

# School Reopening Plans Template

Name of School

Each School in Granite School District is required to develop local plans for reopening school for in-person instruction in the fall of 2020. In this document, principals, should provide assurance that they have met the specific requirements from the district 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.

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# School Reopening Requirements Template

## Repopulating Schools

### Communication and Training

District Requirement (“What”)	Implementation Plan (“How”)
<p>Develop teacher, staff, and student education and training on school’s reopening protocol and action plans</p> <ul style="list-style-type: none"> <li>Educate and train students and caregivers on school’s protocols and action plan; post and/or make accessible to school community</li> <li>Make materials available to families in their respective preferred/primary language</li> </ul>	<ul style="list-style-type: none"> <li>Develop school reopening protocol and plan (admins/SCC/PTA/BLT)</li> <li>Share plan with community (letter, email, website)</li> <li>Administration will be the point of contact for Arcadia Elementary</li> <li>Weekly communication with community (update/changes, best practices, preventative care, positive outlook)</li> <li>Provide in Spanish and English and other languages</li> <li>Use district provided statements to be used in case of confirmed cases/outbreak</li> <li>Train all staff on protocols/plans (August)</li> <li>Prepare training videos for staff/students/families</li> </ul>

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

District Requirement (“What”)	Implementation Plan (“How”)
<p>Create a process for students/families and staff to identify as high risk<sup>1</sup> for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements</p>	<ul style="list-style-type: none"> <li>Use information from district to identify high risk (Communicate with stakeholders)</li> <li>Provide all families with form to select learning option for the term, indicating return to school building or distance learning</li> <li>Provide distance learning as requested</li> <li>“High Risk” employees work with HR and administration to minimize risk</li> </ul>
<p>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</p>	<ul style="list-style-type: none"> <li>Review plans with appropriate school teams to identify students with special healthcare needs and meet with parents when making necessary plan updates</li> </ul>

### Enhanced Environment Hygiene & Safety

District Requirement (“What”)	Implementation Plan (“How”)
	<p>Indicate assurance:</p> <ul style="list-style-type: none"> <li>Develop increased cleaning and hygiene protocols for custodian, teachers, aides, students</li> <li>Faculty/staff/students wear face coverings</li> <li>Provide hand sanitizer, soap, water, disinfecting solution and cleaning cloths in various locations in school</li> <li>Provide contact tracing when required by health</li> </ul>

department

- Disinfect touched surfaces at least twice a day (doorknobs, desks, playground equipment, tables, etc.)
- Have adequate supply of PPE supplies, sanitizer, soap, etc.
- Use floor markings for social distancing expectation
- Individual student lanyard for lunch pin-card and face mask
- Provide disinfectant sprayers for classroom and playground



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# School Reopening Requirements Template

Teach, review, and monitor protocols for implementing an increased cleaning and hygiene regimen	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Faculty, staff, and students wear face coverings (e.g., masks or shields) when physical distancing is not feasible	Indicate assurance:
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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:
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

## School Schedules

District Requirement ("What")	Implementation Plan ("How")
Communicate and inform all stake holders of the possible school schedules; Dismissal, Modified, and Regular.	<ul style="list-style-type: none"> <li>- Stagger lunch and recess times for classes and grade levels</li> <li>- Schedule recess area locations</li> <li>- Teachers develop staggered recess schedules</li> </ul>

## Monitoring for Incidences

District Requirement ("What")	Implementation Plan ("How")
Train/Educate teachers, staff, and students on protocols for symptom monitoring	<ul style="list-style-type: none"> <li>- Establish a plan to assist families in conducting symptom checking at home</li> <li>- Monitor staff/student symptoms and absenteeism carefully</li> <li>- Educate and promote "If you feel sick, stay home."</li> <li>- Do not allow symptomatic people to physically return to school until they meet health department criteria or are cleared by a medical provider</li> <li>- Implement more lenient absentee policies</li> <li>- Parents/guardians complete an affirmation that they will not send their children to school with symptoms</li> <li>- Provide options of school checking for symptoms</li> </ul>
Monitor staff/student symptoms and absenteeism carefully	Indicate assurance: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Educate and promote to staff/students: "If you feel sick; stay home"	Indicate assurance: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Do not allow symptomatic individuals to physically return to school unless their symptoms are not due to a	Indicate assurance: <input checked="" type="checkbox"/> Yes

communicable disease as confirmed  
by a medical provider

No

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# School Reopening Requirements Template

## Containing Potential Outbreaks

### Preparation Phase

District Requirement ("What")	Implementation Plan ("How")				
Develop teacher/staff education and training on school's protocol for containing potential outbreaks	<ul style="list-style-type: none"> <li>- Develop and train staff on protocol for containing potential outbreaks</li> <li>- Consult with local health department for tracing a positive COVID-19 case</li> </ul>				
Consult with school nurse and district 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	Indicate assurance: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40px; text-align: center;"><input checked="" type="checkbox"/></td> <td>Yes</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>No</td> </tr> </table>	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
<input checked="" type="checkbox"/>	Yes				
<input type="checkbox"/>	No				

### Quarantine/Isolation Protocol

District Requirement ("What")	Implementation Plan ("How")				
Designate isolation rooms at each school to temporarily house students who are unable to return home	Indicate assurance: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40px; text-align: center;"><input checked="" type="checkbox"/></td> <td>Yes</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>No</td> </tr> </table>	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
<input checked="" type="checkbox"/>	Yes				
<input type="checkbox"/>	No				
Communicate health and safety issues transparently, while protecting the privacy of students and families	Indicate assurance: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40px; text-align: center;"><input checked="" type="checkbox"/></td> <td>Yes</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>Yes</td> </tr> </table>	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	Yes				
<input type="checkbox"/>	Yes				

### Transition Management Preparation

District Requirement ("What")	Implementation Plan ("How")				
Develop a communication procedure for students and faculty in the case there is a temporary dismissal	<ul style="list-style-type: none"> <li>- Develop/train staff on protocol for temporary reclosing of school if necessary</li> <li>- Establish plan for responding to confirmed cases and coordinating temporary closure</li> <li>- Closure may be whole school, class, or grade level</li> <li>- Implement temporary closure plan</li> </ul>				
Analyze distance learning capabilities (i.e. need for Wi-Fi or paper learning modules)	Indicate assurance: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40px; text-align: center;"><input checked="" type="checkbox"/></td> <td>Yes</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>No</td> </tr> </table>	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
<input checked="" type="checkbox"/>	Yes				
<input type="checkbox"/>	No				



# 7 Characteristics of a Situation

Explore extracurricular/in-person events that may also need to be temporarily postponed/canceled or transitioned to virtual	Indicate assurance:
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

## 7 Characteristics of a Situation

7 Characteristics of a Situation

The infographic displays seven characteristics of a situation, each with a corresponding icon: Movement (a grid of red dots with a horizontal line), Duration (a clock face), Proximity (two people with a double-headed arrow between them), Group Size (a large grid of red dots), Respiratory Output (a person with a fan of red dots representing breath), Touch (a hand pointing to a grid of red dots), and Congestion (a square containing a cluster of red dots). The Utah State Board of Education logo is in the bottom right corner.

Situational Characteristics

Movement: How do people move around in the space?

The diagram illustrates two movement patterns. On the left, 'Directed (lower risk)' is shown with a blue arrow pointing to a grid of orange dots. On the right, 'Undirected (higher risk)' is shown with a blue arrow pointing to a scattered group of orange dots. The Utah State Board of Education logo is in the bottom right corner.

## 7 Characteristics of a Situation

### Situational Characteristics

Duration: How long are people in this space?

More than 15 minutes  
(higher risk)

Less than 15 minutes  
(lower risk)

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### Situational Characteristics

Proximity: How close together are people in this space?

More than 6 feet  
(lower risk)

Less than 6 feet  
(higher risk)

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## 7 Characteristics of a Situation

### Situational Characteristics

Group Size: How many people are in the space?

Less than recommended limit (lower risk)

Greater than recommended limit (higher risk)

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### Situational Characteristics

Respiratory Output: How are people breathing in the space?

Normal output (lower risk)

Increased output (higher risk)

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## 7 Characteristics of a Situation

### Situational Characteristics

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

Low touch (lower risk)

High touch (higher risk)

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### Situational Characteristics

Congestion: Are there points of high congestion?

Low congestion (lower risk)

High congestion (higher risk)

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### Mitigation Tactics for Specific School Settings

LEA Mitigation Strategies for Specific School Settings

Analyze each of the following settings to determine the appropriate risk mitigation strategies to implement. Please consider the 7 Characteristics of a Situation as you plan your mitigation strategies.

Setting	Mitigation Strategies
Classrooms	<ul style="list-style-type: none"> <li>- Classroom doors should be propped open to limit direct contact of the doors and/or door glass when possible.</li> <li>- Students required to wear face coverings when engaged in contact longer than 15 minutes or within 6 feet</li> <li>- Assigned seating</li> <li>- Maximize space between seating/desks</li> <li>- Seat students forward</li> <li>- Nonessential furniture and equipment out of classrooms to increase distancing footprint</li> <li>- Classroom cleaning bucket w/supplies/sprayer</li> <li>- Used wiping cloth containers for each classroom that are washable</li> <li>- Student water bottles (brought from home/school purchased)</li> <li>- Dots for lining up in classroom for distancing</li> <li>- The teacher/responsible adult will spray student desks and chairs with disinfectant and have the students wipe their own individual desk, chair or work area</li> <li>- Disinfecting desks/chairs/work areas should occur before/after students leave the classroom (morning recess, lunch, afternoon recess) and other transition times (e.g. class rotations, library visits, assemblies, physical education activities, etc.)</li> </ul>
Transitions	<ul style="list-style-type: none"> <li>- <b>Apply floor markings and signage to direct traffic flow</b></li> <li>- Increase time for transitions</li> <li>- Use alternate methods of providing water/no use of drinking fountains</li> <li>- Prop doors open or have door holders to reduce touch</li> <li>- Clean high-touch surfaces before/after transitions</li> <li>- Require students/staff to wear face coverings during transitions</li> <li>- Minimize/monitor congregation of students</li> <li>- Designate traffic pattern flows in classrooms and other school areas</li> <li>- Create restroom schedules</li> <li>- Show students procedures for using the restroom</li> </ul>

## K-12 Reopening Plan Assurances

Setting	Mitigation Strategies
Entry/Exit Points	<ul style="list-style-type: none"> <li>- Designate entry/exit flow paths</li> <li>- Limit non-essential visitors/volunteers</li> <li>- Follow district protocol for any non-regular staff including temperature checking and wearing of face coverings</li> <li>- Establish protocols for drop-off/pick-up and communicate to families</li> <li>- Hand sanitizer available for both entry/exit</li> <li>- Signage encouraging physical distancing</li> <li>- Before school: students line up by class at a grade level designated door</li> <li>- One class enters at a time keeping appropriate spacing</li> <li>- Use multiple points of entrance/egress to avoid clustering at single points of entry</li> </ul>
Transportation	<ul style="list-style-type: none"> <li>- Face coverings for all passengers</li> <li>- Maximize physical distancing</li> <li>- Assign seating to support contact tracing</li> <li>- PPE will be provided to bus drivers</li> </ul>
Restrooms	<ul style="list-style-type: none"> <li>- Signage and instruction on proper hand hygiene</li> <li>- Regularly scheduled cleaning for high-touch areas</li> <li>- Scheduled bathroom breaks for individual classes</li> <li>- Minimize number of individuals in restroom (hooks on wall for bathroom passes – no more than two or three in bathroom at a time)</li> <li>- Floor markings to encourage physical distancing while waiting</li> <li>- Encourage mask use while in restroom</li> <li>- Rotate monitoring of restroom</li> <li>- Encourage staff to be more lenient regarding use of the restroom during class time to enable better social distancing</li> <li>- Create a schedule for cleaning high-touch areas</li> <li>- Ensure PPE is available for staff providing support in restrooms</li> <li>-</li> </ul>

## K-12 Reopening Plan Assurances

Setting	Mitigation Strategies
Lunch/Cafeterias	<ul style="list-style-type: none"> <li>- Floor markings and signage to designate serving line flow paths</li> <li>- No self-service bars</li> <li>- Food servers wear face covering</li> <li>- Sanitizer before/after meals</li> <li>- Increase cleaning and disinfecting of high-touch surfaces</li> <li>- Assigned seating</li> <li>- Tables spread farther apart to support social distancing</li> <li>- Wear masks when in line</li> <li>- Reduce number of students seated at a table/assigned seats</li> <li>- Use disposable plates, utensils, etc. when possible</li> <li>- Use personal water bottle/containers instead of fountains</li> </ul>
Large Group Gatherings (e.g. assemblies, performances)	<ul style="list-style-type: none"> <li>- Cancel or limit nonessential assemblies</li> <li>- Record assemblies to be viewed in classrooms/at home</li> <li>- Hold virtual meetings when possible</li> <li>- Wear face coverings when at large group gatherings</li> <li>- Assign seating by grade/class to support contact tracing</li> <li>- Prop open doors where and when practicable</li> <li>- Establish protocols for cleaning high-touch areas</li> </ul>
Unique Courses with Higher Risk of Spread	<ul style="list-style-type: none"> <li>- Build in time for sanitation between sessions/use</li> <li>- 'Art-on-a-Cart' service pattern</li> <li>- Outdoor PE when weather permits</li> <li>- Assign seating or groups to support contact tracing</li> <li>- Post visible signage to let students know the expectation of utilizing face coverings</li> <li>- Disinfect tools, equipment, instruments, etc.</li> <li>- Make hand sanitizer and/or hand washing opportunities available upon entry/exit of instructional areas</li> <li>- Provide additional PPE where needed and practicable</li> <li>- Students will wash hands/use sanitizer when entering/exiting</li> </ul>

## K-12 Reopening Plan Assurances

Setting	Mitigation Strategies
Recess and Playground	<ul style="list-style-type: none"> <li>- Alternate use of outdoor spaces/class assigned to designated area of play, limiting one class per area</li> <li>- Disinfect playground between use, to the highest degree possible</li> <li>- Classes enter and exit to playground through designated doorways to ensure decrease in congested areas</li> <li>- When classes line up, students face forward with as much distance as possible between students, up to six feet</li> <li>- Student will wash hands before and after each recess</li> <li>- Teachers/Playground Aides will be provided PPE to wear while supervising the playground</li> </ul>
Special Education, Related Services, or School Counseling (e.g. School Psychologist, Speech Language Pathologist, etc.)	<ul style="list-style-type: none"> <li>- Plexiglass, face shields, or auxiliary aids for one-on-one close contact</li> <li>- Offer reasonable accommodations for students who are unable to wear face covering</li> <li>- Speech sessions one-on-one in hallway when appropriate</li> <li>- Special education services using push-in model to the highest degree possible, when push in is not possible, ensure pull out groups disinfect before and after each group and adhere to social distancing</li> <li>- Students will be assigned to designated areas to support contact tracing and limit exposure to and from others who may be vulnerable or at risk</li> <li>- Maximum spacing between seating where possible</li> <li>- Employees will be provided personal protective equipment and will be required to wear a face covering</li> <li>- Students who are able will be provided and encouraged to wear face coverings</li> <li>- Make hand sanitizer/hand washing opportunities available upon entry/exit of special education classrooms/spaces</li> </ul>
PD/Faculty Meetings	<ul style="list-style-type: none"> <li>- Use of face coverings</li> <li>- Social distancing in the cafeteria as the library is too small</li> <li>- Consider virtual gatherings</li> <li>- Assigned seating by grade level to support contact tracing</li> <li>- Consider screening/non-contact temperature testing of adults</li> <li>- Prop doors open where and when practicable</li> </ul>

## K-12 Reopening Plan Assurances

Setting	Mitigation Strategies
Before/After School Student Supervision	<ul style="list-style-type: none"> <li>- Teachers will be assigned an area to supervise</li> <li>- Face coverings will be required</li> <li>- If a device is used to prop open the door, it should be removed as soon as possible to keep the building secure</li> <li>- Encourage students to quickly enter the school in the morning and leave the campus when the bell rings</li> <li>- Encourage parents to arrive at school no more than 15 minutes before school (breakfast excluded)</li> </ul>
Drop Off/Pick Up Areas	<ul style="list-style-type: none"> <li>- Teachers will be assigned an area to supervise</li> <li>- Face coverings will be required</li> <li>- Have staff help students get to their respective doors to prepare to enter school and to leave quickly</li> <li>- Communicate with parents the regular drop off and pick up procedures</li> </ul>
Front Office	<ul style="list-style-type: none"> <li>- Wear face coverings</li> <li>- Plexiglass at the front counter</li> <li>- Wipe off Guardian Gate after every use</li> <li>- Office doors should be propped open to limit direct contact of the doors and/or door glass</li> <li>- The office staff will spray and wipe off frequently touched areas (i.e. the counters, phones, kiosk, furniture, doors, handles, etc.) at regular intervals during the day</li> <li>- The custodian will thoroughly clean the main office daily</li> </ul>

## K-12 Reopening Plan Assurances

Setting	Mitigation Strategies
P/T or SEP Conferences	<ul style="list-style-type: none"><li>- Social distancing by having dots on floor every six feet apart</li><li>- Face coverings</li><li>- Consider virtual gatherings</li><li>- If these are to take place, make sure that these are scheduled to help with social distancing</li><li>- Designate set patterns for the flow of foot traffic</li><li>- Prop doors open where and when practicable</li><li>- Use multiple points of entry/egress to avoid clustering at single points of entry</li><li>- Make available hand sanitizer upon entry/exit of school</li></ul>
Safety and Fire Drills	<ul style="list-style-type: none"><li>- Social distancing while in line</li><li>- Face coverings</li><li>- All students facing forward</li><li>- Designate set patterns for the flow of foot traffic</li><li>- Prop doors open where and when practicable</li><li>- Use multiple points of entrance and egress to avoid clustering at single points of entry</li><li>- Make available hand sanitizer upon entry of school</li></ul>
Patron Meetings	<ul style="list-style-type: none"><li>- Face coverings</li><li>- Appropriate social distancing</li><li>- Consider virtual gatherings</li><li>- Designate set patterns of the flow of foot traffic</li><li>- Prop doors open where and when practicable</li><li>- Use multiple points of entrance and egress to avoid clustering at single points of entry</li><li>- Make available hand sanitizer upon entry/exit of school</li><li>- Patrons will need to make appointments</li></ul>

## K-12 Reopening Plan Assurances

Setting	Mitigation Strategies
Library/Media Centers	<ul style="list-style-type: none"> <li>- Have students pick out/hold books online</li> <li>- Have the media specialist go to classroom to deliver books</li> <li>- Use of face coverings</li> <li>- Use of gloves for the media specialist</li> <li>- Door should be propped open to limit direct contact</li> <li>- Allow books time to rest when returned (3 days)</li> </ul>
IEP/Special Ed Meetings	<ul style="list-style-type: none"> <li>- Use of face coverings</li> <li>- Appropriate social distancing</li> <li>- Offer online option for parents and document</li> <li>- Make accommodations for circumstances that encounter close proximity</li> <li>- Provide plexiglass, face shields and or auxiliary aids for one on one contact and with parents</li> <li>- Designate set patterns for the flow of foot traffic</li> <li>- Prop doors open where and when practicable</li> <li>- Make available hand sanitizer upon entry/exit of school</li> </ul>
Multi-Purpose Room	<ul style="list-style-type: none"> <li>- Use of multi-purpose room will be limited to:</li> <li>- Faculty meetings: doors propped open, tables space with appropriate social distancing, meeting length limited, staff will enter/exit through designated doors</li> <li>- PE: (only used if weather does not allow for outdoor activities) teacher will socially distance students, door will be open for increased air flow, classes entering and exiting will follow traffic flow procedures to minimize congestion points during transitions.</li> <li>- Lunch: tables will be placed on the gym side of multi-purpose room for lunch to increase social distancing as schedule permits</li> <li>- Custodian will thoroughly clean the gym daily</li> </ul>

## K-12 Reopening Plan Assurances

Setting	Mitigation Strategies
PE/BTS classes	<ul style="list-style-type: none"><li>– Current Art form is Visual Arts:</li><li>– Teacher will rotate to students in home room</li><li>– Teacher will disinfect art supplies before each classroom and only use shared materials (paint brushes, water cups, colored pencils/crayons) for one class per day</li><li>– Longer transition time given between classes to disinfect supplies/teacher materials</li><li>– Students will use personal supplies to the maximum extent</li><li>– PE teacher will disinfect equipment between each use</li><li>– Will hold PE outside when possible to promote social distancing</li><li>– Make available hand sanitizer for students upon entry/exit of classroom</li><li>– PE teacher will need backpack sprayer to disinfect equipment</li></ul>
Hallways	<ul style="list-style-type: none"><li>– Signage for floors to indicate direction of traffic</li><li>– Dots in appropriate locations to designate stopping places for lunchroom, library, PE, outside of classrooms, etc.</li><li>– Have students walk on the right side of the hall to allow for smooth flow of foot traffic</li><li>– Designate set patterns for the flow of foot traffic</li><li>– Teach students to limit physical contact and keep hands and feet to themselves</li><li>– Make available hand sanitizer for students upon entry/exit of classrooms</li><li>– Prop doors open to reduce touch</li><li>– No touching walls</li></ul>