



RE-OPENING SCHOOLS THE "SAFE WEBER WAY"



WELCOME BACK!!

We are excited to have our schools open and students back in class. Weber School District takes the health and wellness of all students and staff seriously. We hope to keep our schools open and kids in class. With effort from all of us, we know this can happen. This training will educate parents, families, and students on our efforts to reduce risk to the greatest extent possible!

THANK YOU!

We want to thank parents and families for the support shown during the soft closure of schools in the Spring. We will work together with families to provide the best learning experience for our students beginning in the fall.

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GUIDANCE FOR *SAFE WEBER FRAMEWORK*

Weber School District will always follow state and local health department requirements. Our [Safe Weber Framework](#) is based on requirements and guidelines from the CDC, USBE, state and local health dept.



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KEY CONSIDERATIONS

- + We will adapt how we run schools in order to mitigate the spread of the virus.
- + We also need to consider other important aspects of education, such as mental health, equity, and learning outcomes.
- + Our scientific understanding of the virus should guide the ways that mitigate the spread of COVID-19.
- + No guidance can deal with every situation, so we will discuss a framework to combine guidance with science-based judgements (our framework is included later).

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Key Factors of Transmission and Spread

What the virus is doing.

 Reproduction	 Infectiousness
Incubation period of the virus roughly 14 days. Patients are contagious 2 ½ days before and 7 - 9 days after symptoms.	The reproduction number (or "R") measures the virus' spread. If $R > 1$, the virus will spread exponentially. R can go up or down based on social behavior.

How the virus is doing it.

 Close Contact	 Respiratory Droplets	 "Fomite" Contact
Spreads through close contact (roughly 3 – 6 feet)	Spread through respiratory droplets from the nose or mouth (i.e., breathing, coughing, sneezing, laughing)	Spreads through touching surfaces or objects and then touching the eyes, nose, or mouth.

Sources : The Centers for Disease Control and Prevention (CDC) and the World Health Organization (WHO)

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Key Principles for Reducing Spread

What the virus is doing.

How the virus is doing it.

What the virus is doing.		How the virus is doing it.		
 Reproduction	 Infectiousness	 Close Contact	 Respiratory Droplets	 "Fomite" Contact
Slow what the virus is doing.		Mitigate how the virus is doing it.		
Isolate Symptoms	Minimize Outbreak Probability	Physical Distancing	Respiratory Hygiene	Physical Hygiene
Isolate / quarantine for 14 days or at least 7 – 9 days after symptoms subside. Monitor symptoms and engage in contact tracing.	Minimize group interactions to reduce outbreak probability. R can go up or down based on social behavior.	Maintain appropriate distance from others	Exceptional respiratory hygiene to reduce or stop the spread of droplets	Exceptional physical hygiene

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PARENTS CAN REINFORCE HEALTH HYGIENE PRACTICES TO REDUCE THE SPREAD OF COVID-19

- Remind your child to wash their hands with soap and water for at least 20 seconds regularly
- If soap and water aren't available, use hand sanitizer and rub it in until dry
- Remind them to not touch their face
- Remind them to sneeze and cough into their sleeve

KEEP YOUR CHILD HOME IF THEY HAVE SYMPTOMS OF COVID-19, WHICH INCLUDE:

- Fever 100.4 F or higher
- Shortness of breath or difficulty breathing
- Sore throat
- Muscle aches and pains
- Cough (not related to asthma)
- New loss of sense of taste or smell

PARENT INFOGRAPHIC

When to Keep Children Home

TOP THREE MITIGATING PRACTICES

We know from experts that the following practices are vital to slowing the spread of COVID-19. Please continue to emphasize these strategies with your child(ren).

- Hand hygiene
- Physical distancing
- Wearing of face coverings

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**IN ORDER TO REDUCE THE SPREAD OF THE VIRUS
FURTHER. . .**

**WE ARE ASKING TEACHERS TO CONSIDER THE FOLLOWING
MITIGATION PRACTICES-**



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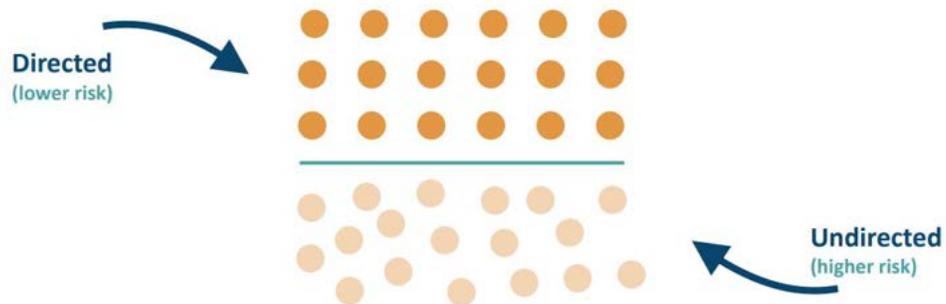
SCHOOL MITIGATION

Parents and families we want you to know that each teacher has been asked to create a classroom mitigation plan based on these 7 situational characteristics–



Situational Characteristics

Movement: How do people move around in the space?



TEACHER'S WILL CONSIDER THIS MITIGATION STRATEGY WHEN CREATING THEIR CLASSROOM MITIGATION PLAN

We have learned from experts that directed movement reduces the risk of spread as compared to undirected movement. Teachers will reflect on their classroom to determine 1) if there are times where there tends to be undirected movement; and, 2) what routines or protocols they can put in place to direct that movement--hence, reduce the risk of spread.

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Situational Characteristics

Duration: How long are people in this space?



Less than
15 minutes
(lower risk)

More than
15 minutes
(higher risk)



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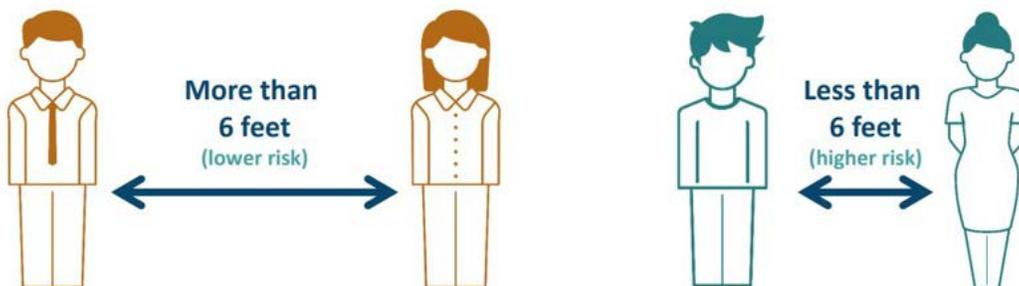
TEACHERS WILL CONSIDER THIS MITIGATION STRATEGY WHEN CREATING THEIR CLASSROOM MITIGATION PLAN

We have learned from experts that the risk of spread is increased when people remain in relatively close proximity for periods of greater than 15 minutes. Teachers will reflect upon their classroom practices and eliminate groupings that are greater than 15 minutes (and/or increase spacing).

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Situational Characteristics

Proximity: How close together are people in this space?



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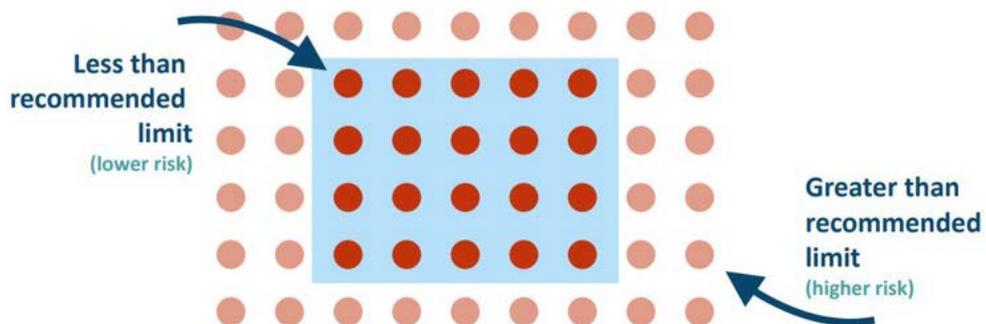
TEACHERS WILL CONSIDER THIS MITIGATION STRATEGY WHEN CREATING THEIR CLASSROOM MITIGATION PLAN

We have learned that social distancing is an essential component in controlling the spread of the virus. Teachers will consider the following: Have I utilized all of the space available in my room? Can I remove any non-essential items in my classroom in order to maximize space to distance students?

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Situational Characteristics

Group Size: How many people are in the space?



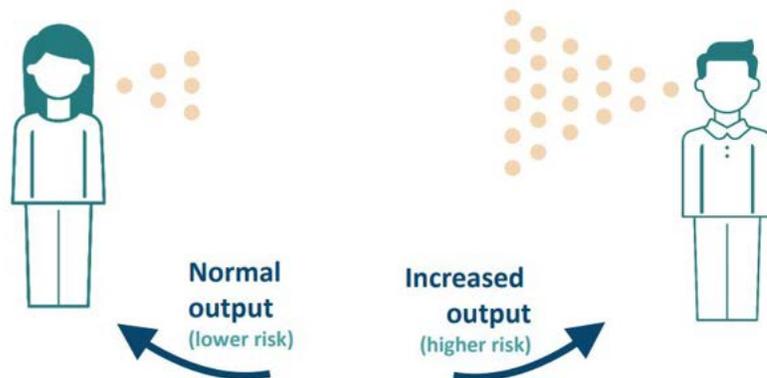
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TEACHERS EFFORTS TO SEAT/GROUP STUDENTS IN THE BEST WAY POSSIBLE, MAXIMIZING SPACE AND REDUCING TIME THAT STUDENTS ARE CLOSER IN SPACE

We have learned from experts that when people are gathered together in smaller groups, there is a higher risk of spread. Teachers will reflect on times when they may bring students together in smaller group work. Teachers will consider how might they mitigate risk by 1) reducing the amount of times students are together in small groups; and, 2) creating more space between students within their group?

Situational Characteristics

Respiratory Output: How are people breathing in the space?

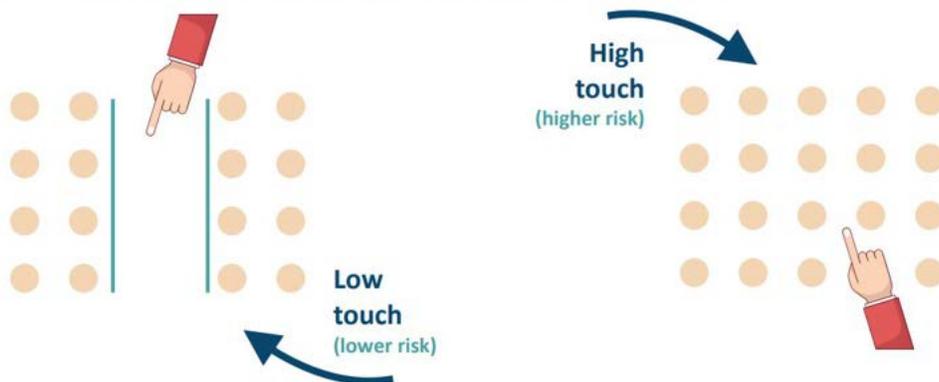


TEACHERS EFFORTS TO MITIGATE RISK IN REGARD TO RESPIRATORY OUTPUT

We have learned from experts that respiratory output influences the risk of spread. For example, when respiratory output is normal, the risk is lower. As respiratory output increases, so does the risk of spread. Teachers will reflect upon moments in their classroom where respiratory output (e.g., reading aloud to the class, physical activity requiring exertion, singing, etc.) may cause respiratory output to increase. They will consider how they could mitigate risk of spread by 1) use of facial coverings to reduce respiratory droplets from spreading; or, 2) moving outdoors or to a larger space, etc.

Situational Characteristics

Touch: How do people engage with objects or fixtures in the space?

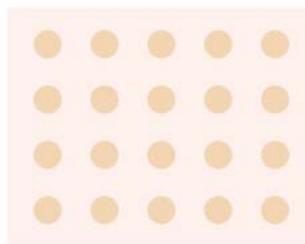


TEACHERS EFFORTS TO MITIGATE RISK IN REGARD TO TOUCH

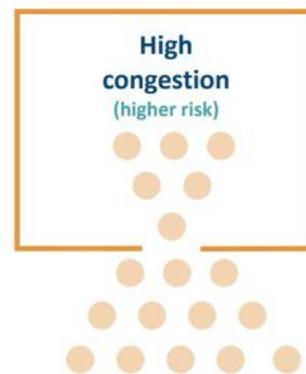
We have learned that sharing items and repeated touching of surfaces is conducive to higher risk of spreading the virus. Teachers will reflect how they might 1) limit the sharing of materials and objects as much as possible; 2) ensure regular cleaning of any shared materials or objects; 3) prop doors open to prevent frequent touch of doorknob; assign seats to reduce cleaning of desks, etc. caused by random seating; and, 3) regular cleaning of frequently touched surface areas.

Situational Characteristics

Congestion: Are there points of high congestion?



**Low
congestion**
(lower risk)



TEACHERS EFFORTS TO MITIGATE SPREAD IN REGARDS TO CONGESTION

We have learned from experts that there is more risk of spread in congested areas. Teachers will reflect on strategies to minimize congestion in areas of entry/exit or movement inside of their classroom.

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ADDITIONAL WAYS TO HELP ISOLATE EXPOSURE, MITIGATE SPREAD AND ASSIST WITH CONTACT TRACING, TEACHERS WILL IMPLEMENT-

- Seating charts in class
- Assigned seating at lunch (elementary)
- Assigned seating on the bus by family and bus stop

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WEBER SCHOOL DISTRICT MASK MANDATE

[Utah State Public Health Order](#) states “Each individual, including an employee, student, or visitor, on school property or on a school bus shall wear a face covering.”

“Face covering” includes 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.

See [Weber District Wearing Masks in School Handout](#)

WE'RE READY-

- ★ Weber School District has developed our [Safe Weber Framework](#)
- ★ Each School has developed a [School Wide Action Plan](#)
- ★ Each classroom teacher has developed a [Classroom Mitigation Plan](#) based on the 7 characteristics of a situation.



WE'RE READY VIDEO

We're Ready!

