

# 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](mailto:coronavirus@schools.utah.gov). Submission of the template serves as an assurance only (the Board is not approving local plans).

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**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

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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"> <li>Educate and train students and caregivers on school’s protocols and action plan; post and/or make accessible to school communities</li> <li>Make materials available to families in their respective preferred/primary language</li> </ul>	<ul style="list-style-type: none"> <li>Topic: The content of the training will be based on the district’s five situational characteristics for fall reopening               <ol style="list-style-type: none"> <li>Educating and practicing proper hygiene etiquette</li> <li>Always staying at home when sick</li> <li>Using face coverings when appropriate</li> <li>Practicing social distancing by revising the logistics surrounding large gatherings and classroom practices</li> <li>Cleaning and disinfecting all district facilities multiple times during the day: especially in “high touch” areas, and maximizing air-flow in buildings and on buses.</li> </ol> </li> <li>Audience: the following stakeholders will be included in training:               <ol style="list-style-type: none"> <li>Administrators</li> <li>Faculty and staff</li> <li>Students and families and caregivers</li> <li>School board and community members</li> </ol> </li> <li>Lead person and position:               <ul style="list-style-type: none"> <li>Iron County physician and COVID-19 expert Dr. Gray</li> <li>Innovative Teaching and Learning Team (ITLT)- will construct short instructional presentations for training.</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>○ District leadership team will train school administrators</li> <li>○ School administrators will train faculty and staff</li> <li>○ Website and social media will be used to train all stakeholders and will be facilitated by Community Engagement Specialist</li> <li>● Session Format:             <ul style="list-style-type: none"> <li>○ In-person meetings</li> <li>○ Virtual sessions</li> <li>○ Electronic delivery</li> </ul> </li> <li>● Materials, Resources, and or Supports Needed:             <ul style="list-style-type: none"> <li>○ Signage</li> <li>○ ITLT</li> <li>○ Community Engagement Specialist</li> <li>○ Technology Resources</li> <li>○ Developed Presentations</li> </ul> </li> <li>● Start Date – July 29, 2020</li> <li>● Completion Date – Ongoing based on need</li> </ul>
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Appoint a point of contact for each school available for questions or specific concerns.

**Indicate assurance:**

Yes

No

## 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 <sup>1</sup> for severe illness due to COVID-19 and have a plan in place to address requests for alternative	In consultation with local health professionals a list has been constructed that identifies levels of risk in regards to COVID-19. School administration will communicate with families and staff to evaluate needed accommodations (i.e. online instruction, blended learning and staff reassignments). School

<sup>1</sup> 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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learning arrangements, remote learning or instruction, or work re-assignments	administrators in conjunction with district administrators will determine reasonable accommodations under Federal ADA guidelines.
Take reasonable steps to minimize and mitigate risk for employees who identify as high-risk	See various steps outlined in the Mitigation Tactics portion of this document. Also, School administrators in conjunction with district administrators will determine reasonable accommodations under Federal ADA guidelines.
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><b>Indicate assurances:</b></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><b>Indicate assurance:</b></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	As directed by the USBE, Governor, and State and local health departments, we will require all faculty and staff to wear face coverings when physical distancing is not feasible.
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><b>Indicate assurance:</b></p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>

## School Schedules

State Requirement (“What”)	Implementation Plan (“How”)
<i>Due to the unique nature of school schedules, USBE has not provided state-wide requirements.</i>	ICSD will maintain the current five day schedule with precautions outlined in the district plan.

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## Monitoring for Incidences

State Requirement (“What”)	Implementation Plan (“How”)
Develop administrator/teacher/staff education and training on your LEA’s protocol for symptom monitoring	Symptom monitoring will be a part of the aforementioned ongoing training.
Establish a plan to assist families in conducting symptom checking at home	ICSD nurses will construct a symptom checking protocol that will be shared with all families.
Assist families in access to thermometers, or other items, as needed to fulfill appropriate symptom checking requirements	Schools will communicate with families in regards to accessing thermometers or other items to assist in fulfilling symptom checking protocol.
Monitor staff/student symptoms and absenteeism carefully	<p><b>Indicate assurance:</b></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><b>Indicate assurance:</b></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><b>Indicate assurance:</b></p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>

## 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	ICSD is consulting with SWU Health Department Director, Dr. Blodgett, to construct protocols for training on identification, reporting and response procedures.

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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	ICSD will be working in full partnership with SWU Public Health Department to develop processes to trace positive COVID-19 cases.
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## Quarantine/Isolation Protocol<sup>2</sup>

State Requirement (“What”)	Implementation Plan (“How”)
Designate quarantine rooms at each school to temporarily house students who are unable to return home	<p><b>Indicate assurance:</b></p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
Communicate health and safety issues transparently, while protecting the privacy of students and families	ICSD will follow the direction of the local health department in communicating health and safety issues: insuring the privacy of students and families.

## 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	Protocols and training will be developed in conjunction with the local health department. See Local Health Department Protocols below.
Establish a plan in consultation with local health on responding to confirmed cases and the coordination of temporary closure of a school	In consultation with the local health department a plan will be developed and implemented regarding the temporary closure of schools. See Local Health Department Protocols below.
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	<p>Local Health Department Protocols:</p> <ol style="list-style-type: none"> <li>1. When students and employees display COVID-19 symptoms they should be screened each day and excluded from school. The health department will notify the school/district when a student or employee tests positive. The</li> </ol>

<sup>2</sup> “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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<p>spread, cleaning/sanitization, communications, contact tracing, etc.</p>	<p>school/district will identify a point of contact for the health department to notify.</p> <ol style="list-style-type: none"> <li>When students and employees have been tested and are waiting for results they should isolate until the test results are received. This is part of the instructions they are given when tested.</li> <li>When students and employees test positive for the virus they must isolate for ten days or three days after resolution of symptoms, whichever is longer.</li> <li>It will be up to District administration and/or the local school board in consultation with the local health department to decide when and if an entire class should be quarantined. It is recommended that it be a matter of operational capability (can the school still function).</li> </ol> <p>The local health department will provide a flowsheet that will provide specifics in regards to this protocol.</p>
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## Transition Management Preparation

State Requirement ("What")	Implementation Plan ("How")
<p>Develop a communication procedure for students and faculty in the case there is a temporary reclosure</p>	<p>ISCD will communicate through Remind, district website and in-person communication.</p>
<p>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</p>	<p><b>Indicate assurance:</b></p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>Analyze remote learning capabilities</p>	<p><b>Indicate assurance:</b></p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>Explore extracurriculars/in-person events that may also need to be temporarily postponed/canceled or transitioned to virtual</p>	<p>Following the guidance of the local health department and the UHSAA (when appropriate), ICSD will work with each school to identify events that may need to be postponed/canceled or transitioned to virtual.</p>

## 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	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"> <li>– <b>Develop and provide educator training on implementing strategies to identify and mitigate risk in a classroom setting</b></li> </ul>	<ul style="list-style-type: none"> <li>– Instructions will be provided for Symptom Checking at home.                             <ul style="list-style-type: none"> <li>○ Fever 100.4 or above.</li> <li>○ Cough, trouble breathing, sore throat, sudden change of taste or smell, muscle aches or pains.</li> </ul> </li> <li>– Students with the above symptoms should not be sent to school.</li> <li>– Students with symptoms at school will be discretely directed to an isolation space and parents/guardians will be contacted to pick up their child and they can seek out medical testing/treatment.</li> <li>– Students can return to in-class activity upon receiving a negative test or when cleared by medical professionals.</li> </ul>	<ul style="list-style-type: none"> <li>– School custodial staff will increase the frequency of cleaning and sanitizing of classrooms by at least once per day.</li> <li>– The sharing of supplies (glue sticks, pencils, crayons, etc.) will be discouraged and reduced where possible.</li> <li>– All used equipment (balls, weights, jump ropes etc.) will be disinfected frequently.</li> <li>– Teachers will be encouraged to have 2-3 weeks of lesson plans prepared in advance in case of a class breakout or school closure.</li> </ul>	<ul style="list-style-type: none"> <li>– Unnecessary furniture and materials will be removed from classrooms to allow for more spacing between desks and students.</li> <li>– Space between desks and/or students will be maximized to the extent possible.</li> <li>– Student seating will be assigned.</li> <li>– Desks will all be facing in the same direction, whenever possible, to discourage face to face seating.</li> <li>– When possible (mainly in elementary schools) teachers/specialists/TAs will travel to classes where students would typically move to another room (e.g. computer, art, music classes, etc).</li> <li>– Solutions for personalized, blended and online learning will be employed to accommodate students who are not able to attend classes in person.</li> <li>– Teachers will be provided with a list of solutions and</li> </ul>	<ul style="list-style-type: none"> <li>– Teachers and staff will be required to wear face coverings in accordance with the requirements outlined in the State Public Health Order issued by the State Health Department. Exceptions will be made according to State Health Department and ADA guidelines. Face shields will be used when necessary for the learning environment.</li> <li>– Face coverings will be required for all students in accordance with the requirements outlined in the State Public Health Order issued by the State Health Department. Exceptions will be made according to State Health Department and ADA guidelines.</li> <li>– Signage related to proper respiratory hygiene will be visible in the classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>– Water bottles will be encouraged in classrooms to reduce the usage of shared drinking fountains.</li> <li>– Sanitizer and wipes will be available for students to use throughout the day.</li> <li>– Students may help with cleaning high touch areas and items throughout the day.</li> <li>– Signage related to proper physical hygiene will be visible in the classrooms.</li> <li>– Teachers will encourage hand washing before and after class.</li> <li>– Hand sanitizer will be available in every classroom.</li> </ul>

## 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.)
				strategies as well as professional development to support personalized and blended student learning. <ul style="list-style-type: none"> <li>– Teachers will maximize distance for students in the various classroom settings.</li> </ul>		
Transitions	<ul style="list-style-type: none"> <li>– Identify high traffic areas and apply floor markings or signage to direct traffic</li> </ul>		<ul style="list-style-type: none"> <li>– Physical distancing will be maintained as much as possible during all transition times.</li> </ul>	<ul style="list-style-type: none"> <li>– Signage will be posted in all hallways directing individuals to keep moving, providing walking directions, and encouraging social distancing.</li> <li>– The use of hallway lockers will be temporarily suspended.</li> <li>– When possible (mainly in elementary schools) teachers/specialists/TAs will travel to classes where students would typically move to another room (e.g. computer, art, music classes, etc).</li> <li>– Protocols will be established and posted regarding movement within the classroom to promote social distancing.</li> <li>– Lunch periods will be staggered, when possible, to reduce student numbers and</li> </ul>	<ul style="list-style-type: none"> <li>– Face coverings will be required when moving throughout the building in accordance with the requirements outlined in the State Public Health Order issued by the State Health Department. Exceptions will be made according to State Health Department and ADA guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>– Hand sanitizer will be available in all high traffic areas and at entrances and exits to the building.</li> </ul>

## 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.)
				to maintain entry and exit protocols.		
Entry/Exit Points	<ul style="list-style-type: none"> <li>- Establish protocols for any visitors and non-regular staff, including at a minimum temperature checking and the wearing of face coverings</li> <li>- Establish protocols for drop-off/pick-up and communicate updates and expectations to families</li> <li>- Limit nonessential visitors and volunteers to campuses and programs; each school is to determine essential versus nonessential</li> <li>- Designate entry/exit flow paths to minimize congestion</li> </ul>	<ul style="list-style-type: none"> <li>- Schools will temperature check all visitors expected to be in the building longer than 15 minutes and require face coverings for visitors when visiting with individuals within the school.</li> <li>- Employees, volunteers, and staff will self-check for symptoms and will stay home when sick.</li> </ul>	–	<ul style="list-style-type: none"> <li>- Signage will be posted in all hallways, entries, and exits directing individuals to keep moving, providing walking directions, and encouraging social distancing.</li> <li>- Windows and doors will be propped open as often as possible and as allowed by fire code to increase air circulation.</li> <li>- Plexiglass dividers will be provided for front office staff.</li> <li>- Students will enter and exit through outside classroom doors whenever possible to avoid congestion in the hallways.</li> <li>- Schools will organize school dismissal in a way that minimizes student congestion.</li> </ul>		<ul style="list-style-type: none"> <li>- Hand sanitizer will be available in all high traffic areas and at entrances and exits to the building.</li> </ul>

## 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>
Transportation	<ul style="list-style-type: none"> <li>- Develop protocols for minimizing mixing of students from different households and regularly cleaning and disinfecting seats and other high-touch surfaces</li> <li>- Implement strategies to ensure driver safety</li> <li>- Face coverings for students, staff, other passengers; LEAs may make exceptions for unique student circumstances</li> </ul>	<ul style="list-style-type: none"> <li>- For regular to and from school bus routes, seating assignments will be made and adjusted as necessary by the bus driver to assist in contact tracing should the need arise. Students will be expected to remain in their assigned seat while being transported.</li> </ul>	<ul style="list-style-type: none"> <li>- When multiple members of a single household ride the same bus, an effort will be made to seat them proximate to each other.</li> <li>- Field trip organizers and chaperones will be responsible for maintaining school COVID-19 conventions and managing their students' behaviors when utilizing district school bus transportation services.</li> </ul>	<ul style="list-style-type: none"> <li>- When practical, the seat immediately behind the driver will be left vacant to honor social distancing efforts.</li> </ul>	<ul style="list-style-type: none"> <li>- All students accessing bus transportation will be required to wear face coverings while being transported in accordance with the requirements outlined in the State Public Health Order issued by the State Health Department. Exceptions will be made according to State Health Department and ADA guidelines.</li> <li>- Students are responsible for having and maintaining their own face covering, but we will have disposable masks available for those who forget.</li> <li>- Students will not be denied transportation for failure to wear a face covering. If they forget, one will be provided for them.</li> <li>- Student's parent/guardian will be notified and reminded of the requirement if a pattern of non-compliance with the face covering requirement emerges.</li> </ul>	<ul style="list-style-type: none"> <li>- When buses are vacated of passengers, e.g., arrival at school, arrival at field trip destination, end of day etc., drivers will mist the bus with a disinfectant spray.</li> <li>- Disinfectant wipes will also be kept on the bus to wipe handrails and other high touch areas on a regular basis.</li> </ul>

## 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.)
Restrooms	<ul style="list-style-type: none"> <li>Provide education and display signage on proper hand hygiene</li> <li>Create schedule for cleaning high-touch areas (e.g., faucets, paper towel dispensers, door handles)</li> <li>Ensure PPE (gloves, face coverings) is available for staff providing support in restrooms, including custodians</li> <li>Provide training for proper cleaning protocols for COVID-19</li> </ul>	–	<ul style="list-style-type: none"> <li>Schedules for cleaning high-touch areas will be created and posted in each restroom indicating when cleaning was performed.</li> <li>Teachers will be encouraged to implement measures and/or restroom schedules to reduce the number of students in the restrooms at one time</li> <li>Custodians (and office staff when necessary) will monitor frequently to ensure that soap is available in all restrooms.</li> </ul>		<ul style="list-style-type: none"> <li>Signage will be placed throughout the buildings to encourage the proper wearing of face coverings in all places where social distancing cannot be maintained, including the restrooms.</li> </ul>	<ul style="list-style-type: none"> <li>Signage demonstrating proper hand hygiene will be displayed in all restroom facilities.</li> <li>PPE, including gloves and face coverings, will be provided to all staff providing support in the restrooms, including custodians.</li> <li>Training on proper cleaning protocols for COVID-19 will be provided to all custodial staff.</li> </ul>
Cafeterias	<ul style="list-style-type: none"> <li>Mark spaced lines and designate serving line flow paths</li> <li>Remove self-service salad bars and buffet</li> <li>Student hand hygiene routines (i.e., hand washing or sanitizer) before and after meal services</li> <li>Increase cleaning and disinfecting of high-touch areas</li> </ul>	–	<ul style="list-style-type: none"> <li>The District does not have self-service salad bars or buffets, but the use of food share tables will be discontinued.</li> <li>Nut-free tables will still be available in the cafeteria for students with allergies.</li> <li>Elementary schools will add an additional fifteen minutes to the beginning of the meal session to allow for more spacing and less crowding in the cafeterias.</li> </ul>	<ul style="list-style-type: none"> <li>Serving line flow paths will be designated and marked with signage on walls.</li> <li>Additional spaces will be opened and additional tables will be set up in each school to allow students to spread out during meal times.</li> <li>Tables will be marked with X's indicating where students should sit or not sit to help with social distancing.</li> </ul>	<ul style="list-style-type: none"> <li>All Child Nutrition Program staff and student workers will wear face coverings in addition to gloves, disposable aprons, and hair restraints in accordance with the requirements outlined in the State Public Health Order issued by the State Health Department. Exceptions will be made according to State Health Department and ADA guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>All Child Nutrition Program staff and student workers will wear face coverings in addition to gloves, disposable aprons, and hair restraints.</li> <li>Signage will be used to encourage students to wear face coverings while in-line to receive their food and to put them on again after finishing their meal.</li> <li>Hand sanitizer stations will be placed at the entrance and exits of all cafeterias.</li> <li>Students will be encouraged to wash their hands or use hand sanitizer before and after eating.</li> </ul>

## 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.)
Large Group Gatherings (e.g. assemblies, performances)	<ul style="list-style-type: none"> <li>Ensure group gatherings are organized with health and safety principles and requirements in place and, as needed, in consultation with local health departments</li> </ul>	<ul style="list-style-type: none"> <li>Administrative teams will continue to use and support protocols provided by the UHSAA.</li> <li>We will continue to follow the directives from the local health department regarding symptom checks.</li> <li>Parents will be given symptom check protocol to be followed at home before sending their child to school or another school related activity.</li> <li>If students are sick or showing symptoms they must be kept home.</li> <li>If a student is found to be symptomatic at school, or during another school related activity, he or she will be discretely isolated until a parent can come pick them up.</li> </ul>	–	<ul style="list-style-type: none"> <li>Schools will limit assemblies to only those considered essential.</li> <li>Organize events to be conducted virtually as much as possible.</li> <li>Organized recess when possible and use hand sanitizer before and after.</li> <li>Back to School Night should be designed to limit congestion, consider virtual conferences this year or follow protocols to reduce flow in buildings. Forms will be provided electronically as much as possible.</li> </ul>	<ul style="list-style-type: none"> <li>Face coverings will be required for all individuals attending school related activities in accordance with the requirements outlined in the State Public Health Order issued by the State Health Department. Exceptions will be made according to State Health Department and ADA guidelines.</li> <li>Signage related to proper respiratory hygiene will be visible at all school related activities and events.</li> </ul>	<ul style="list-style-type: none"> <li>Hand sanitizer will be available at all school related activities and events.</li> <li>Signage related to proper physical hygiene will be visible at all school related activities and events.</li> </ul>
Unique Courses with Higher Risk of Spread	<ul style="list-style-type: none"> <li>Identify courses that would be more at risk and make plans with support from local health departments (as needed) to mitigate the risks</li> </ul>	<ul style="list-style-type: none"> <li>Traveling Library, goes in the classroom to read</li> <li>Reduce library visits to check out books (once/month)</li> <li>Specialty classes, teachers go to students</li> </ul>	–	<ul style="list-style-type: none"> <li>PE: Consider activities where social distancing can be maintained.</li> <li>When possible, schools will look for larger spaces for classes that have a high risk of spread.</li> </ul>	–	–

## 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>
Recess and Playground	<ul style="list-style-type: none"> <li>Ensure recess and playgrounds are managed with health and safety principles and requirements in place and, as needed, in consultation with local health departments</li> </ul>	–	<ul style="list-style-type: none"> <li>Schools will stagger recess times and provide for more structured recess activities when possible.</li> </ul>	–	<ul style="list-style-type: none"> <li>Face coverings will be required in accordance with the requirements outlined in the State Public Health Order issued by the State Health Department. Exceptions will be made according to State Health Department and ADA guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>Playground equipment will be cleaned and/or sanitized as directed by the local health department.</li> <li>Students will be encouraged to wash or sanitize their hands before and after recesses.</li> </ul>
Special Education, Related Services, or School Counseling (e.g. School Psychologist, Speech Language Pathologist, etc.)	<ul style="list-style-type: none"> <li>Provide plexiglass, face shields, and/or auxiliary aids for one-on-one close contact to ensure students with disabilities have equal access to information</li> <li>Offer reasonable accommodations for students who are unable to wear face coverings in settings where it is required for other students</li> </ul>	–	–	–	<ul style="list-style-type: none"> <li>Face coverings will be required in accordance with the requirements outlined in the State Public Health Order issued by the State Health Department. Exceptions will be made according to State Health Department and ADA guidelines.</li> </ul>	–
Social Emotional	<p><b>RECOMMENDED:</b> *Make accommodations for circumstances that encounter close contact (i.e., counseling, school psych, etc.)</p> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>There needs to be a discussion with students about their COVID story. Teachers need to engage the students and allow them to talk about their experience.</li> <li>Teachers need to discuss the plan with the students on the first day of school and check for understanding.</li> <li>Have a general statement read the first day of school to all students to make them aware of the care that we have for their health and wellbeing.</li> <li>Self-assessment for each student as they come back for this school year to check their level of anxiety. <ul style="list-style-type: none"> <li>Social Workers will develop a quick 3-5 question survey to check the student's level of readiness to be back at school emotionally.</li> </ul> </li> <li>Communication will be made to parents that the school district has mental health services available for their children if needed.</li> <li>Restorative practice circles within the classroom will be facilitated by the teacher.</li> <li>SEL activities required daily during the first few minutes of school throughout the district. <ul style="list-style-type: none"> <li>SEL activities will be created by a district team so teachers are not overwhelmed by the process of creating and implementing.</li> </ul> </li> <li>Encourage PBIS assemblies in each school following the guidelines set forth by the state for social distancing.</li> </ul>					

## 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.)
	<ul style="list-style-type: none"> <li>• There will be a referral process for SEL and behavior needs in each school.</li> <li>• Online wellness rooms will be provided where students can be admitted online to a room for help.</li> <li>• Consider the students emotional and social needs, including physical breaks and peer engagement.</li> </ul> <p><b>Faculty and Staff</b></p> <ul style="list-style-type: none"> <li>• Provide faculty and staff with a list of community resources available to them.</li> <li>• Create a district mental health support group that will be facilitated by a district LCSW.</li> <li>• Increase communication on available mental health interventions offered through our insurance provider.</li> <li>• Provide options for aides to address mental health needs.</li> <li>• Facilitate school-wide restorative groups in which staff may participate.</li> <li>• Provide support of mindfulness for teachers: offering yoga and other options to work through mental fatigue and anxiety.</li> <li>• Implement a PBIS process for teachers that would include recognition.</li> <li>• Allocate District funds that could be used for meals and recognitions.</li> </ul>					
						