

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”)
Develop administrator/teacher/staff education and training on school’s reopening protocol and action plans <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 	Staff will be trained on reopening protocol and action plans during the first week of back to school training Families and students will be trained on reopening protocol and actions plans during the school’s rolling strong start program. Information will be made available in families’ preferred language.
Appoint a point of contact for each school available for questions or specific concerns.	Indicate assurance: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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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	98% of staff and 100% of families access the school remotely. The staff who work on site individually collaborate with their supervisor and customize a plan to ensure maximum safety.
Take reasonable steps to minimize and mitigate risk for employees who identify as high-risk	On-site employee individually collaborate with supervisors on working arrangements
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>
Faculty and staff wear face coverings (e.g., masks or shields) when physical distancing is not feasible	N/A-All staff and students are remote

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>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>
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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>N/A—All school schedules are 100% online</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>N/A for students</p> <p>On-site staff will be trained on protocol for symptom monitoring</p>
<p>Establish a plan to assist families in conducting symptom checking at home</p>	<p>Messaging and resources and education for symptom checking will be provided by the family engagement coordinator.</p>
<p>Assist families in access to thermometers, or other items, as needed to fulfill appropriate symptom checking requirements</p>	<p>School social worker will assist families in access to thermometers, or other items, as needed to fulfill appropriate symptom checking requirements.</p>
<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</p>	<p>Indicate assurance:</p> <p><input checked="" type="checkbox"/> Yes</p>

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communicable disease as confirmed by a medical provider

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	N/A
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	N/A

Quarantine/Isolation Protocol²

State Requirement (“What”)	Implementation Plan (“How”)
Designate quarantine rooms at each school to temporarily house students who are unable to return home	Indicate assurance: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Communicate health and safety issues transparently, while protecting the privacy of students and families	N/A

² “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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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	N/A
Establish a plan in consultation with local health on responding to confirmed cases and the coordination of temporary closure of a school	N/A
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.	N/A

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	N/A
Review original Continuity of Education Plans that were implemented during the spring 2020 soft closure and analyze lessons learned. Consider making changes accordingly and incorporating into transition management plans	Indicate assurance: <input checked="" type="checkbox"/> Yes <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	All in person events scheduled for SY20-21 are planned to be facilitated online.

School Reopening Requirements Template

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.

Setting	State Requirement(s)	Mitigation Tactics				
		Isolate Symptoms <small>(e.g., contact tracing, testing, symptom monitoring, self-isolation, etc.)</small>	Minimize Outbreak Probability <small>(e.g., group size, interaction with multiple groups, etc.)</small>	Physical Distancing <small>(e.g., maintaining distance, close physical interaction, frequency of travel, etc.)</small>	Respiratory Hygiene <small>(e.g., face coverings, appropriate covering of sneeze/cough, reduce duration spent face-to-face, increase air flow, etc.)</small>	Physical Hygiene <small>(e.g., personal hygiene, physical space hygiene, personal protective equipment, etc.)</small>
Classrooms	- Develop and provide educator training on implementing strategies to identify and mitigate risk in a classroom setting	- N/A	- N/A	- N/A	- N/A	- N/A
Transitions	- Identify high traffic areas and apply floor markings or signage to direct traffic	- N/A	- N/A	- N/A	- N/A	- N/A

K-12 Reopening Plan Assurances

Setting	State Requirement(s)	Mitigation Tactics				
		Isolate Symptoms <small>(e.g., contact tracing, testing, symptom monitoring, self-isolation, etc.)</small>	Minimize Outbreak Probability <small>(e.g., group size, interaction with multiple groups, etc.)</small>	Physical Distancing <small>(e.g., maintaining distance, close physical interaction, frequency of travel, etc.)</small>	Respiratory Hygiene <small>(e.g., face coverings, appropriate covering of sneeze/cough, reduce duration spent face-to-face, increase air flow, etc.)</small>	Physical Hygiene <small>(e.g., personal hygiene, physical space hygiene, personal protective equipment, etc.)</small>
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"> - Visitor Check-In at Front Desk of UTVA Office - Visitors provide name, phone number. - Temperature taken 	- N/A	<ul style="list-style-type: none"> - 6 Ft indicators marked off on Office Floor. - 	<ul style="list-style-type: none"> - Face Coverings required for entry into UTVA Office. 	<ul style="list-style-type: none"> - Office cleaned nightly. - Hand sanitizer available. - Surfaces cleaned between visits.
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 - Face coverings for students, staff, other passengers; LEAs may make exceptions for unique student circumstances 	- N/A	- N/A	- N/A	- N/A	- N/A
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 	- N/A	- N/A	<ul style="list-style-type: none"> - N/A - 	- N/A	- N/A

K-12 Reopening Plan Assurances

Setting	State Requirement(s)	Mitigation Tactics				
		Isolate Symptoms <small>(e.g., contact tracing, testing, symptom monitoring, self-isolation, etc.)</small>	Minimize Outbreak Probability <small>(e.g., group size, interaction with multiple groups, etc.)</small>	Physical Distancing <small>(e.g., maintaining distance, close physical interaction, frequency of travel, etc.)</small>	Respiratory Hygiene <small>(e.g., face coverings, appropriate covering of sneeze/cough, reduce duration spent face-to-face, increase air flow, etc.)</small>	Physical Hygiene <small>(e.g., personal hygiene, physical space hygiene, personal protective equipment, etc.)</small>
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 	- N/A	- N/A	- N/A	- N/A	- N/A
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 	- N/A	- N/A	- N/A	- N/A	N/A

K-12 Reopening Plan Assurances

Setting	State Requirement(s)	Mitigation Tactics				
		Isolate Symptoms <small>(e.g., contact tracing, testing, symptom monitoring, self-isolation, etc.)</small>	Minimize Outbreak Probability <small>(e.g., group size, interaction with multiple groups, etc.)</small>	Physical Distancing <small>(e.g., maintaining distance, close physical interaction, frequency of travel, etc.)</small>	Respiratory Hygiene <small>(e.g., face coverings, appropriate covering of sneeze/cough, reduce duration spent face-to-face, increase air flow, etc.)</small>	Physical Hygiene <small>(e.g., personal hygiene, physical space hygiene, personal protective equipment, etc.)</small>
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 	- N/A	- N/A	- N/A	- N/A	- N/A
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 	- N/A	- N/A	- N/A	- N/A	- N/A
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 Offer reasonable accommodations for students who are unable to wear face coverings in settings where it is required for other students 	- N/A	- N/A	- N/A	- N/A	- N/A