carefully crafted by our committees. I think it will be hard to decide what we should do on August 25th until we get a little closer and see how the Utah numbers evolve. It seems likely that they will get higher as the effects of July 4th and July 24th celebrations and parties are seen.

Please weigh in as we go. I'd like to hear your opinions.

It does just seem like the other day that our daughters were playing soccer together—before they had begun school and your husband was still a resident! I wish we could go back and do those years all over again.

Warmly,
Katherine

Katherine Kennedy, Ph.D.
Salt Lake City School Board
Representative, District 3:
The Avenues, Capitol Hill, and Federal Heights



From: Christine Wiggins <Christine.Wiggins@slcschools.org>
Date: Friday, July 17, 2020 at 10:47 AM
To: Larry Madden <Larry.Madden@slcschools.org>
Cc: Katherine Kennedy <Katherine.Kennedy@slcschools.org>
Subject: Fw: Reopening SLCSO

7-17-20

Dear Larry,

Wow! Interesting announcement by Governor Herbert. Now you and

the school board get to make some tough decisions with everyone having strong opinions about what you should do. I liked your email about not making assumptions--I really appreciated that email. I know my thoughts were not requested but here they are . . . I would follow what we know right now.

What can we learn from other countries who have opened their schools? What were their numbers like in their communities when they decided to open their schools? I imagine that is an important factor—when doing the math. I realize that no other country has had COVID-19 numbers as high as ours so how do we factor that into our decision making? How did they make their schools as safe as possible?

What were the CDC's original guidelines for school openings? Wasn't that in the New York Times? What can we learn from states like Florida, Texas, and California about not following the guidelines (in general)? I'm guessing answering questions like these were how we got to the point of our previous plan, right? So what's changed? The science? The data? The political response?

If I was you the most important question I would ask myself is what decision would I make if no one was pressuring me to make a decision one way or the other?

Good luck. My thoughts and prayers will be with you and the board members during these very interesting times.

Warmest regards,

Chris

P.S. I hope all is well with both of your families. I love seeing the beautiful, amazing, young adults your children have become, Katherine. It seems like just yesterday they were little. Where has all the time gone?

[Christine Wiggins](#)

ELD Teacher/

ALS Coordinator

[Emerson Elementary](#)

1017 E. Harrison Ave.
SLC, Utah 84105
801-481-4819 ext. 1600

From: Larry Madden <Larry.Madden@slcschools.org>
Sent: Thursday, July 16, 2020 12:49 PM
To: Distribution <Distribution@slcschools.org>
Subject: Reopening SLCSD

Dear Employees of SLCSD,

This afternoon Governor Herbert announced that there would be some accommodations for schools within the orange status. These include allowing schools in orange to "open". What it means to open was not clearly defined. What was clear was that the school board in conjunction with the health department will have the latitude to decide what solution is the best choice for the students, families and staffs of our district. Please do not assume that it means we are fully opening. It just means that the decision is ours.

Our reopening conversations will continue.

Thank you,
Larry Madden

Interim Superintendent
Salt Lake City School District

From: [Larry Madden](#)
To: [Distribution](#)
Subject: Reopening SLCSO
Date: Thursday, July 16, 2020 12:49:25 PM

Dear Employees of SLCSO,

This afternoon Governor Herbert announced that there would be some accommodations for schools within the orange status. These include allowing schools in orange to "open". What it means to open was not clearly defined. What was clear was that the school board in conjunction with the health department will have the latitude to decide what solution is the best choice for the students, families and staffs of our district. Please do not assume that it means we are fully opening. It just means that the decision is ours.

Our reopening conversations will continue.

Thank you,
Larry Madden

Interim Superintendent
Salt Lake City School District

From: [Larry Madden](#)
To: [Samuel Hanson](#)
Subject: Re: I Strongly Support the District's Proposed Restart Plan
Date: Wednesday, July 15, 2020 10:55:43 AM

Thanks Sam

From: Samuel Hanson <Samuel.Hanson@slcschools.org>
Sent: Tuesday, July 14, 2020 9:46 AM
To: Larry Madden <Larry.Madden@slcschools.org>
Subject: Fw: I Strongly Support the District's Proposed Restart Plan

One more in favor of the current plan...

From: [REDACTED]
Sent: Tuesday, July 14, 2020 9:44 AM
To: Michelle Tuitupou <Michelle.Tuitupou@slcschools.org>; Michael Nemelka <Michael.Nemelka@slcschools.org>; Katherine Kennedy <Katherine.Kennedy@slcschools.org>; Nate Salazar <Nate.Salazar@slcschools.org>; Samuel Hanson <Samuel.Hanson@slcschools.org>; Melissa Ford <Melissa.Ford@slcschools.org>; Kristi Swett <Kristi.Swett@slcschools.org>
Subject: I Strongly Support the District's Proposed Restart Plan

Dear School Board Members,

As a parent with a student at Emerson elementary entering 1st grade this fall, **I am writing to express my strong support for the plans that have been detailed by Salt Lake School District for school restart.**

To begin, outreach from the district to parents and educators in developing the plans to date has been great. I am certain it has been a challenge to develop comprehensive plans, especially where there are truly no perfect solutions under the current circumstances.

The proposed plans in my view balance both the public health and safety of educators, students, and school staff and administration with strong commitments to educational goals and achievement. While certainly different than a traditional school schedule, I believe the proposed schedules are reflective and responsive to the extraordinary times we're facing.

My wife and I both work from home, and distance learning is not without its significant challenges. That said, our experience last spring with distance learning was positive and was made successfully by a motivated Kindergarten teacher who embraced the new paradigm and kept learning fun. She communicated with parents extensively, and worked tirelessly to empower parents to work with her to form learning routines that worked well for each of her

students. Children are amazingly resilient and adaptable, more so than many adults in my experience.

Last spring presented unique challenges for many educators and parents. Many were unprepared for the quick – almost immediate – transition to remote learning, resulting in a wide range of student experiences, some good, some less so. I am hopeful that with more preparation and planning, it will be a better experience in the fall if COVID-19 prevalence in our community necessitates full time remote learning or a hybrid approach. **I also believe that the proposed plan will reduce the likelihood of abrupt and unexpected schedule transitions mid-school year, which in my view present major challenges to parents, children, and educators when viewed against a more predictable (albeit very different) schedule.**

While I am certainly concerned about my own student, as someone who was raised by an educator, I am also trying to view solutions from the perspective of teachers and school administration (many of whom are older and inherently at higher risk than their students for more serious disease outcomes). **I can't personally ask more from an educator than I would be comfortable with myself and, at least right now, I would certainly not be comfortable if my workplace required me to spend a significant length of time in a room with 25+ individuals where 6' physical distancing was not feasible, nor would I be comfortable with sending any of my employees to work in such an environment.**

There are unfortunately no perfect solutions. That said, I appreciate Salt Lake City School District's work in trying to balance the considerations at play in these unprecedented times. **I strongly encourage you to support the plans proposed by the district.**

Thank you for your consideration of the above.

Best,

A black rectangular redaction box covering the signature area.

From: [Katherine Kennedy](#)
To: [Larry Madden](#)
Cc: [Melissa Ford](#); [Samuel Hanson](#)
Subject: Re: Weekly Email
Date: Monday, July 13, 2020 10:21:30 PM

I feel really good about the choices our committees have put together. I know some people want their kids back in school. I have heard from others who do not. I think we continue to do what we think is right.

The American Academy of Pediatrics ONLY considers what is right for children, and I am not even sure they made the right choice for all children. We have to think about what is right for everyone.

I am thrilled that the Bryant community chose Matt Smith. Smart choice.

Katherine

From: Larry Madden <Larry.Madden@slcschools.org>
Date: Monday, July 13, 2020 at 5:29 PM
To: Melissa Ford <Melissa.Ford@slcschools.org>, Nate Salazar <Nate.Salazar@slcschools.org>, Katherine Kennedy <Katherine.Kennedy@slcschools.org>, Samuel Hanson <Samuel.Hanson@slcschools.org>, Michael Nemelka <Michael.Nemelka@slcschools.org>, Michelle Tuitupou <Michelle.Tuitupou@slcschools.org>, Kristi Swett <Kristi.Swett@slcschools.org>
Cc: Alan Kearsley <Alan.Kearsley@slcschools.org>
Subject: Weekly Email

Dear School Board Members.

We have had a lot of response to reopening information we put out last week. Some has been good, and quite a lot has been negative. People want their students back in school. We all want that, but we do need to weigh the health and safety factors for both students and staff. We will keep gathering information and stay flexible.

I am attaching a joint statement from the American Association of Pediatricians. It is a follow up to their widely cited statement from a couple of weeks ago. <https://services.aap.org/en/news-room/news-releases/aap/2020/pediatricians-educators-and-superintendents-urge-a-safe-return-to-school-this-fall/>. They emphasize that while we know that students need physical time in school, we need to do it safely.

We are working on the K-12 Reopening Assurances required by the state. It is a short timeline but I will make sure you have these no later than 5PM on Monday, July 20 so you will have a day to review them before the board meeting on the 21st.

On a very positive note SLCSO received \$238,000 worth of resources through DonorsChoose from teacher written grants last year. I am attaching a document with some details. Well done, teachers!

Matthew Smith was selected by the Bryant hiring committee to be their new principal. I am sure he will do a wonderful job.

All the best,
Larry

From: [Melissa Ford](#)
To: [Larry Madden](#)
Subject: Fwd: URGENT re Opening Schools and Playing Sports
Date: Monday, July 13, 2020 5:17:18 PM

Begin forwarded message:

From: Missy Mackay-Whiteurs <Missy.Mackay-Whiteurs@slcschools.org>
Subject: Fwd: URGENT re Opening Schools and Playing Sports
Date: July 13, 2020 at 4:11:24 PM MDT
To: "m.ford@comcast.net" <m.ford@comcast.net>

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From: Missy Mackay-Whiteurs <Missy.Mackay-Whiteurs@slcschools.org>
Sent: Monday, July 13, 2020 4:01 PM
To: Skip Lowe
Subject: Re: URGENT re Opening Schools and Playing Sports

Thanks for sharing! I haven't seen this email. I had a long discussion with Melissa early this am. Crap- They don't understand the process.

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From: Skip Lowe <Skip.Lowe@slcschools.org>
Sent: Monday, July 13, 2020 3:59:02 PM
To: Missy Mackay-Whiteurs <Missy.Mackay-Whiteurs@slcschools.org>
Subject: Fw: URGENT re Opening Schools and Playing Sports

Didn't see you copied on this, but though you might be interested.
I hope we're getting close to equal opportunities for our kids. Any updates that you're aware of?

Skip Lowe
East High School
Athletic Director
801-583-1661 (2416)

From: Katie Eccles <katie@efventures.com>
Sent: Monday, July 13, 2020 3:39 PM
To: James Boyce <James.Boyce@slcschools.org>; Boren, Jason D. <borenj@ballardspahr.com>; David Burnett <dburnett@djbgas.com>; Toleafoa, Deana W <deana.w.toleafoa@nordstrom.com>; Lisa Jones <lisaejo@gmail.com>; Tim Conde <tim.conde@okland.com>
Cc: Marcus Frazier <Marcus.Frazier@slcschools.org>; Dan Del Porto <Dan.DelPorto@slcschools.org>; dorchardaw@hotmail.com <dorchardaw@hotmail.com>; paul_sabin@comcast.net <paul_sabin@comcast.net>; Nina Lords <lords.nina@comcast.net>; Rachel Townsend <Rachel.Townsend@slcschools.org>; Skip Lowe <Skip.Lowe@slcschools.org>; Kim Parkinson <Kim.Parkinson@slcschools.org>; Daniel Shwam <Daniel.Shwam@slcschools.org>; Nancy Warr <Nancy.Warr@slcschools.org>; Brody Benson <Brody.Benson@slcschools.org>; KATHY MAYEDA <kathymayeda@msn.com>; Buffy Nielsen <nielsenbuffy@gmail.com>; Corinne Lloyd <slclloyds@msn.com>; Allison Hansen <allisonhansen@gmail.com>; Kristen Okland <kristen@okland.com>; Jennie Gochmour <gochnour10@hotmail.com>; Liz Wixom <liz@elizabethkimberlydesign.com>; Mark O. Van Wagoner <movvw@comcast.net>
Subject: URGENT re Opening Schools and Playing Sports

All,

It has come to my attention that the **School Board has a scheduled meeting on Tuesday, July 21**, and will be voting on the District's proposal for fall school, and possibly sports. It is **IMPERATIVE** that any communication to influence that decision needs to be made **THIS WEEK** if it is to be effective and that, while civil and reasoned, it also needs to be strong and plentiful. Sorry if this is too much info If you want, you can skip to the **Contact info at the bottom** of this email.

I'm sure you have all seen the School Restart email that the District sent out on July 7. It is **silent on sports**. As for schooling, it essentially says that all instruction will be remote while SLC is in Orange and that, if we ever move to Yellow, high school students will be **in the classroom only one day a week**. (I understand that **Granite and Jordan Districts will be in school 4/5 days a week under Yellow**.) That doesn't seem to be a good balance between the risks and benefit to kids being in school (see below) and, frankly, I am **skeptical that a District that thinks we will only have kids in school one day is going to allow them to play sports all week**, not to mention the logistics of getting kids back to practices when they aren't in school, etc. **Trying to simply get to YELLOW STATUS ALONE IS NOT GOING TO SOLVE THE PROBLEM**. We need to address the question of **WHAT DOES "PUBLIC SCHOOLS ARE OPEN" MEAN** in this environment, both in education and in sports.

The question before us is really **what do we expect from an "open" school**. An open school should be **resuming normal, full-time operations as much as possible, with reasonable accommodations for those students, faculty and staff who are at risk or living with someone at risk and for students who choose remote learning**. Since

- (1) the Governor has already required students to wear masks,
 - (2) the State School Board's Guidelines acknowledge that 6' distancing may not always be possible, and
 - (3) the data shows that young people are not catching the virus nor do they seem to be spreading the virus (most transmissions have been traced to adult to adult transmissions),
- we have the flexibility to engage more students in our classrooms, similar to our counterparts in other districts.

Particularly when we **THINK OF STUDENT "SAFETY" MORE BROADLY** to include not only their COVID safety while in the classroom, but think about their educational success (the school's primary mission), their physical health, and their psycho/social health, the question is **WHETHER THEY ARE SAFER IN SCHOOL OR OUT. Where are kids if they aren't in the safe classroom that we create one day a week?** They are:

- (1) in daycare or afterschool programs where they are exposed to other kids

from outside their school bubble in possibly less “safe” conditions (and bringing that back into the school bubble),

(2) home, which may not always be the safest place for them,

(3) not logging in to their online learning, and/or

(4) bored, unsupervised, hungry, getting into mischief or on the street.

This disproportionately impacts our most vulnerable populations. **Given these choices, it seems that it would be better to have them in the classroom where they are at least reaping the benefits of education**, socialization, friendship, physical exercise, food, and oversight, while not necessarily being more at COVID-risk than they are outside of school.

This “OPENING” NEEDS TO INCLUDE SPORTS and athletic competitions. For many students, **sports are the carrot that keep them engaged with school**. They view it as their gateway to a post-high school education. It gives them a community, physical exercise, and builds self-esteem. Furthermore, **since all other schools are opening their athletics, SLCSO SHOULD BE ON A PARALLEL TRACK OR THEY RISK LOSING MANY STUDENT-ATHLETES**.

We need to have some **close paralleling of opportunities with our neighboring districts and not be more restrictive than they are, either with our educational model or with our sports**. Failure to do so will lead many **parents to pull their kids out of SLCSO schools** back to their home schools or to seek to transfer to a school providing better opportunities. This will have a ripple effect on the broader educational ecosystem, overloading schools in other districts that make their plans unworkable, and will **take money out of SLCSO as those students leave** and they (and their siblings) may not return. This could ultimately lead to faculty reductions and a weaker district.

Furthermore, there is a **QUESTION OF EQUITY**. Why are our students going to get lesser quality and type of educational opportunities than other students in the state or even across the freeway? How can we deprive our students, particularly those most at-risk, from an in-class education when we know from our spring experience that many did not engage in the remote learning? The news reported that 20% of the state’s students (132,000 students) never logged on even once during the COVID spring! If they aren’t re-engaged this fall, we may lose them forever. The failure to be in the classroom in a meaningful way hits our minority and underrepresented populations the hardest. We have a **moral imperative** not to lose these kids but we also have a legal obligation to provide equitable opportunities and a quality educational experience for all our students.

PLEASE ASK ANY AND ALL, PARTICULARLY THOSE IN OTHER NEIGHBORHOODS AND FROM OTHER FEEDER SCHOOLS, TO SEND EMAILS AND MAKE CALLS

URGING OUR DISTRICT AND SCHOOL BOARD TO EXPAND THE DAYS OUR KIDS ARE IN SCHOOLS AND TO IMMEDIATELY AUTHORIZE SPORTS PRACTICES IN PREPARATION FOR A COMPETITIVE SEASON, SIMILAR TO OUR NEIGHBORING DISTRICTS.

WE NEED TO GET THE SCHOOL BOARD VOTES, SO WE NEED PARTICIPATION AND PRESSURE ON ALL THE BOARD MEMBERS, NOT JUST OUR OWN.

WHERE TO SEND EMAILS: We need to have our voices heard both at the “boots on the ground” level and from on high. Highlighted addresses are the most important.

Governor:

Gary Herbert, grh@utah.gov

Lieutenant Governor:

Spencer Cox, ltgovernor.utah.gov

Governor’s Education Advisor:

Tami Pyfer, tpyfer@utah.gov

SLC Mayor

Erin Mendenhall, mayor@slc.gov

Exec. Dir. of Utah Dept. of Health

Jefferson Burton,

Jefferson.burton@gmail.com

State Superintendent:

Sydnee Dickson, _____

State School Board:

Lorraine Austin, board secretary –

Lorraine.austin@schools.utah.gov (ask that she distribute your letter to the members of the board)

SLC School District School Board President: Melissa Ford, Precinct 6 –

Melissa.ford@slcschools.org

ALL SLC School District Board Members:

Michelle Tuitupou, Precinct 1 - Michelle.tuitupou@slcschools.org

Michael Nemelka, Precinct 2 - Michael.nemelka@slcschools.org

Katherine Kennedy, Precinct 3 – Katherine.kennedy@slcschools.org

Nate Salazar, Precinct 4 (Vice President) – nate.salazar@slcschools.org

Samuel Hanson, Precinct 5 – Samuel.hanson@slcschools.org

Kristi Swett, Precinct 7 – Kristi.swett@slcschools.org

Samuel Langi, Student Board Member (don’t have any contact info for him, but it would be great to communicate with him)

SLC District Interim Superintendent:

Larry Madden -

<https://www.slcschools.org/departments/superintendents-office/> and then click “Send Me a Message”

Your school’s principal:

Your SCC President:

Any legislator you know

From: James Boyce <James.Boyce@slcschools.org>

Date: Wednesday, July 8, 2020 at 2:12 PM

To: [REDACTED]
[REDACTED]
[REDACTED]

Cc: Marcus Frazier [REDACTED] Dan Del Porto

<Dan.DelPorto@slcschools.org>, [REDACTED],
[REDACTED]

Subject: Fw: Letter to Mayor Mendenhall-PLEASE READ AND RESPOND!!!!

Please forward this to your lists and anyone else you think should be involved. Please respond and e-mail the mayor and anyone else you think has any sway with this. This is our season and many of the boy's football season. We are in danger of losing the basketball season this year!

Coach Boyce

From: Monica French <Monica.French@slcschools.org>

Sent: Wednesday, July 8, 2020 1:41 PM

To: Ben Voegelé <Ben.Voegelé@slcschools.org>; Brody Benson <Brody.Benson@slcschools.org>; Chris Madsen <Chris.Madsen@slcschools.org>; Gary Rowles <Gary.Rowles@slcschools.org>; James Boyce <James.Boyce@slcschools.org>; Kelly Crestani <Kelly.Crestani@slcschools.org>; Kurt Schneider <Kurt.Schneider@slcschools.org>; Mark Gray <Mark.Gray@slcschools.org>; Nancy Warr <Nancy.Warr@slcschools.org>; Neil Blaney <Neil.Blaney@slcschools.org>; Jeanine Elsholz <Jeanine.Elsholz@slcschools.org>; Tea Sitake <Tea.Sitake@slcschools.org>

Cc: Daniel Shwam <Daniel.Shwam@slcschools.org>; Jeremy Chatterton <Jeremy.Chatterton@slcschools.org>; Kim Parkinson <Kim.Parkinson@slcschools.org>

Subject: Fw: Letter to Mayor Mendenhall

Coaches,

Skip Lowe, AD at East High, composed this letter in response to the UHAAS potential decision to allow all "yellow" categorized schools to compete in fall sports but excluding all "orange" categorized schools from sports. So this decision would exclude all Salt Lake City Schools. Please read Skip's letter below. Skip has given permission to alter it if you wish to send it out to your sport community.

Monica French
Highland High
Athletic Director

From: Skip Lowe <Skip.Lowe@slcschools.org>

Sent: Wednesday, July 8, 2020 10:00 AM

To: [REDACTED]

[REDACTED] Roland Tolbert <Roland.Tolbert@slcschools.org>;
[REDACTED] Javier Viana <Javier.Viana@slcschools.org>;
Brandon Matich <Brandon.Matich@slcschools.org>; Nicholas Hamilton
<Nicholas.Hamilton@slcschools.org>; Skip Lowe <Skip.Lowe@slcschools.org>; Jamisen Goodell
<Jamisen.Goodell@slcschools.org>; Antonio St. Hilaire <Antonio.St.Hilaire@slcschools.org>; Tapasa
Tapusoa <Tapasa.Tapusoa@slcschools.org>; Megan McCleary <Megan.Mccleary@slcschools.org>;
Andrew Gorder <Andrew.Gorder@slcschools.org>; [REDACTED]
[REDACTED] Patrick Treend
<Patrick.Treend@slcschools.org>; Adam Eddinger <Adam.Eddinger@slcschools.org>; Rudy Schenk
<Rudy.Schenk@slcschools.org>; [REDACTED]; Molly
Campbell <Molly.Campbell@slcschools.org>; Mazie Fielding <Mazie.Fielding@slcschools.org>
Subject: Fw: Letter to Mayor Mendenhall

Coaches,

We are getting closer and closer to the start dates for the new school year, but it doesn't look like we are getting any closer to having the COVID restrictions in SLC reduced. If that doesn't happen soon, there are rumors (nothing official at this point) that UHSAA may start without us - which would impact our athletic department and school for much longer than just this fall season.

I have talked to a couple of coaches about trying to get parent support to make sure we are heard by those with the power to make decisions. My understanding is that the governor makes the ultimate decision, but heavily takes the recommendation of the local leaders into account - in this case SLC Mayor Mendenhall.

If this is something important to you, I would suggest encouraging parents to email:

- Mayor Mendenhall (SLC): mayor@slcgov.com

and possibly other local and state leaders or others that might be influential.

- Governor Herbert: not sure how to contact the governor's office, but there is a link at <https://governor.utah.gov/contact/> with a "Comments to the Governor" option
- Mayor Wilson (SLCo): there is a link to a comment submission form at: <https://slco.org/mayor/listening/>

If you, or parents, have other ways of contacting anyone that they know in local government or health departments, that would be great too.

I have included an email that was sent to Mayor Mendenhall two week ago from the ADs in the district to give some of the points that we made. If similar messages are sent from potentially hundreds of parents that live in the jurisdiction, it may have a much stronger voice than the single one we sent. I would also suggest trying to get the coaches of your sport at the other two high schools to join in. The more we can show how many kids and families this will impact, the greater chance we have of influencing change.

A couple of suggestions:

- Stay positive
- Emphasis the safety measures and precautions that are in place
- Emphasis that these are voluntary activities that are a hook for many students that motivate

them to do well in school

- We want the same opportunities for our kids as are available in the rest of the state

If you have any other suggestions, I'm open to trying just about anything at this point. I want to be careful and smart about it, but I also want our athletes to have the same chances to compete as other schools.

Fingers crossed.

-Skip

Skip Lowe
East High School
Athletic Director
801-583-1661 (2416)

From: Missy Mackay-Whiteurs <Missy.Mackay-Whiteurs@slcschools.org>

Sent: Wednesday, June 24, 2020 5:24 PM

To: mayor@slcgov.com <mayor@slcgov.com>

Cc: Rachel Townsend <Rachel.Townsend@slcschools.org>; Skip Lowe <Skip.Lowe@slcschools.org>; Kim Parkinson <Kim.Parkinson@slcschools.org>; Daniel Shwam <Daniel.Shwam@slcschools.org>; Monica French <Monica.French@slcschools.org>

Subject: Letter to Mayor Mendenhall.docx

451 South State Street. Rm 306
P.O. Box 145474
Salt Lake City, Utah 84114-5474

Dear Mayor Mendenhall,

I am the Salt Lake City School District Athletic Director. I am writing this in connection with the restrictions that the high schools in SLC must follow. I am sure that there are continuous conversations ongoing that factor into decisions about the coronavirus color coded risk phases for SLC. One that may or may not be part of these conversations is high school sports, specifically in the SLCS. Since the UHSAA lifted the high school sports moratorium after Memorial Day, we have been much more restricted than all other high schools in what we have been able to do. (Their memo states that coaches must have the approval of the school/district and operate any contact in accordance with all state and county health department guidelines and restrictions.) We have requirements in place that coincide with the guidelines for the orange phase of recovery that only allow for smaller groups and no contact to maintain physical distancing. We are also doing symptom checking prior to each workout and have worked with district auxiliary services to have disinfectant available for use before and after workouts. While we are limited to basically conditioning and individual skill work, other schools can have contact in practices and compete in many cases. To this point, we have canceled and/or not signed up for summer baseball games, 7-on-7 football events, volleyball and basketball camps/tournaments and scrimmages for any of our teams – all things that other schools are participating in and hosting with plans in place to meet state guidelines. Concerns are being raised not only that a competitive disadvantage is taking place between the three schools in the district (and maybe Judge and Rowland Hall) and the rest of the state, but are also starting to become a reality that our student-athletes may not have the opportunities to safely and adequately prepare for seasons that start as soon as a month from now if not able to start working into game-shape during the summer. When we can transition to less restrictive practices, we have plans in place to continue with strict hygiene and symptom checking as well as all other requirements that have been presented in the state's phased recovery guidelines. During all recovery phase scenarios, we have emphasized that participation is voluntary and that we are relying on families to make good decisions that are in the best interest of not only the individual, but the team and community.

Again, I know that there are multiple factors that go into these decisions and safety of our students, school personnel, and community is at the top of that list. I just wanted to make sure that the groups that

I primarily work with have been heard and will be part of the discussion. I would love to be able to tell our coaches and families what to plan for going forward while still being flexible to our constantly changing situation.

Thank you for considering this viewpoint. Please let me know if I can provide any more information that might be helpful. I can be reached at: Missy.Mackay-Whiteurs@slcschools.org or by phone at 801-573-2435.

Best,

Missy Mackay-Whiteurs CAA

SLCSD AD/Title I

801-573-2435

Cc: Skip Lowe, East High AD

Rachel Townsend, West High AD

Kim Parkinson, Highland High AD

Daniel Shwam, Highland High AD

Scanned By Microsoft EOP

Scanned By Microsoft EOP

From: [Melissa Ford](#)
To: [Larry Madden](#)
Subject: Fwd: School Reentry Plan
Date: Monday, July 13, 2020 1:17:38 PM

Sent from my iPhone

Begin forwarded message:

From: [REDACTED]
Date: July 13, 2020 at 12:43:52 PM MDT
To: Melissa Ford <Melissa.Ford@slcschools.org>, Michael Nemelka <Michael.Nemelka@slcschools.org>, Katherine Kennedy <Katherine.Kennedy@slcschools.org>, Nate Salazar <Nate.Salazar@slcschools.org>, Samuel Hanson <Samuel.Hanson@slcschools.org>, Kristi Swett <Kristi.Swett@slcschools.org>
Subject: School Reentry Plan

Dear School Board Members,

I am sure you are being inundated with concerned parents about Salt Lake District's announcement about plans for the fall. I do not envy your or the superintendent's responsibility with balancing the needs of students, teachers, families and the Salt Lake community. I am so grateful for your dedication and work for our school community. We appreciate all you do!

As I'm sure it won't come as a surprise to you that I've been contacted by a host of families who have significant concerns about the plan that has been announced for the fall. I share those concerns and am hoping the district will reconsider the plan for the fall. I'm hoping you can give me some guidance as to how I should approach sharing these concerns with the district and to whom I should address them.

Here are some of the concerns many of us have:

1. It's disappointing that the District didn't start its return-to-school approach from a place in which some in-person instruction is an option. To possibly begin the school year completely online, without even giving the hybrid plan they have created for yellow a shot, seems like an impossible task for students, teachers, and families. I've searched for other districts around the country who have announced a similar plan and that have COVID numbers comparable to Salt Lake City and can't seem to find another that is approaching things in a similar way. While I understand that the survey results showed that many parents were uncomfortable with

sending their kids in Orange, I'd like to know more details about those results. Knowing the details would help us understand whether the survey constitutes a representative sample of district families. We are also curious about what "on the ground" efforts were made to get feedback from families that may not read emails or take an online survey.

2. We are curious as to whether an approach similar to Granite (and many other districts and states around the country) was considered, i.e., provide all families the option of in-person or online learning. That approach seems to be popular around the country, even in areas with more COVID exposure than SLC, and it seems to give the students and their families more control about how to proceed. Relatedly, we are interested in knowing how interests were weighed in reaching the plan the district did, i.e., are the teachers' interests being weighed more heavily than the students? While we understand the risk teachers are being asked to take is material, it seems like whatever plan the district proposes should be overwhelmingly in favor of the students' best interests.
3. I think we all expected a hybrid model for school at some point, and can accept and understand that may balance the needs of the health of teachers and students and social distancing. It was shocking, however, that the hybrid results in only one day for high school students. It is far from obvious to us that adequate learning can take place with only one day of in-person instruction. As I understand it, students only get their classes every other term. This is among our largest concerns and just doesn't seem reasonable. Has the district fully considered how our students will be able compete with other students in the state and nationwide with only two terms (and a long break between them) of core classes? High school students should be attending in-person more than one day a week. I understand that everything is a compromise these days, but students attending 20% of the time doesn't not seem to be in the student's best interest, even if by compromise.
4. We believe online education unfairly hurts the most vulnerable in our district: those who rely on school for food and childcare, families who work several jobs and will not be able to assist in home schooling, those with limited access to WiFi and technology (despite heroic efforts to minimize this from the district), single parents who are already stressed, and those trying to learn English as a second language. As you know, this is a huge proportion of our district's population and I fear that those students and their families' interests will be significantly harmed under the current plan.
5. After watching online school from the front row with my six children, I believe it is ineffective. We were doing it in the best of circumstances too - I am educated and have the time and

resources to support and work with all of my children. Despite amazing efforts from our teachers, I did not feel like my children made much progress. They all commented to me that they were doing busy work and not learning much. They all said it was hard to understand assignments because they weren't learning how to do it in class. Studies support the idea that online school is not nearly as successful as in-person learning.

6. We could not decipher from the plan any details about a reentry plan. Our expectation is that, if we change to yellow, the district would be able to immediately adjust to the yellow schedule they have set out and not have lag time to prepare. I hope that they will constantly evaluate the situation and adjust to give kids the best chance at in-person instruction.

Many Thanks,

A large black rectangular redaction box covering the signature and name of the sender.

From: [Katherine Kennedy](#)
To: [Larry Madden](#)
Subject: FW: [west-high-school-parent-support-network] 7/9/20 School Restart Information
Date: Friday, July 10, 2020 8:35:18 PM

From: <west-high-school-parent-support-network@googlegroups.com> on behalf of [REDACTED]
[REDACTED]

Reply-To: <west-high-school-parent-support-network@googlegroups.com>

Date: Friday, July 10, 2020 at 3:10 PM

To: <west-high-school-parent-support-network@googlegroups.com>

Subject: Re: [west-high-school-parent-support-network] 7/9/20 School Restart Information

I understand the color codes and read the statement. March - Jun was crazy working full time and teaching. Not one teacher did any virtual instruction (zoom, YouTube, teams, et al). Zero Face 2 face interaction except for 1 teacher and only 2 kids showed up to the zoom meeting. What is being proposed really doesn't work if you have multiple kids in different levels of school red, orange or yellow. Many parents never stopped working and many are back working if their office is outside of SLC.

Unfortunately, regardless of color status, we will likely not return to the school so that my 8th grade ELPer can be on the elementary/middle school schedule when the status changes to yellow. We need to also need to express our concerns to the district.

We should get a task force going. [REDACTED] DM me on.

Best, [REDACTED]
[REDACTED]

On Fri, Jul 10, 2020 at 1:09 PM [REDACTED] wrote:

Hello fellow parents-

Is anyone else feeling like, we as parents of children throughout Salt Lake City, need to plea with the governor to do a 2-4 week shut-down before school starts so our children can actually GO to school?

[REDACTED]

On Fri, Jul 10, 2020 at 7:33 AM [REDACTED] wrote:

School Restart 2020-21

<https://www.slcschools.org/news/2020-21/school-restart-2020-21/>

Dear families,

I wanted to share an update with you about our plans to restart school in August. In this letter, you will find a very brief overview, and we will share additional details in the coming weeks. Our plan to restart school was drafted using the feedback you (along with teachers and administrators) gave us via our two surveys this spring. We hope you will see many of your suggestions reflected here.

First, let me address the issue of how we will conduct school this fall. Salt Lake City is currently in the Orange (Moderate Risk) phase of Utah's COVID-19 recovery plan. If we remain in this phase or move backward to the Red (High Risk) phase, all instruction will be conducted only remotely. In the Yellow (Low Risk) phase, our schools will be able to operate on a Modified Schedule, where students will spend time each week learning in class and time learning remotely. We will continue to support student learning in all Core content areas, as well as fine arts, music, physical education, and library services. Parents will be contacted by their school principals in the next few weeks with information on which days their student will attend school in our Modified Schedule.

Here is an example of what an elementary school or middle school student's schedule might look like:



High school students will be split into four groups to help maintain smaller class sizes and facilitate social distancing while in the classroom. Here is a sample schedule for a high school student:



Below, you will find an overview of additional topics related to reopening schools. The topics are listed in alphabetical order

HYGIENE AND SANITATION IN BUILDINGS

- Custodial staff will wipe and sanitize frequent touch points throughout school buildings and will routinely sanitize restrooms throughout the day.
- Plexiglass barriers are being installed at schools over the summer in front offices, libraries, and other areas of the school.
- School staff and students will have access in classrooms to hand sanitizer and a spray bottle with sanitizing solution on hand to wipe down desks and other items, as needed.
- Over the summer, our custodial teams have worked to deep

clean buildings, furniture, walls, floors, restrooms, carpets, windows etc. When school is back in session, they will continue daily sanitizing at the end of each day.

- During the school day, we will employ measures to improve air circulation, including keeping doors open and potentially adjusting HVAC settings.
 - All air filters in every school and district building have been replaced to assist with air circulation, and we will change filters with greater frequency throughout the school year.

INSTRUCTION

- We will use Canvas as a consistent learning platform in all classrooms.
- All resources and materials will be in one location, so they are easier for students and families to find.
- Parents will receive information and instructions in August for how to use Canvas.
- We will address unfinished learning with a focus on grade-level content for all students and will administer targeted assessments at the beginning of the school year to guide our teaching.

MASKS FOR STUDENT AND EMPLOYEES

- Utah Governor Gary Herbert has mandated the use of face masks for employees and students in the public education (K-12) system.
 - Accommodations will be made for those who are unable to wear a face mask due to a medical condition or other unique situation.
- Salt Lake City has been one of the hardest hit areas in Utah during the COVID-19 pandemic. It is imperative that all of us follow the recommended health guidelines, including the proper use of face masks, in order to maintain the health of our community and allow our students the opportunity to attend school in person as often as possible.

SPECIAL EDUCATION AND 504

We recognize that students with disabilities and their unique, individual needs must be considered in all areas of restart. Therefore:

- We will have flexibility in scheduling students based on individual needs, parent input, and Individual Education Plans (IEP) and 504 plans.
- Remote learning will be available for students unable to access in person services due to medical concerns.
- IEP and 504 plans can be revised where needed to include accommodations for the remote learning environment.
- Special education services and supports will be coordinated through Canvas.
- IEP and eligibility meetings will continue to be held online, or in person if safe to

do so.

Thank you for your patience as we continue to adjust plans to meet students' educational needs while also balancing the need to protect the health and safety of our students and staff.

Please look out for another email from me next week with additional details.

Sincerely,

Larry Madden
Interim Superintendent
Salt Lake City School District

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You have received this message because you are subscribed to the Google Groups "West-High-School-Parent-Support-Network" group.

You received this message because you are subscribed to the Google Groups "West High School Parent Support Network" group.

To unsubscribe from this group and stop receiving emails from it, send an email to west-high-school-parent-support-network+unsubscribe@googlegroups.com.

To view this discussion on the web visit <https://groups.google.com/d/msgid/west-high-school-parent-support-network/7aee049e-3a14-45ba-a454-11404b6c0303o%40googlegroups.com>.

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To view this discussion on the web visit <https://groups.google.com/d/msgid/west-high-school-parent-support-network/CANQ7QkAozLrZHRcrBbcXT8LvP7q4daCRXTR73YXykqha8dZKTQ%40mail.gmail.com>.

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To view this discussion on the web visit <https://groups.google.com/d/msgid/west-high-school-parent-support-network/CAOVSwzP8zcM0s0df9v9YMEZoGhAJrhJH00thOje6WT6X->

P2d_w%40mail.gmail.com.

From: [Melissa Ford](#)
To: [Larry Madden](#)
Subject: Fwd: School - Fall 2020
Date: Friday, July 10, 2020 12:42:58 PM

Sent from my iPhone

Begin forwarded message:

From: [REDACTED]
Date: July 10, 2020 at 12:37:25 PM MDT
To: Melissa Ford <Melissa.Ford@slcschools.org>, Greg Maughan <Greg.Maughan@slcschools.org>
Subject: School - Fall 2020

Salt Lake City School District,

I am an incoming senior at East High School and I have just learned what our school district intends to do for school this fall. I know SLCSd has our best interests in mind, but I think we could do better. Granite (rumored) and Davis School Districts are returning this fall, full-time with all students attending. I realize that we have different phase levels, but to completely shut down in-person learning just a few miles from completely open schools seems to be an overreaction. I feel students should have the option of remote learning, but it shouldn't be forced.

I think we should be allowed back to school in-person, even in the orange phase. When we are allowed back, I do not agree that we should split our schools into 4 groups. This would mean each group would only go to school once a week, which is not enough time to properly learn a subject. Online learning is difficult for a lot of students, whether it's to do with lack of resources for online learning or lack of ability to learn well online. I am taking difficult courses this coming year and I really need in-person instruction more than once a week. Splitting the school in half, instead of quarters, would give us more face time with our teachers.

At the very least, would you please consider bringing seniors back, regardless of the phase, 3 days a week or full-time so we can get ready for college the following year? I don't want to be academically behind other Utah high school seniors that have had more in-person instruction. I want a fair shot at getting into college.

Most students learn better with in-person learning and only going to school once, maybe twice a week is not sufficient. I want to get the best education I can before I go to college next year and more learning at school would help me and many other students.

Thank you for considering,

[REDACTED]

[REDACTED]

From: [Kristi Swett](#)
To: [Melissa Ford](#); [Nate Salazar](#); [Larry Madden](#)
Subject: Masks
Date: Thursday, July 9, 2020 2:33:58 PM

Hello everyone,

I'm sure you've heard about the directive from the governor about all kids wearing masks , k-12.

All of the parents I am hearing from want their kids back in school and not a hybrid model especially with the other Wasatch front districts moving towards a full 4 or 5 days school week.

Please advise on talking points that would be consistent for the board and district employees

Thank you,

Kristi

Sent from my iPhone

From: [Larry Madden](#)
To: [Katherine Kennedy](#); [Alan Kearsley](#)
Cc: [Michelle Tuitupou](#); [Nate Salazar](#); [Samuel Hanson](#); [Melissa Ford](#); [Kristi Swett](#); [Michael Nemelka](#)
Subject: Re: School Safety Concerns
Date: Thursday, July 9, 2020 2:26:14 PM

Thanks Katherine,

We will gather specific information to share with the board to address these questions. Likely, you all heard from the governor today that we will be required to mandate face coverings in schools.

Larry Madden

From: Katherine Kennedy <Katherine.Kennedy@slcschools.org>
Sent: Thursday, July 9, 2020 11:43 AM
To: Larry Madden <Larry.Madden@slcschools.org>; Alan Kearsley <Alan.Kearsley@slcschools.org>
Cc: Michelle Tuitupou <Michelle.Tuitupou@slcschools.org>; Nate Salazar <Nate.Salazar@slcschools.org>; Samuel Hanson <Samuel.Hanson@slcschools.org>; Melissa Ford <Melissa.Ford@slcschools.org>; Kristi Swett <Kristi.Swett@slcschools.org>; Michael Nemelka <Michael.Nemelka@slcschools.org>
Subject: Re: School Safety Concerns

Hello Superintendent Madden, Business Manager Kearsley, and Board,

I have had these two requests from constituents in my district:

1. Can we look at improving air filtration/air movement systems in our schools, especially in our older schools? Could we ask Paul Schulte to let us know which schools have adequate air circulation, which don't have adequate air circulation and might require air filtration?
2. We have not stated our policy on masks, and our committees are unsure about our mask policy as a board. My understanding is that because Mayor Wilson required masks to be worn in public places, they are also required at schools. I was told that 1) it would be helpful if the school board stated that it is a requirement to wear masks at school board (and clarified any exceptions we see, such as eating and/or preschoolers don't have to wear masks, etc.); and 2) we should consider whether we as a board would provide at least one cloth mask for each student.

I understand we should not discuss these requests over email, but I did want to forward them to the entire board to avoid any confusion. If we need to consider these requests at our next meeting, I would appreciate board leadership following up and getting them on an agenda along with cost estimates.

Many thanks, Katherine

From: [Larry Madden](#)
To: [Melissa Ford](#)
Subject: Re: Reopening plans.
Date: Thursday, July 9, 2020 12:47:20 PM

Will do.

From: Melissa Ford <Melissa.Ford@slcschools.org>
Sent: Thursday, July 9, 2020 10:37 AM
To: Larry Madden <Larry.Madden@slcschools.org>
Subject: Fwd: Reopening plans.

When you are ready to share plans will you forward to me as well so I can share with people who are asking about them

Sent from my iPhone

Begin forwarded message:

From: [REDACTED]
Date: July 9, 2020 at 10:06:08 AM MDT
To: Melissa Ford <Melissa.Ford@slcschools.org>
Subject: Reopening plans.

I am the president-elect of the Utah Special Education Advisory Panel. I am trying to gather district reopening plans to help understand the impact on special education and help families. Do you have a document for your plan from the last meeting?

From: [Katherine Kennedy](#)
To: [Larry Madden](#)
Cc: [Michelle Tuitupou](#); [Nate Salazar](#); [Samuel Hanson](#); [Melissa Ford](#); [Kristi Swett](#)
Subject: Re: School Safety Concerns
Date: Wednesday, July 8, 2020 11:58:52 PM

Thought you might be interested in an additional set of school safety concerns, which were posted on Facebook by a friend of mine who lives outside of DC and were given as testimony to a school board in Virginia. I have not bothered to send it to Mr. Nemelka, since I doubt he will be receptive. Please do not respond.

Katherine

This is a copy of testimony given to the Prince William County (VA) school board. It captures the concerns of many parents of school-aged children as well as those of teachers with school aged children.

Good evening.

I am the parent of a high school senior. My husband works in the city. I am also a teacher.

I recommend that high school learning in Prince William County Schools be conducted completely in a virtual environment for the fall semester. A month ago, my teenage son became infected with Covid-19. He came home with the virus unknowingly. It took less than an hour for him to spread it to the rest of the family. Half a week passed before any of us exhibited symptoms.

All four of us had different symptoms. My 19 year old had virtually none. My 17-year old experienced violent vomiting that was so harsh his back seized up. He was disoriented and couldn't stand on his own. My husband and I had debilitating headaches, muscle aches and chills, hallucinations, dizziness, and extreme fatigue. Symptoms have lasted a month. There was at least a week apiece where my husband, and I were unable to care for ourselves, or our sons. I couldn't even sit up without help.

First, our family is like your family. Our lives are enmeshed in multiple community settings - both within PWCS and throughout the broader DMV area. It is impossible to extricate my viral vulnerability in my workplace from my husband's. Any students I interact with by being in the school facility are automatically added to the risk that must be borne by my husband and children, and by anyone they must interact with.

Second, Covid-19 has cost my family a month so far. In that time, we had 4 terrifying trips to the ER - one of them today - and several conversations about whether we each needed to sign a Do Not Resuscitate order. We've been wildly, viciously ill. And yet - our cases are considered mild. The potential risks to others who might not be as lucky is unconscionable.

Third, not one of my family EVER had a temperature. This is one of the basic triage methods for detecting illness, and yet if the four of us were students at a PWCS school, it would have been a minimum of four days before our disease was noticeable enough to test. Taking student temperatures will simply not function as an accurate screening measure.

Fourth, young people might not become as ill as older people. But the staff at your children's schools, my children's school - we do not live in a vacuum. We have families for whom we must provide care and safety. Our health and our lives are at risk if we are forced to attend school in-person without a vaccine, or at least some significant advancement in medical ability to prevent

and halt the coronavirus.

Any method of minimizing the daily population in a PWCS high school still means more than 1,000 students for all but two schools. More importantly, most staff would come in contact with large numbers of the student population. There is no ability to rotate faculty. This is an exponential risk for staff, and an unbearable human cost.

Finally, none of the many, many doctors we have spoken to can tell us whether we are now immune from the virus, or for how long. The clock is ticking on my family's vulnerability, and it is a terrifying sound. My son does not feel comfortable attending in-person schooling at our beloved high school. His fear of becoming ill with this virus again is so great that he is willing to miss his senior year of in-person high school to ensure his physical wellbeing. That speaks volumes.

My family - county residents, county students, county teacher, District of Columbia/federal employee - is not a theoretical concept. Covid-19 invaded our home swiftly, completely and ruthlessly. PWCS cannot knowingly put other families through the same horror. I urge you to allow, at the very least, the fall semester of this upcoming school year to take place online.

From: [Larry Madden](#)
To: [Melissa Ford](#)
Subject: Re: SLEA input on restart framework
Date: Friday, July 3, 2020 12:55:25 PM

I will talk to James. Maybe he thinks it is going to be approved Tuesday. I'll keep you informed.
Larry

Sent from my iPhone

> On Jul 3, 2020, at 11:47 AM, Melissa Ford <Melissa.Ford@slcschools.org> wrote:
>
> I am sure you saw the email from James Tobler about SLEA representation on the restart framework. Let me know how I can help respond to that. I think their feedback is essential.
>
> Thank you!
> Melissa

From: [Melissa Ford](#)
To: [Larry Madden](#); [Alan Kearsley](#)
Subject: Fwd: Board Planning Meeting Ideas
Date: Friday, June 26, 2020 2:30:23 PM

Begin forwarded message:

From: Michelle Tuitupou <Michelle.Tuitupou@slcschools.org>
Subject: Board Planning Meeting Ideas
Date: June 23, 2020 at 3:57:07 PM MDT
To: Melissa Ford <Melissa.Ford@slcschools.org>, Nate Salazar <Nate.Salazar@slcschools.org>

Hi, Melissa and Nate:

I hope you are enjoying a well-deserved break from the craziness that is the Board! I wanted to propose a few items for the agenda. If I need a second, Sam said I could put his name down. Here are some ideas I think we should be discussing and planning for the upcoming year based on conversations with community members:

- Back to School Planning
- Hiring practices
 - Permanent Superintendent hire
- Adding cultural content and training in schools
- Police presence in schools (switching police with more social workers, mental health experts, and nurses)

I'll come up with details on these and send them along by next week. I just wanted to give you a head's up. For the cultural content piece, we had a presenter at the Multicultural Commission meeting this morning who would be a great person to contact to talk to the board about educating folks about race issues. She is the Chief Diversity Officer at Weber State University. I'm also reading a book about teaching cultural diversity in the classroom and how that increases learning and test scores, especially for marginalized populations. If there is a specific way I should send the content to you to possibly talk about during our planning meeting, please let me know. I appreciate all the work you are both doing!

-- Michelle Tuitupou
Salt Lake City School District Board of Education
Precinct 1 Representative