

School Reopening Plans Template

Name of School

Rolling Meadows 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.

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 	<ul style="list-style-type: none"> Develop School reopening protocol and plans including input from SCC, PTA, and Building Leadership Team. Share plan with district, community, and staff (letter, email, website). Deb Woolley is point of contact person for Rolling Meadows Elementary. Contact information is: Phone #:(385)646-4864, Email dwoolley@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 staff meetings) Prepare 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 alternate learning as requested ‘High-risk’ employees work with HR & school to minimize risk

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/504 plans to address risk for exposure & accommodate as needed (prior to school starting)
- Consider emotional/social needs of staff (stress levels, breaks)
- Consider emotional/social needs of students (breaks & peer interaction)

Enhanced Environment Hygiene & Safety

District Requirement (“What”)

Implementation Plan (“How”)

Indicate assurance:

- Develop increased cleaning and hygiene protocols for custodian, teachers, aides, students
- Faculty/staff/students wear face coverings
- Provide hand sanitizer, soap, water, disinfecting solution & rags in various locations in school
- Provide contact tracing 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 wall markings for social distancing expectation
- Provide disinfectant sprayers/solution for classroom and playground

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.</p> <ul style="list-style-type: none"> • 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. • 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

	<p>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.</p> <ul style="list-style-type: none"> • 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, school, or the district in the event of an outbreak and in consultation with the Health Department. <p>This plan will be communicated to all stakeholders through email, website, social media, Blackboard and hard copy as needed. It will be provided in Spanish and English.</p> <p>Our school could be on any one of these schedules regardless of what color phase the state, county, or city is in.</p>
	<ul style="list-style-type: none"> •

Monitoring for Incidences

District Requirement (“What”)	Implementation Plan (“How”)
Train/Educate teachers, staff, and students on protocols for symptom monitoring	<p>We will adopt the district and health dept. procedures and protocols.</p> <p>Principals will review these protocols in opening staff meetings.</p>
Monitor staff/student symptoms and absenteeism carefully	<p>Indicate assurance:</p> <p>X Yes</p>

	<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 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 all staff on school's protocol for symptom monitoring during August staff meetings • Establish a plan to assist families in conducting symptom checking at-home and communicate the plan with families in back to school information • Monitor staff/student symptoms and absenteeism carefully • Educate & 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 medical provider • Implement more lenient absentee policies • Provide options of school checking for symptoms 				
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" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 50px;"><input checked="" type="checkbox"/></td> <td style="text-align: center;">Yes</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;">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" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 50px;"><input checked="" type="checkbox"/></td> <td style="text-align: center;">Yes</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;">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" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 50px;"><input checked="" type="checkbox"/></td> <td style="text-align: center;">Yes</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;">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”)
<p>Develop a communication procedure for students and faculty in the case there is a temporary dismissal</p>	<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. • Develop communication procedure for staff and students in case of reclosure (phone calling tree, text, email, etc.) • Provide remote learning via technology or hard copy • Distribute pre-written statements in case of confirmed cases/outbreak with impacted staff, families, etc.
<p>Analyze distance learning capabilities (i.e. need for Wi-Fi or paper learning modules)</p>	<p>Indicate assurance:</p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>

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 dots with a horizontal line), Duration (a clock face), Proximity (two people with a double-headed arrow), Group Size (a large grid of dots), Respiratory Output (a person with a cloud of dots), Touch (a hand pointing to a dot in a grid), and Congestion (a square containing a cluster of dots). The Utah State Board of Education logo is in the bottom right corner.

Movement **Duration** **Proximity** **Group Size**

Respiratory Output **Touch** **Congestion**

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Situational Characteristics

Movement: How do people move around in the space?

The diagram shows two types of movement. 'Directed (lower risk)' is represented by a grid of orange dots with a blue arrow pointing from the left towards the grid. 'Undirected (higher risk)' is represented by a scattered group of orange dots with a blue arrow pointing from the right towards the group. The Utah State Board of Education logo is in the bottom right corner.

Directed
(lower risk)

Undirected
(higher risk)

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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	<p>Students required to wear face coverings (when engaged in contact longer than 15 minutes or within 6 feet)</p> <ul style="list-style-type: none"> • Assigned seating • Maximize space between seating/desks • Nonessential furniture and equipment out of classrooms to increase distancing footprint • Classroom cleaning bucket w/supplies/sprayer • Used rags container • Student water bottles • Dots on floor for lining up in classroom for distancing • Individual student books/supplies kept at each desk - no sharing of materials • Individual student set of manipulatives when possible with scheduled sanitation of manipulatives after use
Transitions	<ul style="list-style-type: none"> • Apply markings & signage to direct traffic flow and provide distancing indicators • Increase time for transitions to minimize number of students in confined areas (one class dismissal at a time) • 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 coverings during transitions • Minimize/monitor congregation of students during transitions • Sanitize or wash hands each time come into or leave the room

K-12 Reopening Plan Assurances

Setting	Mitigation Strategies
Entry/Exit Points	<ul style="list-style-type: none"> • Markings outside to show where to stand to line up • One person assigned to hold the door • Stagger release times • Additional monitoring • Frequent cleaning of touch surfaces
Transportation	<ul style="list-style-type: none"> • Follow district bus protocol: • All drivers and all students will be masked on the bus <ul style="list-style-type: none"> ○ The ONLY exception is for students with documented health conditions that preclude them from being able to be masked for a short period of time ○ Students who forget district issued cloth masks will be issued a paper one ○ Students who refuse to wear masks will not be allowed entry to the bus • All buses will be sanitized between every run of students <ul style="list-style-type: none"> ○ Driver has a ½ gallon sprayer filled with disinfectant ○ Driver will walk to the back of the bus spraying one side of the bus and walk back to the front spraying the other side • Hand sanitizer dispensers will be placed on every bus <ul style="list-style-type: none"> ○ These are the same dispensers that are located in classrooms and offices in the Granite School District • Social distancing is not possible on the bus but is encouraged at the bus stop • Students who are ill, or are showing any symptoms must be kept home
Restrooms	<ul style="list-style-type: none"> • Additional cleaning during the day • Limit how many in at a time • Sign out of class to track • Scheduled bathroom breaks, still allowed to use if needed at any time • Signage/instructions on proper hand hygiene • Floor marking for social distancing while waiting • Masks must be worn

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 • Food servers wear face covering • Students/staff use sanitizer before/after meals • Increase cleaning & disinfecting of high touch surfaces/disinfecting of tables between each class • Use outdoor areas for eating when possible and monitor social distancing • Assigned seating by class at lunch tables • Wear masks when in line • Reduce # of students seated at a table/assigned seats • Home lunch students at start of class line-up (go directly to table to reduce congestion and group size) • Employ use of lunch pin cards to eliminate use of pin pad (surface touch)
Large Group Gatherings (e.g. assemblies, performances)	<ul style="list-style-type: none"> • 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 • Maximize use of space for social distancing in group gatherings
Unique Courses with Higher Risk of Spread	<ul style="list-style-type: none"> • Build in time for sanitation between sessions/use • 'Art-on-a-Cart' service pattern or sanitation of art room between classes • Outdoor PE when weather permits • Assign "spots" for distancing during PE

K-12 Reopening Plan Assurances

Setting	Mitigation Strategies
Recess and Playground	<ul style="list-style-type: none"> • Alternate use of outdoor spaces/class assigned to designated area of play such as field, playground equipment, blacktop • Disinfect playground equipment between use • Require use of face covering when social distancing is not possible
Special Education, Related Services, or School Counseling (e.g. School Psychologist, Speech Language Pathologist, etc.)	<ul style="list-style-type: none"> • Plexiglass, face shields, or auxiliary aids for one-on-one close contact (Speech, Psychologist, Social Worker, SpEd teacher and Paraprofessional) • Offer reasonable accommodations for students who are unable to wear face coverings • Social distancing
PD/Faculty Meetings	<ul style="list-style-type: none"> • Employ the use of social distancing during faculty meetings or staff professional development • Conduct virtual meetings when possible/effective • Require staff to wear face covering • Provide hand sanitizer upon entering and exiting • Sanitize touch surfaces after meeting

K-12 Reopening Plan Assurances

Setting	Mitigation Strategies
Before/After Student Supervision	<ul style="list-style-type: none"> • Encourage students/families to arrive at appropriate time only • Schedule staff supervision before and after school outside • Signage around building to remind patrons/students of face coverings and physical distancing guidelines
Drop Off/Pick Up Areas	<ul style="list-style-type: none"> • Communicate school protocol/plan for drop-off/pick-up • Parents stay in cars when dropping off and picking up • Move directly to assigned building entry location • Designate entry/exit flow paths to minimize congestion • Designate markers for lining up, one grade level per entry way • One class enters at a time • Limit nonessential visitors/volunteers • Establish protocol for any non-regular staff, including temperature checking and wearing a face covering • Hand sanitizer available for both entry/exit • Signage encouraging physical distancing
Front Office	<ul style="list-style-type: none"> • Limit number of individuals in front office area at a time (to reduce congestion) • Require wearing of face covering in office area • Provide social distancing markers in office and entry way • Provide hand sanitizer upon entry and exit • Prop open entry door to minimize touch • Scheduled sanitation of touch surfaces in office • Request parents wait outdoors when checking out student early from school (while waiting for child to come to office) • Use gloves when handling materials delivered to the office (student work/materials, notes, donations, etc.)

K-12 Reopening Plan Assurances

Setting	Mitigation Strategies
P/T or SEP Conferences	<ul style="list-style-type: none"> • Optional online meetings • Schedule specific time with transition between meetings • Wipe touch surfaces between meetings • Masks required for in person • Practice social distancing where possible
Safety and Fire Drills	<ul style="list-style-type: none"> • Develop protocol and train staff/students for exiting building during fire drills • Schedule fire drills and inform teachers of date/time • Scheduled drills protocol will have staff/students exiting the building in a slower, distancing, reduced congestion manner • If the fire alarm sounds when it is not a scheduled drill, teachers/students exit building quickly (priority is fire safety vs COVID) • Lockdown and earthquake drills will be conducted as normal
Patron Meetings	<ul style="list-style-type: none"> • Patron meetings with staff/administration by appointment only <ul style="list-style-type: none"> • Practice social distancing where possible • Provide hand sanitizer upon entry/exit meeting • Require face coverings • Sanitize touch surfaces after meetings • Hold virtual patron meetings when and where possible and appropriate

K-12 Reopening Plan Assurances

Setting	Mitigation Strategies
Library/Media Centers	<ul style="list-style-type: none"> • Follow district guidelines/plans for service of library COVID Elementary Library Guidance • Utilize SORA digital library and Destiny online catalog • Returned books will be stored for 3 days before recirculating • Maximize space in library for social distancing • Require face coverings • Scheduled sanitation of touch surfaces during the day • Prop doors open to minimize touch • Possible to have the Media specialist come to the classroom for story time
IEP/Special Ed Meetings	<ul style="list-style-type: none"> • Follow social distancing and require face coverings • Provide hand sanitizer upon entry/exit of in-person meetings • Sanitize touch surfaces after meeting • Schedule/hold virtual meetings where and when possible
Multi-Purpose Room	<ul style="list-style-type: none"> • Maximize social distancing when using multi-purpose room • Schedule single-class use of room when possible

K-12 Reopening Plan Assurances

Setting	Mitigation Strategies
PE/BTS classes	<ul style="list-style-type: none">• Follow district guidelines/plans for service of art and P.E.• Require face mask if inside• Sanitize surfaces and equipment between classes
Hallways	<ul style="list-style-type: none">• Mark hallways for flow patterns and distancing in each hallway• Teach “single-file, face forward, right side of hall, arms folded or hands in pockets” protocol for walking in hall• Limit number of classes in hallway at a time• Adult supervision/monitoring of students when transitioning