

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.

This School Reopening Plans Template is required to be submitted to your School Leadership and Improvement Director by August 3, 2020. Principals should include their Leadership Teams and Building Committees in developing these plans and make sure that their Community Council gets a chance to review them and give input and feedback.

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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">Educate and train students and caregivers on school’s protocols and action plan; post and/or make accessible to school communityMake materials available to families in their respective preferred/primary language	<ul style="list-style-type: none">Develop School reopening protocol and plans including input from SCC, PTA President, and Morningside teachers and staff.Share plan with district, community and staff via email and school website.Anne Reese is point of contact person for Morningside Elementary. Contact information is 385-646-4924 and areese@graniteschools.orgWeekly communication with community via website and monthly digital newslettersTrain all staff on protocols/plans during August staff meetingPrepare or procure training videos for staff/students/families

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 risk¹ 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">Develop process for identification as ‘high-risk’Provide alternative learning as requested‘High-risk’ employees work with HR and building principal to minimize risk
<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">Review Health Care Plans/IEPS/504s to address risk for exposure and accommodate as needed (prior to August 24th)Consider emotional/social needs of staff (breaks and peer interaction)Consider emotional/social needs of students (breaks and peer interaction)

Enhanced Environment Hygiene & Safety

District Requirement (“What”)	Implementation Plan (“How”)
	<ul style="list-style-type: none">Develop increased cleaning and hygiene protocols for custodian, teachers, aides and studentsFaculty/staff/students wear face coveringsProvide hand sanitizer, soap, water and disinfecting solution and rags in each classroom and other high usage areas of the building

- Provide contact tracing when required by the health department
- Disinfect touched surfaces at least twice daily (doorknobs, desks, tables, etc.)
- Have an adequate supply of PPE supplies, sanitizer, soap, etc.
- Use floor markings to indicate spacing in hallways and direction in the lunchroom
- Individual student lanyards for masks
- Provide disinfectant sprayers/solution for classrooms, playground equipment, and playground

Indicate assurance:

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 stakeholders of the possible school schedules; Dismissal, Modified, and Regular.	<p>Granite School District has three schedules that they are prepared to implement at the direction of the State Health Department and Utah School Board’s direction. The three schedules are Regular, Modified and Dismissal.</p> <ul style="list-style-type: none"> • 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. • Modified Schedule: school will operate on a split A/B schedule M-Th (Half of the students in a class will come one Mon/Wed. and half on Tues./Thurs.) 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 groups 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. • Dismissal Schedule: we will only utilize a dismissal for a class, grade, or school in the event of an outbreak at the direction of the State Health Department. <p>Our school run on any of these schedules regardless of what color phase the state, county or city is in. These plans will be communicated to all stakeholders via email, the school website and hard copies when requested.</p>

Monitoring for Incidences

District Requirement (“What”)

Implementation Plan (“How”)

Train/Educate teachers, staff, and students on protocols for symptom monitoring

- Develop and train all staff on school’s protocol for symptom monitoring during August staff meetings. System monitoring will include looking out for students acting tired or lethargic, taking a student’s temperature, listening to student reported symptoms (headache, aches, etc.).
- If a child reports not feeling well, they will be asked to go to the office for a temperature check and check-in with office staff. If a child has a temperature of 100.4, or nearing 100.4, the child will be escorted by an adult to an isolation room and monitored there until a parent can be reached to come and pick the child up. A previously used “collaboration room” will be established as an isolation room. This isolation room can hold 6 children, appropriately distanced until they are picked up. If additional isolation rooms are needed then art rooms, PE/Lit. coach offices will be used. All isolation areas will be thoroughly cleaned after a child has gone home ill.
- Establish a plan to assist families in conducting symptom checking at home and communicate the plan with families via email and school website
- 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
- Provide option of school checking for symptoms (morning temperature checks only if required by Granite District or State Health Department.)
- Each school is required to establish a sick room as well as an isolation/quarantine room for suspected exposure. All suspected cases will be reported to the school administrator who will contact the school nurse. The school nurse will then work with the local health department to verify positive cases, provide information for contact tracing, and to establish next steps recommendations for the school (i.e. patron and staff communications, enhanced cleaning in designated areas, prevention education, and determination of other actions needed to prevent an outbreak).
- We have been working daily with the local health department to refine our procedures for tracing positive Covid-19 cases. Each school nurse will be assigned to a specific health official to work on cases within their assigned school. We have established a weekly Zoom meeting between the GSD school nursing leadership team and our local health department to receive updates, review cases, and continue to refine our process.

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: <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 communicable disease as confirmed by a medical provider	Indicate assurance: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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"> Develop and train staff on protocol for containing potential outbreaks during August staff meetings (Use guidance/protocol from district and health department) Consult with 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: <table border="1"> <tr> <td><input checked="" type="checkbox"/></td> <td>Yes</td> </tr> <tr> <td><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"> <tr> <td><input checked="" type="checkbox"/></td> <td>Yes</td> </tr> <tr> <td><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"> <tr> <td><input checked="" type="checkbox"/></td> <td>Yes</td> </tr> <tr> <td><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"> In case of reclosure, Morningside Community will be notified of the closure by text, email, blackboard, and school's website. Notice will also be posted outside of school's entrance Provide remote learning via technology or hard copy Teachers will reach out with updated school plans and digital meeting times 				
Analyze distance learning capabilities (i.e. need for Wi-Fi or paper learning modules)	Indicate assurance: <table border="1"> <tr> <td><input checked="" type="checkbox"/></td> <td>Yes</td> </tr> <tr> <td><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), Group Size (a large grid of red dots), Respiratory Output (a person with a cloud of red dots), Touch (a hand pointing to a grid of red dots), and Congestion (a square box 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 shows two types of movement. On the left, 'Directed (lower risk)' is illustrated with a blue arrow pointing to a grid of orange dots. On the right, 'Undirected (higher risk)' is illustrated 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)

Utah State Board of Education

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)

Utah State Board of Education

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)

Utah State Board of Education

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"> • Students required to wear face coverings when engaged in contact longer than 15 minutes or within 6 feet of another student or adult • Assigned seating in the classroom • Maximize space between seating/desks • Seat students forward whenever possible • Nonessential furniture and equipment out of classrooms to increase distancing footprint • Classroom cleaning bucket with supplies/sprayer • Used rags container • Student water bottles (brought from home/school purchased) • Dots for lining up in classroom for distancing • Individual student books/supplies kept at each desk - no sharing • Individual supplies for students- no sharing • Doors open to minimize touch surface and support air flow • Chromebooks assigned and cleaned after use • Classroom air filters upgraded to hospital-grade air filter • Individual student manipulatives when possible with scheduled sanitation of manipulatives after each use. • Increased regular short (~5 min.) breaks outside without masks at teacher discretion and under their supervision • Backpacks are allowed and encouraged. Parents are encouraged to regularly wash student backpacks • Students can check books out of classroom libraries under teacher management. Books will be quarantined 4 days before being recirculated • Chromebooks will be assigned to students, assuring that students use the same Chromebook each day. In French DLI classrooms where students have 2 different classrooms, Chromebooks will be cleaned with 70% isopropyl alcohol wipes after each student use. • All Chromebooks will be routinely cleaned with 70% isopropyl alcohol
Transitions	<ul style="list-style-type: none"> • Apply markers on the floor directing traffic and providing distancing indicators • Increase time/stagger times for transitions to minimize number of students in confined areas or hallways • School drinking fountains will be transitioned to bottle-filler stations with mouthpiece turned off • Prop classroom 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

K-12 Reopening Plan Assurances

Setting	Mitigation Strategies
Entry/Exit Points	<ul style="list-style-type: none"> • Designate entry/exit flow paths • No non-essential visitors and classroom volunteers will be allowed past the front office • All non-regular staff (district employees) are required to wear face coverings • Hand sanitizer available for entry/exit points • One class enters at a time keeping appropriate spacing • Beginning and end of school day: utilize all outside entry doors to the school (north end, south end, bathroom, and cafeteria) • One class enters at a time utilizing all exterior doors. • Students will line-up at designated door (look for signs on the first day of school) and put on their masks while they are lined up and waiting for their teacher • All supervising staff outdoors will wear an orange vest when on supervision. Students will be taught that supervising adults will be wearing orange safety vests.
Transportation	<ul style="list-style-type: none"> • Face coverings for all passengers • Maximize physical distancing • Limit non-necessary student transportation (fieldtrips) unless approved by building administrator and school director
Restrooms	<ul style="list-style-type: none"> • Replace cloth towels with automatic paper towel dispensers • Teach correct paper towel usage • Signage and instruction on proper hand hygiene • Regularly scheduled cleaning for high touch areas • Designated restrooms for grade levels • Minimize number of individuals in restroom with signage and socially distanced waiting area • Bathroom entry will be monitored by an adult at high-volume times like recesses and getting ready for lunch • Teachers will encourage bathroom use during non-instructional class time to avoid a rush to use the restroom at typical “high-volume” times like recesses and lunch • Floor markings to encourage physical distancing while waiting • Require mask use while in restroom • Hand sanitizer for re-entering the classroom • Student bathroom log with name and time to enable contact tracing

K-12 Reopening Plan Assurances

Setting	Mitigation Strategies
Lunch/Cafeterias	<ul style="list-style-type: none">• Floor markings and signage to designate serving line flow paths• No self-service bars. All fruits and veggies will be served by adult lunch workers• Food servers wear face covering• Sanitizer before/after meals• Increase cleaning & disinfecting of high touch surfaces between grade levels• Use outdoor areas for eating when possible. Students can sit on the shaded grass on the west side of the school to eat their lunch. Garbage cans and recycling cans will be provided to keep school grounds clean• Assigned seating in the lunchroom• Wear masks when in line• Reduce # of students seated at a table/assigned seats, allow for correct distancing when eating• Home lunch students enter first to avoid congestion• Where possible, request parents send disposable home lunch bag to cut down on cross-contaminating reusable lunch boxes. Students with reusable lunch boxes/water bottles can continue to use lunch wagons• Regularly wash lunch wagon canvas covers if used• Lunch secretary will enter lunch numbers rather than students type in their own lunch code• No sharing tables
Large Group Gatherings (e.g. assemblies, performances)	<ul style="list-style-type: none">• Cancel nonessential assemblies• Record assemblies to be viewed in classrooms/at home• Hold virtual meetings when needed

K-12 Reopening Plan Assurances

Setting	Mitigation Strategies
Unique Courses with Higher Risk of Spread	<ul style="list-style-type: none"> • Build in time for sanitation between sessions • Assigned seats/spaces. Teacher will keep seating plan for contact tracing if necessary • Outdoor PE when weather permits • PE activities will be socially distanced with low impact/cardio activities masked if necessary • Limit/cancel non-necessary courses with higher risk of spread
Recess and Playground	<ul style="list-style-type: none"> • Limit more than one grade level at short recess at one time • Schedule lunch recesses to keep grade level students on different areas of the playground/field/blacktop • Alternate use of outdoor spaces/class assigned to designated area of play. Playground duties will monitor playground activities • Scheduled use of large playground structures to allow for cleaning in between grade level use • Require use of face covering when social distancing is not possible • All supervising staff outdoors will wear an orange vest when on supervision. Students will be taught that supervising adults will be wearing orange safety vests.
Special Education, Related Services, or School Counseling (e.g. School Psychologist, Speech Language Pathologist, etc.)	<ul style="list-style-type: none"> • Face shields or auxiliary aids for one-on-one close contact. Plexiglass dividers if they can be procured • Offer reasonable accommodations for students who are unable to wear face coverings • Include learning to wear face masks as part of curriculum and social skills groups, where necessary

K-12 Reopening Plan Assurances

Setting	Mitigation Strategies
PD/Faculty Meetings	<ul style="list-style-type: none">• Employ the use of social distancing during faculty meetings and staff professional development• Sanitize touch surfaces before and after meetings• Conduct virtual meetings when possible/effective• Require face masks when 6 foot distancing is not possible
Before/After Student Supervision	<ul style="list-style-type: none">• Increase supervision before school while students are arriving• Teach to one-way traffic when arriving to and leaving school• Students line up at designated doors socially distanced• Face coverings are worn if not able to be at a 6-foot distance on playground• Encourage students to arrive to school at an appropriate time (no earlier than 8:40 am)• All supervising staff outdoors will wear an orange vest when on supervision. Students will be taught that supervising adults will be wearing orange safety vests.
Drop Off/Pick Up Areas	<ul style="list-style-type: none">• Increase supervision• Teach to one-way traffic when leaving school• Students exit through designated doors• Encourage parents to stay in cars when dropping off or picking up students• Encourage parents that are walking their child home from school to establish meeting spot distanced from school doors• Face coverings are worn by all• One class exits at a time

K-12 Reopening Plan Assurances

Setting	Mitigation Strategies
Front Office	<ul style="list-style-type: none">• Plexiglass installed• Limit visitors to the office• Floor markers designating where to wait• Request parents wait outside of the office when picking up students• Scheduled sanitation of touch surfaces in the office• Hand sanitizer provided upon entry and exit• Use gloves when handling materials delivered to the office (student work, materials, notes, etc.)
P/T or SEP Conferences	<ul style="list-style-type: none">• Hold virtual conferences• In-person conferences upon request to teacher
Safety and Fire Drills	<ul style="list-style-type: none">• Develop protocol and train staff/students for exiting the building• Schedule drills and communicate date/time with staff• Scheduled drills will have staff/students exit the building in a slower and distanced manner• If the fire alarm sounds when it is not a scheduled drill, teachers and students will exit the building quickly• Lockdown, shelter in place and earthquake drills will be conducted as normal

K-12 Reopening Plan Assurances

Setting	Mitigation Strategies
Patron Meetings	<ul style="list-style-type: none">• Hold virtual meetings when possible and appropriate• Patron meetings with staff and administration by appointment only• Clean all areas before and after meetings• Wear face coverings or distance at least 6 feet
Library/Media Centers	<ul style="list-style-type: none">• Follow district guidelines/plans for service of library• Utilize SORA digital library and Destiny online catalog• Returned library books will be stored in bin for 4 days before being recirculated• Maximize space in library for social distancing• Require face coverings when in the library• Scheduled sanitization of touch surfaces during each day
IEP/Special Ed Meetings	<ul style="list-style-type: none">• Require face coverings and follow social distancing• Provide hand sanitizer• Hold virtual meetings when possible or at parent request• Sanitize touch surfaces before and after each meeting

K-12 Reopening Plan Assurances

Setting	Mitigation Strategies
Multi-Purpose Room	<ul style="list-style-type: none">• Maximize social distancing• Schedule single-class use of room when available
PE/BTS classes	<ul style="list-style-type: none">• Follow district guidelines/plans for service of art and PE• Require wearing of face coverings for staff and students• Sanitize surfaces and equipment between classes• Assign seats and maintain a seating chart to allow for contact tracing if necessary
Hallways	<ul style="list-style-type: none">• Apply markers on the floor marking flow pattern and distancing in hallways• Classes will walk single file through the hallways when transition in and out of the classroom to reduce congestion• Clean high-touch hallway surfaces regularly throughout the day• Require students/staff to wear face masks when in hallways• Minimize/monitor congregation of students with adult supervision• Stagger transitions to limit the number of students moving through hallways