

K-12 Reopening Plan Assurances

Name of LEA

Local education agencies (school districts and charter schools also known as LEAs) are required to develop comprehensive 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 additional details. The requirements contained in this form are subject to change and will be updated accordingly.

Please submit the assurances template by August 1, 2020 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 comprehensive 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**. All plans were created in accordance with state requirements from the Utah Leads Together plan.*

Yes

No

Insert the links to your comprehensive plans on your school websites 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>Outline the training details:</p> <p>Indicate where these materials will be made available:</p> <p>Languages these materials will be provided in:</p>
<p>Appoint a point of contact for each school available for questions or specific concerns.</p>	<p>Point(s) of Contact (Name, School, Title, Contact Info):</p>

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

State Requirement (“What”)	Implementation Plan (“How”)
<p>Create a process for students/families and staff to identify as high risk¹ for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements, remote learning or instruction, or work re-assignments</p>	<p>Describe process:</p> <p>Describe plan:</p>
<p>Take reasonable steps to minimize and mitigate risk for employees who identify as high-risk</p>	<p>Describe reasonable steps:</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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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

Describe process:

Enhanced Environment Hygiene & Safety

State Requirement (“What”)

Implementation Plan (“How”)

Develop protocols for implementing an increased cleaning and hygiene regimen

Describe protocols:

Faculty and staff wear face coverings (e.g., masks or shields) when physical distancing is not feasible

Describe your plan to implement this requirement:

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:

- Yes
 No

School Schedules

State Requirement (“What”)

Implementation Plan (“How”)

Due to the unique nature of school schedules, USBE has not provided state-wide requirements.

Describe any adjustment to schedules (if any):

Monitoring for Incidences

State Requirement (“What”)

Implementation Plan (“How”)

Develop administrator/teacher/staff education and training on your LEA’s protocol for symptom monitoring

Describe protocol for symptom monitoring:

Outline training details:

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Establish a plan to assist families in conducting symptom checking at home	Describe your plan:
Assist families in access to thermometers, or other items, as needed to fulfill appropriate symptom checking requirements	Describe your plan to implement this requirement:
Monitor staff/student symptoms and absenteeism carefully	Indicate how you will monitor symptoms and absenteeism:
Educate and promote to staff/students: "If you feel sick; stay home"	Indicate how you will promote:
Do not allow symptomatic people to physically return to school until they meet state or local health department criteria to do so or are cleared by a medical provider	Indicate assurance: <input 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	Describe protocol for responding to potential/confirmed case: Describe training details:
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	Describe protocol for how/when to communicate with local health departments regarding a potential or confirmed case: Contact information for local health department:

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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 type="checkbox"/> Yes <input type="checkbox"/> No
Communicate health and safety issues transparently, while protecting the privacy of students and families	Describe your plan on communicating health information:

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	Describe the protocol for temporarily reclosing: Outline the details for the training:
Establish a plan in consultation with local health on responding to confirmed cases and the coordination of temporary closure of a school	Describe the plan on responding to confirmed cases Outline what would trigger a temporary shut-down:
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.	Outline your communication procedure:

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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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	Outline your communication procedure:
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 type="checkbox"/> Yes <input type="checkbox"/> No
Analyze remote learning capabilities	Describe your remote learning capabilities:
Explore extracurriculars/in-person events that may also need to be temporarily postponed/canceled or transitioned to virtual	Describe decision making process for extracurriculars/in-person events in the case there is a temporary reclosure:

Mitigation Tactics for Specific School Settings

Implementation Plans for State Requirements in Specific School Settings

Setting	State Requirement ("What")	Implementation Plan ("How")
Classrooms	Develop and provide educator training on implementing strategies to identify and mitigate risk in a classroom setting	Outline training details:
Transitions	Identify high traffic areas and apply floor markings or signage to direct traffic	Identify high traffic areas:
Entry/Exit Points	Establish protocols for drop-off/pick-up and communicate updates and expectations to families	Outline drop-off/pick-up protocols: Describe communication plan:
	Limit nonessential visitors and volunteers to campuses and programs; each school is to determine essential versus nonessential	Outline designation of essential versus nonessential:
Transportation	Establish protocols for any visitors and non-regular staff, including at a minimum temperature checking and the wearing of face coverings	Outline protocols:
	Designate entry/exit flow paths to minimize congestion	Indicate assurance: <input type="checkbox"/> Yes <input type="checkbox"/> No
	Develop protocols for minimizing mixing of students from different households and regularly cleaning and disinfecting seats and other high-touch surfaces	Outline protocols for minimizing mixing of students: Outline cleaning protocols:
	Face coverings for students, staff, other passengers; LEAs may make exceptions for unique student circumstances	Indicate assurance: <input type="checkbox"/> Yes <input type="checkbox"/> No
	Implement strategies to ensure driver safety	Outline strategies:
	Restrooms	Provide education and display signage on proper hand hygiene
	Create schedule for cleaning high-touch areas (e.g., faucets, paper towel dispensers, door handles)	Include cleaning schedule:
	Ensure PPE (gloves, masks) is available for staff providing support in restrooms, including custodians	Indicate assurance: <input type="checkbox"/> Yes <input type="checkbox"/> No
	Provide training for proper cleaning protocols for COVID-19	Outline training details:

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Cafeterias	Mark spaced lines and designate serving line flow paths	Indicate assurance: <input type="checkbox"/> Yes <input type="checkbox"/> No
	Remove self-service salad bars and buffet	Indicate assurance: <input type="checkbox"/> Yes <input type="checkbox"/> No
	Student hand hygiene routines (i.e., hand washing or sanitizer) before and after meal services	Indicate assurance: <input type="checkbox"/> Yes <input type="checkbox"/> No
	Increase cleaning and disinfecting of high-touch areas	Indicate assurance: <input type="checkbox"/> Yes <input type="checkbox"/> No
Large Group Gatherings	LEAs ensure group gatherings are organized with health and safety principles and requirements in place and, as needed, in consultation with local health departments	Provide protocols for large group gatherings (may simply reference mitigation tactics the LEA has selected and outlined in table below):
Unique Courses with Higher Risk of Spread	LEAs must identify courses that would be more at risk and make plans with support from local health departments (as needed) to mitigate the risks	Courses with additional risk and plans to mitigate (may simply reference mitigation tactics the LEA has selected and outlined in table below):
Recess and Playground	LEAs ensure recess and playgrounds are managed with health and safety principles and requirements in place and, as needed, in consultation with local health departments	Recess and playground protocols (may simply reference mitigation tactics the LEA has selected and outlined in table below):
Special Education, Related Services, or School Counseling	Provide plexiglass, face shields, and/or auxiliary aids for one-on-one close contact to ensure students with disabilities have equal access to information	Indicate assurance: <input type="checkbox"/> Yes <input type="checkbox"/> No
	Offer reasonable accommodations for students who are unable to wear face coverings in settings where it is required for other students	Indicate assurance: <input type="checkbox"/> Yes <input type="checkbox"/> No

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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. You can also reference the Handbook for state requirements and additional recommended considerations specific to each school setting. Add additional rows for other school settings that your LEA would like to address.

Setting	Mitigation Tactics				
	Isolate Symptoms	Minimize Outbreak Probability	Physical Distancing	Respiratory Hygiene	Physical Hygiene
Classrooms	-	-	-	-	-
Transitions	-	-	-	-	-
Entry/Exit Points	-	-	-	-	-
Transportation	-	-	-	-	-
Restrooms	-	-	-	-	-
Cafeterias	-	-	-	-	-
Large Group Gatherings	-	-	-	-	-
Unique Courses with Higher Risk of Spread	-	-	-	-	-
Recess and Playground	-	-	-	-	-
Special Education, Related Services, or School Counseling	-	-	-	-	-