Utah State Board of Education

School Reopening Plans Template

Name of School	**Jackling Elementary**

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.

Contents

Repopulating Schools

Communication and Training

District Requirement ("What")	Implementation Plan ("How")
Develop teacher, staff, and student 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 community • Make materials available to families in their respective preferred/primary language	• Develop school reopening protocol and plans (admins/SCC/PTA/BLT) • Share plan with community (letter, email, website) • Robyn Roper is the point of contact person for Jackling Elementary and can be reached at 385-646-4884 or rroper@graniteschools.org • Weekly communication with community (update/changes, best practices for preventive care, positive outlook) • Provide in Spanish & English • Pre-write statements to be used in case of confirmed cases/outbreak • Train all staff on protocols/plans (August) • Prepare training videos for staff/students/families

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

District 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	• Consider social/emotional needs of students (breaks). • Develop process for identification as "high-risk" • Provide alternate learning as requested • "High-risk" employees will work with HR and Robyn to minimize risk • Review Health Care Plans/IEPs/504s to address risk for exposure and accommodate as needed (Consider moving these three bullets to top of next row where it talks about current plans) • Consider social/emotional needs of staff (breaks) • Consider social emotional needs of students (breaks)

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	• Review Health Care Plans/IEPs/504s to address risk for exposure and accommodate as needed (Consider moving these three bullets to top of next row where it talks about current plans) • Consider social/emotional needs of staff (breaks) • Consider social emotional needs of students (breaks) • Possibly insert three highlighted bullets above, here. • Develop increased cleaning and hygiene protocols for custodian, teachers, aides and students • Faculty/staff/students wear face coverings • Provide hand sanitizer, soap, water, disinfecting Solution and rags in various locations throughout the school. • Provide contact racing when required by health 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 distance expectation • Provide disinfectant sprayers for classroom and playground equipment.

Enhanced Environment Hygiene & Safety

District Requirement ("What")	Implementation Plan ("How")
	Indicate assurance:

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School Reopening Requirements Template

Teach, review, and monitor protocols for implementing an increased cleaning and hygiene regimen	✗ Yes ☐ No
Faculty, staff, and students wear face coverings (e.g., masks or shields) when physical distancing is not feasible	Indicate assurance:
	✗ Yes
	☐ 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: ✗ Yes ☐ No

School Schedules

District Requirement ("What")	Implementation Plan ("How")
Communicate and inform all stake holders of the possible school schedules; Dismissal, Modified, and Regular.	Phone calls, emails, notes home, website. A description of the three possible schedules is as follows: Granite School District has three schedules that they are prepared to implement depending on what may be happening due to the virus. The three schedules are Regular, Modified, and Dismissal. • With the Regular Schedule students will be allowed to attend every day using the board approved school calendar with increased safety and mitigation measures in place. We plan to use this schedule unless notified a change is required. • On a Modified Schedule, school will operate on a split A/B schedule M-Th (Half the students in a class will come on Monday/Wednesday and half on Tuesday/Thursday.) Students not receiving face to face instruction will utilize distance learning or paper-based modules. On Fridays, all students will receive distance learning. Teachers will also use Fridays for planning, small group meetings, and interventions. Students would be divided alphabetically so students in the same families can be on the same schedule. Accommodations will be made on a case-by-case basis. • The third schedule would be a Dismissal. We would only utilize a dismissal for a class, grade, or school, in the event of an outbreak and in consultation with the Health Department. Jackling Elementary could be on any one of these schedules regardless of what color phase the state, county, or city is in.

	• These plans will be communicated to all stakeholders through email, website, and hard copy where needed. It will be provided in English & Spanish.

Monitoring for Incidences

District Requirement ("What")	Implementation Plan ("How")
Train/Educate teachers, staff, and students on protocols for symptom monitoring	• Establish a plan to assist families in conducting symptom checking at home • Monitor staff/student symptoms and absenteeism carefully • Educate and promote "If you feel sick; stay home" • Do not allow symptomatic people to physically return to school until they meet health department criteria or are cleared by a medical provider • Implement more lenient absentee policies • Options of school checking for symptoms include using no touch thermometers to check temperatures, visual and auditory checks for skin coloring, coughing, and respiratory issues.
Monitor staff/student symptoms and absenteeism carefully	Indicate assurance: ꭙ Yes ☐ No
Educate and promote to staff/students: "If you feel sick; stay home"	Indicate assurance: ꭙ 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: ꭙ Yes ☐ No

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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	• Develop and train staff on protocol for containing potential outbreaks • Consult with school nurse & the local health department for tracing a positive COVID-19 case
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: X Yes ☐ 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: X Yes ☐ No
Communicate health and safety issues transparently, while protecting the privacy of students and families	Indicate assurance: • Designate quarantine rooms to temporarily house students who are unable to go home • Communicate health issues transparently, while protecting the privacy of students and families. X Yes ☐ 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	• Develop/train staff of protocol for temporary dismissal of school if necessary • Establish plan for responding to confirmed cases and coordinating temporary dismissal • Closure may be whole school, class or grade level. • Implement temporary dismissal plan • Develop communication procedure for staff and students in case of dismissal • Provide Distance Learning • Cancel or postpone extracurricular events

Analyze distance learning capabilities (i.e. need for Wi-Fi or paper learning modules)	Indicate assurance: X Yes ☐ No

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Explore extracurricular/in-person events that may also need to be temporarily postponed/canceled or transitioned to virtual	Indicate assurance:
	X Yes
	☐ No

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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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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Situational Characteristics

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

High touch (higher risk)

Low touch (lower risk)

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Situational Characteristics

Congestion: Are there points of high congestion?

High congestion (higher risk)

Low congestion (lower risk)

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Mitigation Tactics for Specific School Settings
LEA Mitigation Strategies for Specific School Settings

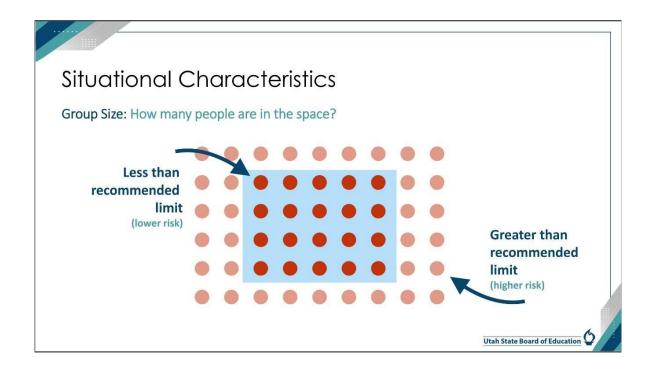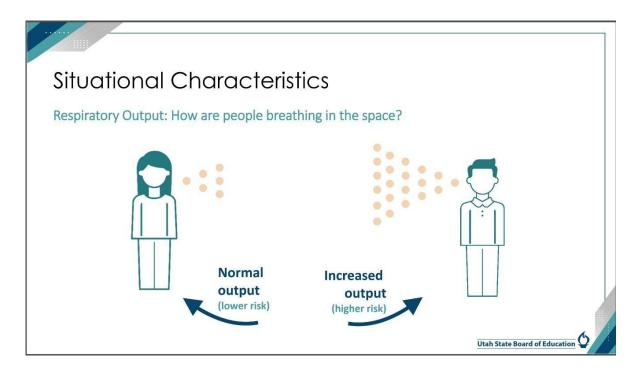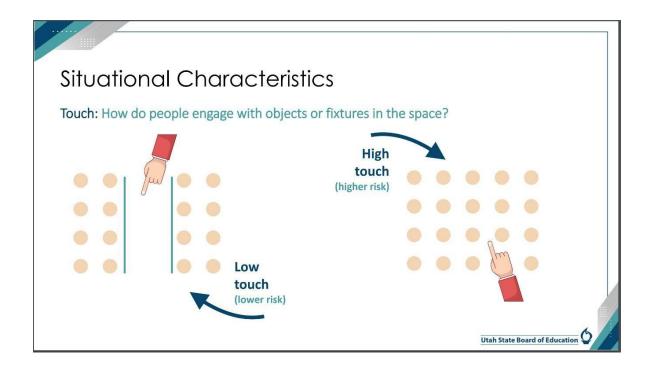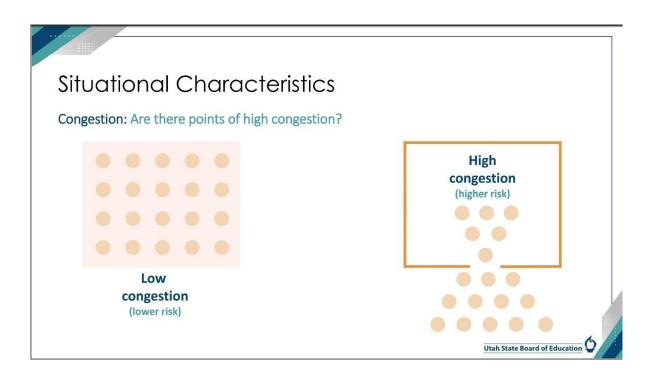*Analyze each of the following settings to determine the appropriate risk mitigation strategies to implement.* Please consider the 7 Characteristics of a Situation as you plan your mitigation strategies.

Setting	N
Classrooms	- Classroom doors will be propped open to limit direct contact of the doors and or - Students required to wear face coverings when engaged in contact longer than 1 - Assigned seating - Maximize space between seating/desks - Seat students forward - Nonessential furniture and equipment out of classrooms to increase distancing fo - Classroom cleaning bucket w/supplies/sprayer - Used rags container - Student water bottles (brought from home/school purchased) - Calming kits per classroom - Markings for lining up in classroom for distancing - Individual student books/supplies kept at each desk/no sharing - Grade levels will come up with small group protocols - Students will have rags in their tote trays to wipe off seats/desks/tables before th
Transitions	- Apply floor markings and signage to direct traffic flow - Increase time for transitions - Use alternate methods of providing water/no use of drinking fountains - Prop doors open or have door holders to reduce touch - Clean high-touch surfaces before/after transitions - Require students/staff to wear face masks during transitions - Minimize/monitor congregation of students

Entry/Exit Points	- Designate entry/exit flow paths - Limit nonessential visitors/volunteers - Establish protocol for any non-regular staff including temperature checkin - Establish protocols for drop-off/pick-up and communicate to families - Hand sanitizer available for both entry/exit - Signage encouraging physical distancing - Before School - students line up by class at a grade level designated doo - One class enters at a time keeping appropriate spacing
Transportation	- Face coverings for all passengers - Maximize physical distancing
Restrooms	- Signage and instruction on proper hand hygiene - Regularly scheduled cleaning for high touch areas - Scheduled bathroom breaks for individual classes - Minimize number of individuals in restrooms (hooks on wall for bathroom - Floor markings to encourage physical distancing while waiting - Encourage mask use while in restroom - Rotate monitoring of restroom

Lunch/Cafeterias	- Floor markings and signage to designate serving line flow paths - No self-service bars - Food servers wear face coverings - Increased cleaning and disinfecting of high-touch surfaces - Use outdoor areas for eating when possible - Assigned seating - Wear masks when in line - Reduce # of students seated at a table/assigned seats - Home lunch students at start of class line-up - Kitchen staff will disinfect between grade levels
Large Group Gatherings (e.g. assemblies, performances)	- Cancel or limit nonessential assemblies - Record assemblies to be viewed in classrooms/at home - Hold virtual meetings when possible - Wear face coverings when at large group gatherings
Unique Courses with Higher Risk of Spread	- Build in time for sanitation between sessions/use - Art in Relo service pattern - Outdoor PE when weather permits

Recess and Playground	- Alternate use of outdoor spaces/class assigned to designated area of pla - Playground taped off/not used - Disinfect playworks equipment between use
Special Education, Related Services, or School Counseling (e.g. School Psychologist, Speech Language Pathologist, etc.)	- Plexiglass, face shields, or auxiliary aids for one-on-one close contact - Offer reasonable accommodations for students who are unable to wear fa
PD/Faculty Meetings	- Faculty & Staff will wear face coverings at all times - Maximum use of physical distancing - Distance Learning Faculty Meetings/PD when possible - Small Group Work

Before/After Student Supervision	• Communicate to parents that they need to drop off as close to the first be • Designate entry/exit flow paths • Establish protocols for drop-off/pick-up and communicate to families (say • Hand sanitizer available for both entry/exit • Signage encouraging physical distancing • Before School - students line up by class at a grade level designated doo • One class enters/exits at a time keeping appropriate spacing • Supervision for students will be provided by school administrators and sta
Drop Off/Pick Up Areas	• Communicate to parents that they need to drop off as close to the first be • Designate entry/exit flow paths • Establish protocols for drop-off/pick-up and communicate to families (say • Hand sanitizer available for both entry/exit • Signage encouraging physical distancing • One class enters/exits at a time keeping appropriate spacing • Supervision for students will be provided by school administrators and sta
Front Office	• Inner entrance doors will be propped open to limit direct contact of the do • Front office staff will disinfect counter, touchpoints, and phone regularly t • No more than 2 students in the office at one time

P/T or SEP Conferences	- TBD - Virtual Meetings with parents & teachers
Safety and Fire Drills	- Doors propped before drill - One class enters/exits at a time keeping appropriate spacing - Grade levels/Classes spread out more on back asphalt to maximize phys
Patron Meetings	- Masks worn by all members of meetings at all times - No more than 2 family members to meet with principal/teacher at on - Hand sanitizing before and after meeting - Large group meetings (family engagement nights) will be done virtu

Library/Media Centers	• Library doors will be propped open • Library specialist will spray/wipe tables and chairs after each class change • Library specialist will spray/wipe items after each class change • Students will not check out books • Custodian/Sweepers will clean all touch surfaces daily/vacuum 2-3 times
IEP/Special Ed Meetings	• Masks worn by all members of meetings at all times • No more than 2 family members to meet with principal/teacher at or • Hand sanitizing before and after meeting • IEPs/SPED Meetings held virtually when possible
Multi-Purpose Room	• Assemblies will not occur or done virtually • Alternate use of outdoor spaces/class assigned to designated area of pla • Outdoor space used when weather allows • Playground taped off/not used • Disinfect P.E. equipment between classes

PE/BTS classes	- Alternate use of outdoor spaces/class assigned to designated area of pla - Outdoor space used when weather allows/other rooms used when possib - Playground taped off/not used - Disinfect P.E./Art equipment between classes
Hallways	- Apply floor markings and signage to direct traffic flow - Increase time for transitions - Use alternate methods of providing water/no use of drinking fountains - Prop doors open or have door holders to reduce touch - Clean high-touch surfaces before/after transitions - Require students/staff to wear face masks during transitions - Minimize/monitor congregation of students