

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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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 community • Make materials available to families in their respective preferred/primary language 	<p>We will provide training to our teachers and staff during the first week back, August 17-21.</p> <p>Administrators, teachers, and staff will provide clear guidance/training for expectations/procedures to students the first few days of school. They will continue to reinforce teach and re-teach throughout the school year.</p> <p>Pioneer EI will be the point of contact for questions or specific concerns</p>

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>	<p>We will share our plans for mitigating risk factors. For those students/families that would prefer to participate in distance learning they may fill out a form letting us know their desire to do so and we will accommodate their request.</p> <p>Staff that identify as high risk may reach out to our Human Resource Department and we will provide reasonable accommodations.</p>
<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>	

Enhanced Environment Hygiene & Safety

District Requirement (“What”)	Implementation Plan (“How”)
	Indicate assurance: Yes

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 depending on what may be happening due to the virus. The three schedules are Regular, Modified, and Dismissal. With the regular schedule students K-12 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 most of the time. The only time we would utilize another schedule for an individual class, grade, school, or the district, is if we were recommended to do so by the Health Department, the Governor’s office, or the USBE.</p> <p>If it is deemed necessary that we reduce the number of students that are attending school, we will utilize a modified schedule. On a Modified Schedule, schools would 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 K-12 so students in the same families can be on the same schedule. Accommodations will be made on a case-by-case basis.</p> <p>The third schedule would be a dismissal. We would only utilize a dismissal for a class, grade, school, or the district in the event of an outbreak and in consultation with the Health Department.</p>

Monitoring for Incidences

District Requirement (“What”)	Implementation Plan (“How”)
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<p>Train/Educate teachers, staff, and students on protocols for symptom monitoring</p>	<ul style="list-style-type: none"> - Principals will review these protocols in opening staff meetings. - During our time back to school in August, the administration team will review all these procedures and train them on and about the most current protocols for monitoring the symptoms of the students and staff. - When a symptom is found, the respective person will be moved the sick room where guardians will be called to pick them up. If not able to pick up, then the person will stay in the isolation room until pick up or end of the school day.
<p>Monitor staff/student symptoms and absenteeism carefully</p>	<p>Indicate assurance:</p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>Educate and promote to staff/students: "If you feel sick; stay home"</p>	<p>Indicate assurance:</p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>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</p>	<p>Indicate assurance:</p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>

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	Pioneer will 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).				
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	<p>Indicate assurance:</p> <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	<p>Indicate assurance:</p> <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	<p>Indicate assurance:</p> <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	In the case of a dismissal, we will contact the Pioneer community through Facebook, emails, phone call using the Blackboard communicator tool.				
Analyze distance learning capabilities (i.e. need for Wi-Fi or paper learning modules)	<p>Indicate assurance:</p> <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 spray of red dots), 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 shows two groups of orange dots. The top group is arranged in a neat 3x5 grid, with an arrow pointing to it from the label "Directed (lower risk)". The bottom group is scattered and disorganized, with an arrow pointing to it from the label "Undirected (higher risk)". 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)

Utah State Board of Education

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)

Utah State Board of Education

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)

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"> - Classroom doors should be propped open to limit direct contact of the doors and/or door glass. - The teacher, responsible adult, or staff member will spray student desks and chairs with disinfectant and have the students wipe their own individual desk, chair, or work area. Disinfecting desks/chairs/work areas should occur before/after students leave the classroom (e.g. morning recess, lunch, afternoon recess) and other transition times (e.g. class rotations, library visits, assemblies, physical education activities, etc.). - The teacher will need to spray and wipe items twice a day which are being touched frequently (e.g. coat racks, toys, bookshelves, sinks, dispensers, recess equipment, computers, keyboards, whiteboards, etc.). - Preferably before lunch and at the end of the day before school is released. - Avoid using community items, if possible, however if community items are being used, they should be sprayed and wiped after each use. - Students should pick up all large items off the floor to make it easier to vacuum. - The custodians will thoroughly clean all touch surfaces daily and thoroughly vacuum classrooms every other day.
Transitions	<ul style="list-style-type: none"> - Have students walk on the right side of the halls, like cars travel on roads, to allow for the smooth flow of foot traffic - Designate set patterns for the flow of foot traffic - Stagger transition times - Excuse/release students one row at a time. Teach students to limit physicals contact and keep hands and feet to themselves - Utilize floor markings or signage to direct traffic and encourage students to wear face coverings during transitions - Make available hand sanitizer and/or hand washing stations for students upon exit/entry of classrooms etc. - Prop doors open to reduce touch - Clean high-touch surfaces after transitions

K-12 Reopening Plan Assurances

Setting	Mitigation Strategies
Entry/Exit Points	<ul style="list-style-type: none"> - Limit nonessential visitors and volunteers to campuses and programs; each school is to determine what are essential versus nonessential visitors - Establish protocols for any visitors and non-regular staff, including the wearing of masks and possible temperature checks - Utilize sign in and sign out procedures that include locations being visited - Prop doors open where and when practicable - Post visible signage to encourage physical distancing and indicate the expected flow of traffic - Use multiple points of entrance and egress to avoid clustering at single points of entry - Establish protocols for drop-off/pick-up and communicate updates and expectations to families - Post visible signage to let students, parents, and visitors know the expectation of utilizing face coverings - Make available hand sanitizer and/or hand washing stations upon exit/entry of school
Transportation	<ul style="list-style-type: none"> - Assign seating to support contact tracing - Protocols will be established for regular cleaning and disinfecting seats and other high touch surfaces - Protocols will be established for boarding and exiting the bus (i.e. first on to the back of the bus and last off) - Students will be required to wear face coverings while on the bus. Exceptions will be allowed for unique student health circumstances - PPE will be provided for bus drivers
Restrooms	<ul style="list-style-type: none"> - Encourage staff to be more lenient regarding the use of the restrooms during class time to enable better social distancing - Ensure proper airflow and ventilation - Place markings on floor to encourage physical distancing - Encourage face covering use while in restroom - Provide education and display signage regarding hygiene - Create schedule for cleaning high-touch areas - Ensure PPE is available for staff providing support in restrooms - Provide training for proper cleaning protocols due to COVID-19 - Monitor soap and towel dispensers

K-12 Reopening Plan Assurances

Setting	Mitigation Strategies
Lunch/Cafeterias	<ul style="list-style-type: none"> - Assign seating for elementary students by class and or grade to support contact tracing - Students assigned to cafeteria to areas by grade/cohort - Eliminate the need to have students input their lunch numbers in the keypad when possible, utilize the entire multipurpose room for lunch to encourage distancing - Encourage students to wear masks when waiting in lines - Remove self-service salad bars and buffet - Teach/encourage student hygiene routines (i.e., hand washing or sanitizer) before and after lunch - Increase cleaning and disinfecting of high-touch areas - Use disposable plates, utensils, etc. when possible - Use personal water bottles/containers instead of fountains - Use of colored dots to let students know where to sit - Use of directional arrows in place to let students know the direction they should use to exit the lunchroom
Large Group Gatherings (e.g. assemblies, performances)	<ul style="list-style-type: none"> - Pioneer will ensure group gatherings are organized with health and safety principles and requirements in place and, as needed, in consultation with local health departments - Explore limiting and/or canceling nonessential assemblies, recitals, dances, etc. - Consider virtual gatherings or assemblies - Assign seating by grade/class to support contact tracing - Consider screening/non-contact temperature testing of adults/patrons that attend events Broadcast to classrooms or hold multiple assemblies with smaller groups - Create alternate plans for whole staff gatherings such as virtual meetings Staff and students wear face coverings when participating in large group gatherings - Prop doors open where and when practicable Establish protocols for cleaning high-touch areas
Unique Courses with Higher Risk of Spread	<ul style="list-style-type: none"> - Assign seating or groups to support contact tracing - Pioneer will identify more at-risk courses and make plans with support from local health departments (as needed) to mitigate the risks - Limit and/or cancel nonessential assemblies, recitals, dances, etc. - Use Virtual options when practicable Identify and use large spaces (auditoriums, gyms, lecture halls, and the outdoors courtyards) to maximize distancing when possible - Move nonessential furniture out of the classrooms (when not in use) to increase social distance possibilities. Post visible signage to let students know the expectation of utilizing face coverings - Disinfect shop equipment, tools, instruments, etc. - Make hand sanitizer and/or hand washing opportunities available upon entry/exit of instructional areas - Provide additional PPE where needed and practicable

K-12 Reopening Plan Assurances

Setting	Mitigation Strategies
Recess and Playground	<ul style="list-style-type: none"> - Assign and alternate recess playground time and use of outdoor spaces - Pioneer 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 - Post visible signage to let students know the expectations of appropriate playground interaction/distancing following health and safety principles - Employees will directly teach respiratory hygiene strategies. - Face covering may be required for certain activities - Disinfect playground/gym equipment - Make hand sanitizer and/or hand washing opportunities available upon entry/exit of school building - Teachers/Playground aids will be provided PPE to wear while supervising the playground
Special Education, Related Services, or School Counseling (e.g. School Psychologist, Speech Language Pathologist, etc.)	<ul style="list-style-type: none"> -Student with disabilities will be assigned to designated spaces to support contact tracing and to limit expose to and from others who may be vulnerable or at-risk. -Students will remain with the same group of students and reduce group size to the maximum extent practicable. -Maximize space between seating where possible -Identify and use large spaces (auditoriums, gyms, lecture halls, and outdoor courtyards) to maximize distancing when possible -Move nonessential furniture and therapy equipment out of the classrooms (when not in use) to increase social distance possibilities. Employees will be provided with personal protective equipment and will be required to wear face coverings and/or auxiliary aids for one-on-one contact to ensure students with disabilities have equal access to information. -Students who are able, will be provided and encouraged to wear face coverings -Employees will directly teach respiratory hygiene strategies. -Make hand sanitizer and/or hand washing opportunities available upon entry/exit of special education classroom/itinerant space
PD/Faculty Meetings	<ul style="list-style-type: none"> - Pioneer will ensure group gatherings are organized with health and safety principles and requirements in place and, as needed, in consultation with local health departments - Explore limiting and/or canceling nonessential assemblies, recitals, dances, etc. - Consider virtual gatherings or assemblies - Assign seating by grade/class to support contact tracing - Consider screening/non-contact temperature testing of adults/patrons that attend events. Broadcast to classrooms or hold multiple assemblies with smaller groups - Create alternate plans for whole staff gatherings such as virtual meetings Staff and students wear face coverings when participating in large group gatherings - Prop doors open where and when practicable Establish protocols for cleaning high-touch areas

K-12 Reopening Plan Assurances

Setting	Mitigation Strategies
Before/After Student Supervision	<ul style="list-style-type: none">- A teacher, responsible adult, or staff member should hold, or prop open with a door stop, the exterior door to allow students to exit without having direct contact with the door and/or door glass when leaving the lunchroom. If a device is used to prop the door, it should be removed as soon as practical to keep the building secure.-Encourage students to quickly enter the school in the morning and leave the campus when the bell rings.-We will have staff outside to monitor student activity and to ensure social distancing and to ensure that face coverings are worn.
Drop Off/Pick Up Areas	<ul style="list-style-type: none">- Staff will be out front to remind parents to remain in their cars and have the students enter or leave the campus.- Have staff help students get to their respective doors to prepare to enter school and to leave quickly.- Communicate with parents the regular drop off and pick up procedures.- Excuse students a row at a time so there is not a mass exodus from the building.
Front Office	<ul style="list-style-type: none">- Office doors should be propped open to limit direct contact of the doors and/or door glass.- The office staff will spray and wipe frequently touched areas (e.g. the counters, phone, kiosk, furniture, doors, door handles, etc.) at regular intervals during the day.- The custodians will thoroughly clean the main office daily.

K-12 Reopening Plan Assurances

Setting	Mitigation Strategies
P/T or SEP Conferences	<ul style="list-style-type: none"> - Ensure that group gatherings are organized with health and safety principles and requirements in place and, as needed in consultation with local health departments. - Consider virtual gatherings. - If these are to take place, make sure that these are scheduled to help with social distancing. - Designate set patterns for the flow of foot traffic - Prop doors open where and when practicable - Use multiple points of entrance and egress to avoid clustering at single points of entry - Make available hand sanitizer and/or hand washing stations upon exit/entry of school
Safety and Fire Drills	<ul style="list-style-type: none"> - Have students walk on the right side of the halls, like cars travel on roads, to allow for the smooth flow of foot traffic - Designate set patterns for the flow of foot traffic - Prop doors open where and when practicable - Use multiple points of entrance and egress to avoid clustering at single points of entry - Make available hand sanitizer and/or hand washing stations upon exit/entry of school - Encourage students to wear masks when waiting in lines - Teachers/Playground aids will be provided PPE to wear while supervising the playground - We will be having 7 fire drills, 1 Earthquake drill and 2 lockdown drills during the school year.
Patron Meetings	<ul style="list-style-type: none"> - Ensure that group gatherings are organized with health and safety principles and requirements in place and, as needed in consultation with local health departments. - Consider virtual gatherings. - Designate set patterns for the flow of foot traffic - Prop doors open where and when practicable - Use multiple points of entrance and egress to avoid clustering at single points of entry - Make available hand sanitizer and/or hand washing stations upon exit/entry of school

K-12 Reopening Plan Assurances

Setting	Mitigation Strategies
Library/Media Centers	<ul style="list-style-type: none"> - Library doors should be propped open to limit direct contact of the doors and/or door glass. - Library Media Specialist will spray and wipe the tables and chairs with disinfectant after each class change. - Library Media Specialist will need to spray and wipe items with disinfectant after each class change which are touched (e.g. book spines, bookshelves, counter, checkout area, etc.) Specialist, the supervising teacher, a responsible adult, or a staff member. - The custodians will thoroughly clean all touch surfaces daily and thoroughly vacuum the library every other day. - The librarian will rotate into each class when it is their library time. She will bring a cart of books that the students can check out and she will also teach about the online library that the district offers.
IEP/Special Ed Meetings	<ul style="list-style-type: none"> - Ensure that group gatherings are organized with health and safety principles and requirements in place and, as needed in consultation with local health departments. - Consider virtual gatherings. - Make accommodations for circumstances that encounter close proximity. - Provide plexiglass, face shields and or auxiliary aids for one on one contact and with parents. - Designate set patterns for the flow of foot traffic - Prop doors open where and when practicable - Use multiple points of entrance and egress to avoid clustering at single points of entry - Make available hand sanitizer and/or hand washing stations upon exit/entry of school
Multi-Purpose Room	<ul style="list-style-type: none"> - Gym doors should be propped open to limit direct contact of the doors and/or door glass. - If the P.E. class is too loud, close the door, but the P.E. teacher is responsible for cleaning the doors after each class. - The P.E. teacher will clean and disinfect all P.E. equipment after each class rotation so that the next group of students have disinfected equipment to begin their activities. If supervised and a non-toxic cleaner is used, such as Spic and Span, students can assist in the cleaning/disinfecting process. - The custodians will thoroughly clean the gym daily.

K-12 Reopening Plan Assurances

Setting	Mitigation Strategies
PE/BTS classes	<ul style="list-style-type: none"> - Classroom doors should be propped open to limit direct contact of the doors and/or door glass. - The teacher, responsible adult, or staff member will spray student desks and chairs with disinfectant and have the students wipe their own individual desk, chair, or work area. Disinfecting desks/chairs/work areas should occur before/after students leave the classroom (e.g. morning recess, lunch, afternoon recess) and other transition times (e.g. class rotations, library visits, assemblies, physical education activities, etc.). - The teacher will need to spray and wipe items twice a day which are being touched frequently (e.g. coat racks, toys, bookshelves, sinks, dispensers, recess equipment, computers, keyboards, whiteboards, etc.). - Preferably before lunch and at the end of the day before school is released. - Avoid using community items, if possible, however if community items are being used, they should be sprayed and wiped after each use. - Teachers will be provided a classroom carpet sweeper to clean their own classroom at the end of each day, which can be completed by the teacher, a responsible adult, or a staff member. - Students should pick up all large items off the floor to make it easier to vacuum. - The custodians will thoroughly clean all touch surfaces daily and thoroughly vacuum classrooms every other day.
Hallways	<ul style="list-style-type: none"> - Have students walk on the right side of the halls, like cars travel on roads, to allow for the smooth flow of foot traffic - Designate set patterns for the flow of foot traffic - Stagger transition times - Excuse/release students one row at a time Teach students to limit physicals contact and keep hands and feet to themselves - Utilize floor markings or signage to direct traffic and encourage students to wear face coverings during transitions - Make available hand sanitizer and/or hand washing stations for students upon exit/entry of classrooms etc. - Prop doors open to reduce touch - Clean high-touch surfaces after transitions