

School Reopening Requirements Template

Name of LEA

Local education agencies (school districts and charter schools also known as LEAs) are required to develop local plans for reopening schools for in-person instruction in the fall of 2020. In this document, LEAs should provide assurance that they have met the specific requirements from the state 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 Reopening Requirements Template is required to be submitted to the Utah State Board of Education by August 1, 2020. While LEAs may choose to use the format of this document as the basis for their school reopening plan that is required to be made available to the public (public-facing school reopening plan), LEAs may use whatever format they feel best suits the needs and interests of their local community.

Please submit this Reopening Requirements Template to the Utah State Board of Education by email to coronavirus@schools.utah.gov. Submission of the template serves as an assurance only (the Board is not approving local plans).

Attestation:

*Our school reopening plan has been approved by our governing board in an open and public meeting and was made available on our website (and each schools' website) by **August 1, 2020**.*

Yes No

Insert the link to your public-facing school reopening plan on your LEA website here:

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Repopulating Schools

Communication and Training

State Requirement (“What”)	Implementation Plan (“How”)
<p>Develop administrator/teacher/staff 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 communities Make materials available to families in their respective preferred/primary language 	<p>We have sent a letter to each teacher and family about the expectations at the school for reopening. The letter was sent in the predominant language spoken at home.</p> <p>We have posted our reopening plans on the school website and Facebook page.</p> <p>We will have a faculty meeting and training before school begins to iterate our school plan.</p> <p>Office staff is equipped with information to disseminate as visitors come to the school.</p>
<p>Appoint a point of contact for each school available for questions or specific concerns.</p>	<p>Indicate assurance:</p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>

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

State Requirement (“What”)	Implementation Plan (“How”)
Create a process for students/families and staff to identify as high risk ¹ for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements, remote learning or instruction, or work re-assignments	<p>We have set up and will continue the e-learning that we did this Spring.</p> <p>Teachers have been informed and will receive on-going training for their in-class and on-line teaching expectations.</p> <p>Parents have been notified to contact the school should they have a need to access the learn from home model.</p>
Take reasonable steps to minimize and mitigate risk for employees who identify as high-risk	Teachers have been provided masks and face shields to be used in accordance with our reopening plan.
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>Indicate assurances:</p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>

Enhanced Environment Hygiene & Safety

State Requirement (“What”)	Implementation Plan (“How”)
Develop protocols for implementing an increased cleaning and hygiene regimen	<p>Indicate assurance:</p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>

¹ High-risk individuals are defined as people 65 years and older, people who live in a nursing home or long-term care facility, people of all ages with underlying medical conditions, including lung disease or moderate to severe asthma, people who have serious heart conditions, people who are immunocompromised (many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications), people with severe obesity, diabetes, chronic kidney disease undergoing dialysis, or liver disease.

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<p>Per State Public Health Order², each individual, including an employee, student, or visitor, on school property or on a school bus is required to wear a face covering. See the State Public Health Order for exceptions based on individual circumstances and for certain activities</p>	<p>Face masks/shields will be provided by the school where needed and used in accordance with the State Public Health Order.</p>
<p>Make hand sanitizer, disinfecting wipes, soap and water, or similar disinfectant readily available to staff/students/visitors in controlled environments to ensure safe use</p>	<p>Indicate assurance:</p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>

School Schedules

State Requirement (“What”)	Implementation Plan (“How”)
<p><i>Due to the unique nature of school schedules, USBE has not provided state-wide requirements.</i></p>	<p>TECS has opted for an in-class and on-line version of school to continue instruction in an environment suitable to the needs of individuals and families.</p> <p>The schedule includes regular movement throughout the building and outside to ensure appropriate distancing.</p>

Monitoring for Incidences

State Requirement (“What”)	Implementation Plan (“How”)
<p>Develop administrator/teacher/staff education and training on your LEA’s protocol for symptom monitoring</p>	<p>Thermometers have been purchased and students and teachers will be monitored daily for symptoms. Staff and families are to self-monitor and report any Covid-19 related symptoms.</p>
<p>Establish a plan to assist families in conducting symptom checking at home</p>	<p>Literature of symptomology and monitoring has been provided for each family and they have been encouraged to regularly check their children for symptoms.</p>
<p>Assist families in access to thermometers, or other items, as</p>	<p>Each student has been provided a thermometer and touchless thermometers are available to monitor symptoms.</p>

² <https://drive.google.com/file/d/1gNsoR0BYsQXM8MgvG9oWHpNn6KO9NKcK/view>

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needed to fulfill appropriate symptom checking requirements	
Monitor staff/student symptoms and absenteeism carefully	Indicate assurance: <input checked="" type="checkbox"/> Yes <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

Containing Potential Outbreaks

Preparation Phase

State Requirement (“What”)	Implementation Plan (“How”)
Develop administrator/teacher/staff education and training on school’s protocol for containing potential outbreaks	Regular trainings will be provided to staff on containing potential outbreaks. The local health department will be consulted for on-going training to mitigate potential outbreaks.
Consult with local health department 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	Regular contact is made between the school’s POC and the local health department via phone and email regarding procedures for tracing and communicating Covid-19 cases.

Quarantine/Isolation Protocol³

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

³ “Quarantine” refers to the recommendations regarding someone that has been exposed to virus (but not yet a confirmed case) is recommended to separate oneself while waiting to see if symptoms develop. “Isolation” refers to the recommendations regarding someone who has a confirmed infection.

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Designate quarantine rooms at each school to temporarily house students who are unable to return home	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Communicate health and safety issues transparently, while protecting the privacy of students and families	The school will utilize its communication resources to inform and protect families where it is prudent they be informed. Anonymity will be ensured as per FERPA requirements.

Temporarily Reclosing (if Necessary)

Preparation Phase

State Requirement (“What”)	Implementation Plan (“How”)
Develop administrator/teacher/staff education and training on school’s protocol for temporarily reclosing schools if necessary	Closure plans are in place should the situation require. The school will confer with the local health department to determine the feasibility of a school closure and communicate with families via school resources.
Establish a plan in consultation with local health on responding to confirmed cases and the coordination of temporary closure of a school	The school POC will contact the local health department and consult with them regarding cases in our school community. We will jointly determine the best course of action and proceed with that plan.
In the event of an outbreak, contact the local health department in order to trigger the pre-established plan which may include: class dismissal, school dismissal, longevity of dismissal based on community spread, cleaning/sanitization, communications, contact tracing, etc.	We will determine the level of risk and proceed with our plan for response to the positive case(s) in our school. School closure plans will include the length of closure as well as cleaning requirements for reopening. The school’s POC will spearhead communication with the school community and will lead the contact tracing efforts.

Transition Management Preparation

State Requirement (“What”)	Implementation Plan (“How”)
Develop a communication procedure for students and faculty in the case there is a temporary reclosure	The school will issue an alert to the school community in case of a reclosure. We will utilize the text, email, and social media outlets to notify families of the reclosure, its duration, and pertinent details regarding potential exposure, school cleaning, and reopening.
Review original Continuity of Education Plans that were implemented during the spring 2020	Indicate assurance: <input checked="" type="checkbox"/> Yes

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soft closure and analyze lessons learned. Consider making changes accordingly and incorporating into transition management plans	<input type="checkbox"/> No
Analyze remote learning capabilities	Indicate assurance: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Explore extracurriculars/in-person events that may also need to be temporarily postponed/canceled or transitioned to virtual	The school has allowed for the continuity of education and extracurricular events under the reopening plan. The school calendar will contain the events we will host and how they are to be hosted, either in-person or on-line. Each event will be conducted according to our reopening plan for social distancing.

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. By analyzing the environmental features of your unique setting/activity, you can use what you know about how the virus works and how it spreads to develop a plan for additional strategies. For complete directions on how to fill out the chart, see the USBE School Reopening Handbook. The state requirements have been included in the chart in **purple, bold font**. If a certain state requirement prompts you to develop a protocol or strategy, describe your planned approach within the appropriate table cell. You can also reference the Handbook for additional recommended considerations specific to each school setting. Add additional mitigation strategies to each school setting as you see fit. You may also add additional rows for other school settings that your LEA would like to address.

Per [State Public Health Order](#), each individual, including an employee, student, or visitor, on school property or on a school bus is required to wear a face covering. See the State Public Health Order for exceptions based on individual circumstances and for certain activities.

Setting	State Requirement(s)	Mitigation Tactics				
		Isolate Symptoms	Minimize Outbreak Probability	Physical Distancing	Respiratory Hygiene	Physical Hygiene
		(e.g., contact tracing, testing, symptom monitoring, self-isolation, etc.)	(e.g., group size, interaction with multiple groups, etc.)	(e.g., maintaining distance, close physical interaction, frequency of travel, etc.)	(e.g., face coverings, appropriate covering of sneeze/cough, reduce duration spent face-to-face, increase air flow, etc.)	(e.g., personal hygiene, physical space hygiene, personal protective equipment, etc.)
Classrooms	<ul style="list-style-type: none"> - Develop and provide educator training on implementing strategies to identify and mitigate risk in a classroom setting 	<ul style="list-style-type: none"> - Individual thermometers for each student to monitor when entering the school. - Notifying each family to keep students home if they feel sick. - Provide notice to the teacher and school leaders if tested positive. - Follow classroom schedule to allow tracing of contact throughout the school. - Students experiencing symptoms at the school will be isolated in the sick room in the front office. 	<ul style="list-style-type: none"> - Maintain physical distancing where possible. - Space desks and seat students according to a seating chart as far from others in the classroom as possible. - Conduct live stream of class instruction so those at home can access the curriculum. - Provide a sick room for students who feel ill at school. 	<ul style="list-style-type: none"> - Space students apart from each other in lines through the halls. - Have small groups with greater distance between students. - Seat every other desk, where possible. - Use masks/shields where social distancing is not possible. 	<ul style="list-style-type: none"> - Face masks and shields are provided when proximity is compromised. - Students are encouraged to breathe through their nose as opposed to their mouth. - Students are provided hand sanitizer at their desk and to keep hands away from their eyes, mouth and nose. - Doors to the hall are encouraged to remain open to increase air flow 	<ul style="list-style-type: none"> - Sanitizer will be used regularly. - Items will be kept to each individual and not community shared, where possible. When not possible, proper sanitization of the shared item will be taught. - Students will regularly clean their learning space. - Hands will be washed before eating lunch. - Students will cough and sneeze into a tissue or their elbow.

K-12 Reopening Plan Assurances

Setting	State Requirement(s)	Mitigation Tactics				
		Isolate Symptoms	Minimize Outbreak Probability	Physical Distancing	Respiratory Hygiene	Physical Hygiene
		(e.g., contact tracing, testing, symptom monitoring, self-isolation, etc.)	(e.g., group size, interaction with multiple groups, etc.)	(e.g., maintaining distance, close physical interaction, frequency of travel, etc.)	(e.g., face coverings, appropriate covering of sneeze/cough, reduce duration spent face-to-face, increase air flow, etc.)	(e.g., personal hygiene, physical space hygiene, personal protective equipment, etc.)
Transitions	<ul style="list-style-type: none"> - Identify high traffic areas and apply floor markings or signage to direct traffic 	<ul style="list-style-type: none"> - Traffic dividers will be placed in halls where there has previously been a lot of traffic. - Signs are placed in halls and on floors to denote direction of travel and distancing guidelines. 	<ul style="list-style-type: none"> - Groups will be dismissed at the same time to reduce the number of students they pass in the halls. - Directional travel. - Masks worn where distancing is not possible. - Touchless water bottle refill. - Clean bathrooms regularly. 	<ul style="list-style-type: none"> - Masks worn where distancing is not possible. - Hallway dividers to separate traffic flow. - One direction traffic flow. - Signage posted about distancing. - Stagger transition times so middle school and elementary are not in the halls at the same time. 	<ul style="list-style-type: none"> - Use face shield or mask when in the halls and distancing is not possible. - No loitering between classes. 	<ul style="list-style-type: none"> - Fist bumps allowed, no high fives. - Each student uses their own locker, water bottle, and technology; no sharing. - Clean hands and face shield regularly.
Entry/Exit Points	<ul style="list-style-type: none"> - Establish protocols for any visitors and non-regular staff, including at a minimum temperature checking and the wearing of face coverings - Establish protocols for drop-off/pick-up and communicate updates and expectations to families - Limit nonessential visitors and volunteers to campuses and programs; each school is to determine essential versus nonessential - Designate entry/exit flow paths to minimize congestion 	<ul style="list-style-type: none"> - All visitors to follow check in procedures so we know who came in and when. - Utilize all entry and exit points of the building during pick up and drop off at start and end times of school. - Follow drop off and pick up traffic patterns. - During school visitors to temperature monitor at the office. - Stagger times for volunteer services in the building. 	<ul style="list-style-type: none"> - Have students enter the building nearest their classroom and use that entry/exit point only. - Notify parents of student drop off and pick up location, and to start drop off 30 minutes before school starts to 30 minutes after school ends to reduce the interactions. - Students report immediately to their classroom. - No loitering by the exits waiting for friends. 	<ul style="list-style-type: none"> - Have students line up to enter. - Have students monitored for temperature upon arrival to the school. - Use a mask when distancing is not possible. 	<ul style="list-style-type: none"> - Upon entering, have students and visitors put on face coverings. - Keep distance from others when entering or exiting. - Utilize face masks until reaching their vehicle to leave. 	<ul style="list-style-type: none"> - Clean door knobs and other touched school equipment regularly. - Minimize touching objects or school fixtures where possible (i.e. teacher holds the door open for students). - Use hand sanitizer upon entering classroom. - Provide hand sanitizer at entry/exit points for visitors in the building.
Transportation	<ul style="list-style-type: none"> - Develop protocols for minimizing mixing of students from different households and regularly cleaning and disinfecting seats and other high-touch surfaces - Implement strategies to ensure driver safety 	<ul style="list-style-type: none"> - Have parents provide a list of carpool kids. - We have no bus system, this is parent responsibility to monitor in transit. 	<ul style="list-style-type: none"> - Encourage family only in carpools or use face masks. - Parents to monitor and report. 	<ul style="list-style-type: none"> - Parents to monitor. 	<ul style="list-style-type: none"> - School personnel will be in the parking lots to remind students to keep masks on until they reach their vehicle and to keep distance from other students waiting for pick up. - Parents to monitor. 	<ul style="list-style-type: none"> - Parents to monitor.

K-12 Reopening Plan Assurances

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		Isolate Symptoms	Minimize Outbreak Probability	Physical Distancing	Respiratory Hygiene	Physical Hygiene
		(e.g., contact tracing, testing, symptom monitoring, self-isolation, etc.)	(e.g., group size, interaction with multiple groups, etc.)	(e.g., maintaining distance, close physical interaction, frequency of travel, etc.)	(e.g., face coverings, appropriate covering of sneeze/cough, reduce duration spent face-to-face, increase air flow, etc.)	(e.g., personal hygiene, physical space hygiene, personal protective equipment, etc.)
Restrooms	<ul style="list-style-type: none"> - Provide education and display signage on proper hand hygiene - Create schedule for cleaning high-touch areas (e.g., faucets, paper towel dispensers, door handles) - Ensure PPE (gloves, masks) is available for staff providing support in restrooms, including custodians - Provide training for proper cleaning protocols for COVID-19 	<ul style="list-style-type: none"> - Students to use bathrooms with a bathroom pass. - Teacher Aides to take elementary classes to the bathroom and remind students of proper bathroom expectations. 	<ul style="list-style-type: none"> - No loitering in the bathrooms. - Encourage students to use the facilities as much as needed, but only as needed (i.e. use their home bathroom more than the school's). - Instruct students on using the bathroom touching as few surfaces as possible. 	<ul style="list-style-type: none"> - Only four students in each bathroom at a time. - Have a line where students can distance in the hall by the bathrooms. - Use masks in bathroom. 	<ul style="list-style-type: none"> - Where possible, keep the door to the hall propped open. - Keep the fan on during school hours. 	<ul style="list-style-type: none"> - Wash after usage. - Wipe handles that each student touches. - Use a paper towel to touch doorknobs, faucet and toilet handles, and stall doors.
Cafeterias	<ul style="list-style-type: none"> - Mark spaced lines and designate serving line flow paths - Remove self-service salad bars and buffet - Student hand hygiene routines (i.e., hand washing or sanitizer) before and after meal services - Increase cleaning and disinfecting of high-touch areas 	<ul style="list-style-type: none"> - Students will only use the cafeteria on their assigned days. Rotating every other day. - Students alone will touch their tray and food items. - Only students with hot lunch will access the lunch window, all others will go right to their table. 	<ul style="list-style-type: none"> - Limit the cafeteria usage to one grade level at a time. - Separate the tables so there is more space between students. - Aides to monitor students so there is no sharing of food or entering each other's space. 	<ul style="list-style-type: none"> - Have students enter in a line. - Space tables farther apart. - Those eating in their classroom will eat at their desk and maintain their distance from each other. 	<ul style="list-style-type: none"> - Reduce the number of students in the cafeteria to fewer than 60 at a time. - Space tables further apart to allow more distance between students. 	<ul style="list-style-type: none"> - Janitors to clean the facilities after each grade level leaves. - Students to wash hands/sanitize when entering and exiting the cafeteria.
Large Group Gatherings (e.g. assemblies, performances)	<ul style="list-style-type: none"> - Ensure group gatherings are organized with health and safety principles and requirements in place and, as needed, in consultation with local health departments 	<ul style="list-style-type: none"> - Eliminate large group gatherings. - Hold assemblies and performances on Google Meets. - Follow classroom protocol for isolating students and symptoms. 	<ul style="list-style-type: none"> - Eliminate large group gatherings. - Hold assemblies and performances on Google Meets. - Have students follow classroom protocol during an on-line meeting. 	<ul style="list-style-type: none"> - See classroom tactics. 	<ul style="list-style-type: none"> - See classroom tactics. 	<ul style="list-style-type: none"> - See classroom tactics.

K-12 Reopening Plan Assurances

Setting	State Requirement(s)	Mitigation Tactics				
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		(e.g., contact tracing, testing, symptom monitoring, self-isolation, etc.)	(e.g., group size, interaction with multiple groups, etc.)	(e.g., maintaining distance, close physical interaction, frequency of travel, etc.)	(e.g., face coverings, appropriate covering of sneeze/cough, reduce duration spent face-to-face, increase air flow, etc.)	(e.g., personal hygiene, physical space hygiene, personal protective equipment, etc.)
Unique Courses with Higher Risk of Spread	<ul style="list-style-type: none"> Identify courses that would be more at risk and make plans with support from local health departments (as needed) to mitigate the risks 	<ul style="list-style-type: none"> Utilize face masks and shields in PE and music. Establish a seating arrangement, where possible. Pre-assign groups to a scheduled music and PE time. 	<ul style="list-style-type: none"> Encourage more games that keep distance as opposed to games where there is close contact. Use masks where necessary. 	<ul style="list-style-type: none"> Stagger seating of students. Do not combine classes. Utilize more of the classroom space. 	<ul style="list-style-type: none"> Use masks or shields as needed. Provide extra distance to allow for increased respiration. 	<ul style="list-style-type: none"> Use sanitizer when entering PE and exiting. Clean equipment after each class uses it.
Recess and Playground	<ul style="list-style-type: none"> Ensure recess and playgrounds are managed with health and safety principles and requirements in place and, as needed, in consultation with local health departments 	<ul style="list-style-type: none"> Restrict interaction on the playground to individual classes. Enter and exit building through the same door each time (use a routine). Have students monitor temperature when going to class. Designate a check out procedure for students who do not feel well at recess. 	<ul style="list-style-type: none"> Reduce the number of students on the field at a time. Assign classroom equipment to be cleaned before and after usage. 	<ul style="list-style-type: none"> Assign specific classes to certain areas of the field to ensure distancing is maintained. Limit the number of students on a piece of equipment at any given time. 	<ul style="list-style-type: none"> Establish a cool down minute at the end of recess before entering the school and classroom. Keep to assigned areas of the playground. 	<ul style="list-style-type: none"> Wash hands/sanitize when entering class. Encourage no-contact games.
Special Education, Related Services, or School Counseling (e.g. School Psychologist, Speech Language Pathologist, etc.)	<ul style="list-style-type: none"> Provide plexiglass, face shields, and/or auxiliary aids for one-on-one close contact to ensure students with disabilities have equal access to information Reference State Public Health Order for face covering exceptions based on individual circumstances 	<ul style="list-style-type: none"> Keep records and schedules of those that enter the room. Establish temperature and symptom monitoring guidelines for room usage to be employed by each school employee when providing services. 	<ul style="list-style-type: none"> Use face shields in close proximity. Only have one group at a time. Reduce the number of students in each group as possible. Create more groups when able to. 	<ul style="list-style-type: none"> Use the space provided to space students as far apart as possible. Use masks and shields where necessary. Have students come fewer times per week to the group. 	<ul style="list-style-type: none"> Use face shields to reduce breathing in each other's space. Limit group time in enclosed spaces to under 15 minutes. Take breaks to get out of the space where possible. 	<ul style="list-style-type: none"> Sanitize equipment, desks, chairs, writing utensils, etc. in between services. Have students sanitize/wash when entering and exiting learning space. Employ good hygiene practices of covering to cough or sneeze.