

# 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.

## Contents

Repopulating Schools .....	2
Communication and Training .....	2
Accommodating Individual Circumstances (e.g., High-Risk, Personal Decisions).....	2
Enhanced Environment Hygiene & Safety .....	3
School Schedules .....	3
Monitoring for Incidences .....	4
Containing Potential Outbreaks .....	5
Preparation Phase .....	5
Quarantine/Isolation Protocol.....	5
Transition Management Preparation .....	5
Mitigation Tactics for Specific School Settings.....	10

## Repopulating Schools

### Communication and Training

District Requirement (“What”)	Implementation Plan (“How”)
<p>Develop teacher, staff, and student education and training on school’s reopening protocol and action plans</p> <ul style="list-style-type: none"><li>• Educate and train students and caregivers on school’s protocols and action plan; post and/or make accessible to school community</li><li>• Make materials available to families in their respective preferred/primary language</li></ul>	<p>Teachers and staff will be trained as per district guidelines and the school reopening plan beginning August 10<sup>th</sup>.</p> <p>The plan will also be emailed and sent out to parents and caregivers at the beginning of August. The plan will also be posted on the school website and will be accessible to the public and will be available in English and Spanish.</p> <p>Students will be trained the first week of school.</p> <p>Regular communication will continue to be provided to parents and caregivers using Blackboard as well as teacher communication tools (e.g. Class Dojo, Remind, etc.).</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 risk<sup>1</sup> for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements</p>	<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>	<p>Yes, we will have a plan in place with appropriate personnel to review each and every current plan and update as needed to be in compliance based on current circumstances and recommendations.</p>

# School Reopening Requirements Template

## Enhanced Environment Hygiene & Safety

District Requirement (“What”)	Implementation Plan (“How”)
Teach, review, and monitor protocols for implementing an increased cleaning and hygiene regimen	Indicate assurance: <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>We will be following the schedule as described by Granite District: 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> <p>These schedules allow for optimal flexibility and are aligned K-12 to best accommodate the students and families we serve. Any of these schedules may be done district wide or on an individual school basis. The district, or an individual school, grade, or class, could be on any one of these schedules regardless of what color phase the state, county, or city is in.</p>
--	--

## 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 new Utah School Nurse Association (USNA) protocol for symptom monitoring.</p> <ul style="list-style-type: none"> <li>• School nurses will work with school administration on providing, training and answering questions regarding the protocols.</li> <li>• These protocols will be emailed to all staff.</li> </ul> <p>Principals and school nurses will train staff in opening staff meetings. Principals, nurses, and staff will provide training to students in the first weeks of school.</p>
Monitor staff/student symptoms and absenteeism carefully	<p>Indicate assurance:</p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
Educate and promote to staff/students: “If you feel sick; stay home”	<p>Indicate assurance:</p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</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>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	We have established 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	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>No</td> </tr> </table>	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
<input checked="" type="checkbox"/>	Yes				
<input type="checkbox"/>	No				

### 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	The school administration will work with their director and the school nurse for guidance in communication to students, faculty, and patrons. This will include using district communication tools (i.e. Blackboard, email etc.). The school website will be utilized for a school wide dismissal.				
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				

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

7 Characteristics of a Situation

The infographic displays seven characteristics of a situation, each with a corresponding icon:

- Movement:** Represented by a grid of red dots with a horizontal line and dots below it, suggesting movement across a boundary.
- Duration:** Represented by a red clock face.
- Proximity:** Represented by two stylized human figures with a double-headed arrow between them.
- Group Size:** Represented by a 4x4 grid of red dots.
- Respiratory Output:** Represented by a stylized human figure with a cloud of red dots emanating from their mouth.
- Touch:** Represented by a grid of red dots with a hand icon pointing to one of the dots.
- Congestion:** Represented by a square box containing a cluster of red dots.

Utah State Board of Education

Situational Characteristics

Movement: How do people move around in the space?

The diagram shows two types of movement patterns:

- Directed (lower risk):** Represented by a grid of orange dots with a blue arrow pointing from the left towards the grid.
- Undirected (higher risk):** Represented by a scattered, irregular arrangement of orange dots with a blue arrow pointing from the right towards the dots.

Utah State Board of Education

# 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)

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)

Utah State Board of Education

## 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"> <li>- Classroom doors should be propped open to limit direct contact of the doors and/or door glass.</li> <li>- 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.).</li> <li>- 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.).             <ul style="list-style-type: none"> <li>o Preferably before lunch and at the end of the day before school is released.</li> <li>o Avoid using community items, if possible, however if community items are being used, they should be sprayed and wiped after each use.</li> </ul> </li> <li>- 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.             <ul style="list-style-type: none"> <li>o Students should pick up all large items off the floor to make it easier to vacuum.</li> </ul> </li> <li>- The custodians will thoroughly clean all touch surfaces daily and thoroughly vacuum classrooms every other day.</li>   <li>- Students are to wear face coverings when within 6 feet</li> <li>- Assigned seating</li> <li>- Maximize space between seating/desks</li> <li>- Seat students forward in desks. Students at tables will have barriers.</li> <li>- Nonessential furniture and equipment moved out of classrooms to increase distancing footprint</li> <li>- Classroom cleaning bucket w/supplies</li> <li>- Used rags container</li> <li>- Student water bottles (brought from home/school purchased)</li> <li>- Student break spaces/multiple per classroom</li> <li>- Markings for lining up in classroom for distancing</li> <li>- Individual student books/supplies kept at each desk</li> </ul>

## K-12 Reopening Plan Assurances

Setting	Mitigation Strategies
Transitions	<p>We are going to minimize transitions by having the art and computer teachers push into the classroom to the extent possible. We are also being strategic with our master schedule to stagger transitions and minimize the number of students in the hallway at any given time. We will be utilizing the middle of the hallway for transitions so as to minimize touching walls and using social distancing dots on the floor.</p>
Entry/Exit Points	<ul style="list-style-type: none"><li>- Inner entrance doors should be propped open to limit direct contact of the door and/or door glass.</li><li>- A teacher, responsible adult, or staff member should hold or prop open with a door stop the exterior door to allow students to enter/exit without having direct contact with the door and/or door glass.</li><li>- The custodians will thoroughly clean the entrances daily.</li><li>- We will be strategic about limiting congestion by using grade level assigned doors for entry and exit.</li></ul>
Transportation	<ul style="list-style-type: none"><li>- Very few students ride the bus and they will be able to social distance on the bus.</li><li>- Students will be required to wear face coverings while on the bus. Exceptions will be allowed for unique student health circumstances and individual needs.</li><li>- Assign seating to support contact tracing.</li><li>- Protocols will be established for boarding and exiting the bus</li></ul>

## K-12 Reopening Plan Assurances

Setting	Mitigation Strategies
Restrooms	<ul style="list-style-type: none"> <li>- Restroom doors will be propped open to limit direct contact of the doors and/or door handles (excluding single use restrooms).</li> <li>- The custodians will thoroughly clean the restrooms daily and spray and wipe high touch surfaces in the restrooms frequently during the day.</li> <li>- Faculty restrooms should be sprayed and wiped by the person using the restroom after each use.</li> <li>- Changing tables in restrooms will be wiped down before and after diaper changes for special needs students.</li> <li>- Students will be required to wash hands after using the restroom.</li> </ul>
Lunch/Cafeterias	<ul style="list-style-type: none"> <li>- Cafeteria doors should be propped open to limit direct contact of the doors and/or door glass.</li> <li>- The custodian and other staff will continue cleaning the lunch tables and benches between each grade change including the lip underneath the lunch tables and benches.</li> <li>- Students will have assigned seating in the lunchroom and extra tables will be used to provide social distancing to the extent possible.</li> <li>- The custodians will thoroughly clean the cafeteria daily.</li> <li>- Teachers will fill out a daily roster to designate who is eating school lunch for the lunch secretary to enter later to keep congestion at a minimum among students and to avoid touching the keypad.</li> <li>- We will be strategic about designated walking pathways in the cafeteria.</li> </ul>
Large Group Gatherings (e.g. assemblies, performances)	<p>We will limit the number of large group gatherings and use technology and other means to provide similar experiences to the extent possible.</p> <p>When a large group gathering is necessary:</p> <ul style="list-style-type: none"> <li>- Assign seating by grade/class to support contact tracing</li> <li>- Staff and students wear face coverings when participating in large group gatherings</li> </ul> <p>Prop doors open where and when practicable</p>

## K-12 Reopening Plan Assurances

Setting	Mitigation Strategies
Unique Courses with Higher Risk of Spread	<ul style="list-style-type: none"> <li>- Reading Aides/Interventionists: Will push into classrooms and will sanitize materials/surfaces between each group and wear appropriate face coverings.</li> </ul>
Recess and Playground	<ul style="list-style-type: none"> <li>- Assign and alternate recess playground time and use of outdoor spaces to limit the number of students at recess at any given time.</li> <li>- Make hand sanitizer and/or hand washing opportunities available upon entry/exit of school building</li> <li>- The playground equipment on the south end of the school will be off limits except for the preschool students</li> <li>- The playground equipment on the north end will be designated for Kindergarten and 1<sup>st</sup> grade and will be cleaned regularly by custodian and other staff.</li> <li>- No students should be on any playground equipment before or after school.</li> </ul>
Special Education, Related Services, or School Counseling (e.g. School Psychologist, Speech Language Pathologist, etc.)	<ul style="list-style-type: none"> <li>- Special Education classes will adhere to social distancing in their classrooms and will do extra cleaning and wiping of high touch surfaces.</li> <li>- The ELL aide will use a push-in model.</li> <li>- The SLP (i.e. Speech teacher) will pull-out into the hallway and sanitize in between each student utilizing mostly one-on-one instruction (small group instruction as necessary).</li> <li>- Like all students, students 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.</li> <li>- Students will remain with the same group of students and reduce group size to the maximum extent practicable.</li> <li>- Maximize space between seating to the extent possible.</li> </ul>

## K-12 Reopening Plan Assurances

Setting	Mitigation Strategies
PD/Faculty Meetings	<ul style="list-style-type: none"><li>- We will utilize larger rooms to social distance. We will also follow state and health department guidelines for face coverings and any other recommended procedure.</li></ul>
Before and After School Supervision	<ul style="list-style-type: none"><li>- No students should be on any playground equipment before or after school.</li><li>- We will strongly encourage parents to not drop off students more than 5 minutes before the first bell to begin school so as to minimize the number of students on the playground at any given time.</li><li>- The extent possible, we will spread students out by grade level and ensure they stay off the playground equipment as they wait for school to begin.</li><li>- Aides will provide before school supervision.</li><li>- All teachers will provide after school supervision.</li></ul>
Drop Off/Pick Up Areas	<ul style="list-style-type: none"><li>- Aides provide supervision in the morning before school starts.</li><li>- Teachers provide supervision after school.</li><li>- Teachers and aides will monitor and encourage social distancing and ensure students stay off playground equipment.</li></ul> Safety Patrol: <ul style="list-style-type: none"><li>- The students will clean all safety patrol equipment before and after each use.</li><li>- The custodian will spray and wipe this equipment 2-3 times a week.</li></ul>

## K-12 Reopening Plan Assurances

Setting	Mitigation Strategies
Front Office	<ul style="list-style-type: none"><li>- Plexiglass will be installed to protect staff and patrons.</li><li>- Equipment and high touch surfaces will be wiped down between each user.</li><li>- Maximize social distancing in the office to the extent possible.</li></ul>
P/T or SEP Conferences	<ul style="list-style-type: none"><li>- Follow district and state health department guidelines. Virtual meetings will be considered as allowed.</li><li>- Cleaning high touch surfaces in between each meeting and adhering to social distancing and or face covering guidelines.</li><li>- To the extent possible, provide scheduling that allows for maximum amount of time in between conference to reduce congestion and number of patrons/students in hallway or transitioning.</li><li>- Face coverings worn by parents</li></ul>
Safety and Fire Drills	<p>We will continue to follow and perform the required safety and fire drills. We will be strategic about using exit doors to avoid congestion and reduce the number of students in any given hallway. We will provide training to students to maximize social distancing by assigning students a spot when lining up to allow for faster exiting/entering of the building.</p>

## K-12 Reopening Plan Assurances

Setting	Mitigation Strategies
Patron Meetings	<ul style="list-style-type: none"><li>- Follow district and state health department guidelines. Virtual meetings will be considered as allowed.</li><li>- Cleaning high touch surfaces in between each meeting and adhering to social distancing and or face covering guidelines.</li></ul>
Library/Media Centers	<p>The library will be closed to students and the librarian will push into classrooms. Students will be trained on selecting books using Sora (an online book source), which will allow them to read books on their Chromebook.</p>
IEP/Special Ed Meetings	<ul style="list-style-type: none"><li>- Follow district and state health department guidelines. Virtual meetings will be considered as allowed.</li><li>- Cleaning high touch surfaces in between each meeting</li><li>- All participants will adhere to social distancing and or face covering guidelines.</li></ul>

## K-12 Reopening Plan Assurances

Setting	Mitigation Strategies
Multi-Purpose Room	We will maintain the divider to separate the cafeteria and the south side which is utilized for PE.
PE/BTS classes	<ul style="list-style-type: none"><li>- PE will be held outside as weather permits to allow for less congestion and to maximize social distancing.</li><li>- When PE is held in the gym, the divider will be used to separate from students in the cafeteria.</li><li>- Students will need to bring water bottles to PE.</li><li>- Students will follow state health department and district guidelines in regard to face coverings.</li><li>- The PE teacher will clean equipment between each class.</li><li>- Only one class will be in PE at a time.</li> <li>- The BTS Art teacher will push into classes and provide Art instruction in the students' classroom to the extent possible to limit transitions, high touch surfaces, etc.</li></ul>
Hallways	We will be strategic with our master schedule to minimize the number of the students in the hallway at any given time. We will be utilizing the middle of the hallway and using social distancing dots on the floor.