

# 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).

---

**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:

# School Reopening Requirements Template

## Contents

Repopulating Schools .....	2
Communication and Training .....	2
Accommodating Individual Circumstances (e.g., High-Risk, Personal Decisions).....	3
Enhanced Environment Hygiene & Safety .....	4
School Schedules.....	4
Monitoring for Incidences .....	5
Containing Potential Outbreaks .....	6
Preparation Phase .....	6
Quarantine/Isolation Protocol.....	6
Temporarily Reclosing (if Necessary) .....	7
Preparation Phase .....	7
Transition Management Preparation.....	8
Mitigation Tactics for Specific School Settings .....	9
LEA Mitigation Strategies for Specific School Settings.....	9

## 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>	<p>On June 24, 2020 we met with every principal and shared with them a framework for them to use as a guide to develop their own school reopening plans. The following documents were used to provide guidance; USBE Reopening Requirements and Recommendations, Governor’s Office Phased Guidelines v4.7, Leavitt Partners Mitigating Risks Framework, and Granite School Districts’ COVID Response Phases.</p> <p>Training has been and will continue to be provided to principals in coaching sessions and small group meetings from their directors.</p> <p>The GSD communications department and each school will send out information to parents indicating how they can access both the district’s plan and each school’s individualized plans in their preferred/primary language.</p> <p>School Reopening plans will be due August 3, 2020 for review and approval by their director. A link to their plans will be located on each school’s website for parents, students and teachers.</p> <p>Each school LEA will provide training to their teachers and staff during the first week back, August 17-21.</p> <p>Administrators, teachers, and staff will provide clear guidance/training for expectations/procedures to students the</p>

# School Reopening Requirements Template

	<p>first few days of school. They will continue to reinforce teach and re-teach throughout the school year.</p> <p>Each School LEA (Principal) will be the point of contact for questions or specific concerns</p>
<p>Appoint a point of contact for each school available for questions or specific concerns.</p>	<p><b>Indicate assurance:</b></p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</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 risk<sup>1</sup> 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>We will share our plans for mitigating risk factors. For those students/families that would prefer to participate in distance learning they may fill out a form letting us know their desire to do so and we will accommodate their request.</p> <p>Staff that identify as high risk may reach out to our Human Resource Department and we will provide reasonable accommodations.</p>
<p>Take reasonable steps to minimize and mitigate risk for employees who identify as high-risk</p>	<p>We will provide personal protective equipment such as masks, shields, and possibly plexiglass barriers, for employees that identify as high-risk. We will also take increased cleaning and sanitizing measures.</p>
<p>Systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Plans or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19</p>	<p><b>Indicate assurances:</b></p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>

<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.

# School Reopening Requirements Template

## 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	We will be providing every employee and student a face covering.
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>	<p>Granite School District has three schedules that they are prepared to implement depending on what may be happening due to the virus. The three schedules are Regular, Modified, and Dismissal. With the regular schedule students K-12 will be allowed to attend every day using the board approved school calendar with increased safety and mitigation measures in place. We plan to use this schedule most of the time. The only time we would utilize another schedule for an individual class, grade, school, or the district, is if we were recommended to do so by the Health Department, the Governor’s office, or the USBE.</p> <p>If it is deemed necessary that we reduce the number of students that are attending school, we will utilize a modified schedule. On a Modified Schedule, schools would operate on a split A/B schedule M-Th (Half the students in a class will come on Monday/Wednesday and half on Tuesday/Thursday.) Students not receiving face to face instruction will utilize distance learning or paper-based modules. On Fridays, all students will receive distance learning. Teachers will also use Fridays for planning, small group meetings, and interventions. Students would be divided alphabetically K-12 so students in the same families can be on the same schedule. Accommodations will be made on a case-by-case basis.</p>

# School Reopening Requirements Template

	<p>The third schedule would be a dismissal. We would only utilize a dismissal for a class, grade, school, or the district in the event of an outbreak and in consultation with the Health Department.</p> <p>These schedules allow for optimal flexibility and are aligned K-12 to best accommodate the students and families we serve. Any of these schedules may be done district wide or on an individual school basis. The district, or an individual school, grade, or class, could be on any one of these schedules regardless of what color phase the state, county, or city is in.</p>
--	--

## Monitoring for Incidences

State Requirement (“What”)	Implementation Plan (“How”)
Develop administrator/teacher/staff education and training on your LEA’s protocol for symptom monitoring	<p>We will adopt the new Utah School Nurse Association (USNA) protocol for symptom monitoring.</p> <ul style="list-style-type: none"> <li>• These protocols will be emailed to all GSD staff.</li> <li>• School nurses will verify each site administrator has the protocols and answer questions.</li> </ul> <p>Principals will review these protocols in opening staff meetings.</p>
Establish a plan to assist families in conducting symptom checking at home	<p>We will adopt the new Utah School Nurse Association (USNA) checklist for symptom monitoring @ home.</p> <ul style="list-style-type: none"> <li>• This checklist will be posted on the GSD website.</li> <li>• We will encourage principals to post the document on their school’s website.</li> </ul> <p>School nurses will provide this checklist to families as needed.</p>
Assist families in access to thermometers, or other items, as needed to fulfill appropriate symptom checking requirements	<p>Thermometers will be available at each school to check for symptoms. Our school nurses will share with families and schools any free resources that are available in our community.</p>
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>

# School Reopening Requirements Template

Educate and promote to staff/students: "If you feel sick; stay home"	<b>Indicate assurance:</b> <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	<b>Indicate assurance:</b> <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	Each school is required to establish a sick room as well as an isolation/quarantine room for suspected exposure. All suspected cases will be reported to the school administrator who will contact the school nurse. The school nurse will then work with the local health department to verify positive cases, provide information for contact tracing, and to establish next steps recommendations for the school (i.e. patron and staff communications, enhanced cleaning in designated areas, prevention education, and determination of other actions needed to prevent an outbreak).
Consult with 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	We have been working daily with the local health department to refine our procedures for tracing positive Covid-19 cases. Each school nurse will be assigned to a specific health official to work on cases within their assigned school. We have established a weekly Zoom meeting between the GSD school nursing leadership team and our local health department to receive updates, review cases, and continue to refine our process.

### 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	<b>Indicate assurance:</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

# School Reopening Requirements Template

<p>Communicate health and safety issues transparently, while protecting the privacy of students and families</p>	<p>We will provide training and ongoing communication to school administrators regarding privacy of student, staff, and families. Only essential personnel (school administrator, school nurse and Human Resources) will be routinely notified of the names of positive cases. Other identifiable information (i.e. name, class, grade, school) will only be shared as needed for contact tracing and prevention purposes.</p>
--	--

<sup>1</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.

## Temporarily Reclosing (if Necessary)

### Preparation Phase

State Requirement (“What”)	Implementation Plan (“How”)
<p>Develop administrator/teacher/staff education and training on school’s protocol for temporarily reclosing schools if necessary</p>	<p>We have developed a <i>GSD Covid Response Phases 2020-2021</i> document to guide schools through the details of various school closure protocols. All school administrators were trained on this document and encouraged to work with their school leadership teams to implement each phase as needed. This document is continually updated as we receive new guidance from the health department and USBE. Administrators have been trained to work directly with their supervisor who will coordinate with the school lead nurses, the Health Department, and the Superintendency to determine when and if it’s appropriate to utilize the aforementioned modified or dismissal schedules.</p>
<p>Establish a plan in consultation with local health department on responding to confirmed cases and the coordination of temporary closure of a school</p>	<p>The school nurse will work with the local health department to review each new positive case. They will work together to make safety recommendations (including quarantining) to the principal of the school and the School’s Leadership Directors. If a temporary closure is recommended, the school nurse administrator will work with school leadership director and health department official to make a recommendation to the Superintendency.</p>
<p>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>	<p>Yes, we will notify our local health department officials of any final decisions we make regarding class, grade, or school dismissals. We anticipate working closely together as we make these decisions.</p>

# School Reopening Requirements Template

spread, cleaning/sanitization, communications, contact tracing, etc.

## 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 LEA will work with their director and the school nurse for guidance in communication to students, faculty, and patrons.
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><b>Indicate assurance:</b></p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
Analyze remote learning capabilities	<p><b>Indicate assurance:</b></p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
Explore extracurriculars/in-person events that may also need to be temporarily postponed/canceled or transitioned to virtual	Schools are creating protocols, which can be found in their individual plans, regarding postponement or cancelation of extracurricular/in person events.



## 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>- Students will be assigned seats/workspaces to support contact tracing</li> </ul>	<ul style="list-style-type: none"> <li>- Keep the same students and teachers or staff with each group to the greatest extent practicable</li> <li>- Limit or eliminate small group rotations</li> <li>- Prop doors open where and when practicable</li> </ul>	<ul style="list-style-type: none"> <li>- Maximize space between seating and desks (acknowledging that 6 feet of distance between desks is not feasible in most classrooms)</li> <li>- Identify and use large spaces (auditoriums, gyms, lecture halls, and the outdoors courtyards) to maximize distancing</li> <li>- Move nonessential furniture and equipment out of the classrooms to increase distancing options</li> </ul>	<ul style="list-style-type: none"> <li>- Employees will be provided PPE and be required to wear face coverings</li> <li>- Students will be provided with a mask and strongly encouraged to use them since they may be closer than 6 feet for longer than 15 minutes</li> <li>- Where practicable students will be seated facing forward</li> </ul>	<ul style="list-style-type: none"> <li>- Where practicable establish separation of students, especially when they can not be seated facing forward, through other means such as plexiglass barriers</li> <li>- Under the guidance of teachers, students will be asked to clean their own desks/workspace before/after each transition</li> <li>- Common equipment will be cleaned by teacher or student after each use</li> </ul>
Transitions	<ul style="list-style-type: none"> <li>- <b>Identify high traffic areas and apply floor markings or signage to direct traffic</b></li> </ul>	<ul style="list-style-type: none"> <li>- Limit transitions to support contact tracing and minimize interactions with multiple groups</li> </ul>	<ul style="list-style-type: none"> <li>- Have students walk on the right side of the halls, like cars travel on roads, to allow for the smooth flow of foot traffic</li> <li>- Designate set patterns for the flow of foot traffic</li> <li>- Stagger transition times</li> <li>- Excuse/release students one row at a time</li> </ul>	<ul style="list-style-type: none"> <li>- Eliminate the use of hallway lockers and encourage the use of backpacks to help minimize traffic obstacles or students from congregating unnecessarily</li> <li>- Teach students to limit physical contact and keep hands and feet to themselves</li> <li>- Utilize floor markings or signage to direct traffic</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage students to wear face coverings during transitions</li> </ul>	<ul style="list-style-type: none"> <li>- Make available hand sanitizer and/or hand washing stations for students upon exit/entry of classrooms etc.</li> <li>- Prop doors open to reduce touch</li> <li>- Clean high-touch surfaces after transitions</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.)
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>- Stagger arrival and drop off times and plan to limit direct contact (i.e. parents stay in vehicles, etc.)</li> <li>- Establish protocols for drop-off/pick-up and communicate updates and expectations to families</li> </ul>	<ul style="list-style-type: none"> <li>- Limit nonessential visitors and volunteers to campuses and programs; each school is to determine what are essential versus nonessential visitors</li> <li>- Establish protocols for any visitors and non-regular staff, including the wearing of masks and possible temperature checks</li> <li>- Utilize sign in and sign out procedures that include locations being visited</li> <li>- Prop doors open where and when practicable</li> </ul>	<ul style="list-style-type: none"> <li>- Post visible signage to encourage physical distancing and indicate the expected flow of traffic</li> <li>- Use multiple points of entrance and egress to avoid clustering at single points of entry</li> </ul>	<ul style="list-style-type: none"> <li>- Post visible signage to let students, parents, and visitors know the expectation of utilizing face coverings</li> </ul>	<ul style="list-style-type: none"> <li>- Make available hand sanitizer and/or hand washing stations upon exit/entry of school</li> </ul>
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>- Assign seating to support contact tracing</li> </ul>	<ul style="list-style-type: none"> <li>- Protocols will be established for regular cleaning and disinfecting seats and other high touch surfaces</li> </ul>	<ul style="list-style-type: none"> <li>- Protocols will be established for boarding and exiting the bus (i.e. first on to the back of the bus and last off)</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be required to wear face coverings while on the bus. Exceptions will be allowed for unique student health circumstances</li> </ul>	<ul style="list-style-type: none"> <li>- PPE will be provided for bus drivers</li> </ul>
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, masks) 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>- Where practicable elementary schools can designate the use of certain restrooms by grade level</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage staff to be more lenient regarding the use of the restrooms during class time to enable better social distancing</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage staff to be more lenient regarding the use of the restrooms during class time to enable better social distancing</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure proper airflow and ventilation</li> <li>- Place markings on floor to encourage physical distancing</li> <li>- Encourage face covering use while in restroom</li> </ul>	<ul style="list-style-type: none"> <li>- Provide education and display signage regarding hygiene</li> <li>- Create schedule for cleaning high-touch areas</li> <li>- Ensure PPE is available for staff providing support in restrooms</li> <li>- Provide training for proper cleaning protocols due to COVID-19</li> <li>- Monitor soap and towel dispensers</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.)
Cafeterias	<ul style="list-style-type: none"> <li>- <b>Mark spaced lines and designate serving line flow paths</b></li> <li>- <b>Remove self-service salad bars and buffet</b></li> <li>- <b>Student hand hygiene routines (i.e., hand washing or sanitizer) before and after meal services</b></li> <li>- <b>Increase cleaning and disinfecting of high-touch areas</b></li> </ul>	<ul style="list-style-type: none"> <li>- Assign seating for elementary students by class and or grade to support contact tracing</li> </ul>	<ul style="list-style-type: none"> <li>- Students assigned to cafeteria to areas by grade/cohort</li> <li>- Eliminate the need to have students input their lunch numbers in the keypad</li> </ul>	<ul style="list-style-type: none"> <li>- Mark spacing lines and designate serving line flow paths</li> <li>- Allow students to eat in nontraditional locations (i.e. outdoors, commons area)</li> <li>- Increase the number of lunch periods in secondary schools to reduce the number of students in the cafeteria</li> <li>- When possible, utilize the entire multipurpose room for lunch to encourage distancing</li> </ul>	<ul style="list-style-type: none"> <li>- Use outdoor eating areas for increased circulation</li> <li>- Encourage students to wear masks when waiting in lines</li> </ul>	<ul style="list-style-type: none"> <li>- Remove self-service salad bars and buffet</li> <li>- Teach/encourage student hygiene routines (i.e., hand washing or sanitizer) before and after lunch</li> <li>- Increase cleaning and disinfecting of high-touch areas</li> <li>- Use disposable plates, utensils, etc. when possible</li> <li>- Use personal water bottles/containers instead of fountains</li> </ul>
Large Group Gatherings (e.g. assemblies, performances)	<ul style="list-style-type: none"> <li>- <b>Ensure group gatherings are organized with health and safety principles and requirements in place and, as needed, in consultation with local health departments</b></li> </ul>	<ul style="list-style-type: none"> <li>- Assign seating by grade/class to support contact tracing</li> <li>- Consider screening/non-contact temperature testing of adults/patrons that attend events</li> </ul>	<ul style="list-style-type: none"> <li>- LEAs ensure group gatherings are organized with health and safety principles and requirements in place and, as needed, in consultation with local health departments</li> <li>- Explore limiting and/or canceling nonessential assemblies, recitals, dances, etc.</li> <li>- Consider virtual gatherings or assemblies</li> </ul>	<ul style="list-style-type: none"> <li>- Broadcast to classrooms or hold multiple assemblies with smaller groups</li> <li>- Create alternate plans for whole staff gatherings such as virtual meetings</li> </ul>	<ul style="list-style-type: none"> <li>- Staff and students wear face coverings when participating in large group gatherings</li> <li>- Prop doors open where and when practicable</li> </ul>	<ul style="list-style-type: none"> <li>- Establish protocols for cleaning high-touch areas</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.)
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>Assign seating or groups to support contact tracing</li> </ul>	<ul style="list-style-type: none"> <li>School LEAs will identify more at risk courses and make plans with support from local health departments (as needed) to mitigate the risks</li> <li>Limit and/or cancel nonessential assemblies, recitals, dances, etc.</li> <li>Use Virtual options when practicable</li> </ul>	<ul style="list-style-type: none"> <li>Identify and use large spaces (auditoriums, gyms, lecture halls, and the outdoors courtyards) to maximize distancing when possible</li> <li>Move nonessential furniture out of the classrooms (when not in use) to increase social distance possibilities.</li> </ul>	<ul style="list-style-type: none"> <li>Post visible signage to let students know the expectation of utilizing face coverings</li> </ul>	<ul style="list-style-type: none"> <li>Disinfect shop equipment, tools, instruments, etc.</li> <li>Make hand sanitizer and/or hand washing opportunities available upon entry/exit of instructional areas</li> <li>Provide additional PPE where needed and practicable</li> </ul>
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>Assign and alternate recess playground time and use of outdoor spaces</li> </ul>	<ul style="list-style-type: none"> <li>School LEAs will 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>Post visible signage to let students know the expectations of appropriate playground interaction/distancing following health and safety principles</li> </ul>	<ul style="list-style-type: none"> <li>Employees will directly teach respiratory hygiene strategies.</li> <li>Face covering may be required for certain activities</li> </ul>	<ul style="list-style-type: none"> <li>Disinfect playground/Gym equipment</li> <li>Make hand sanitizer and/or hand washing opportunities available upon entry/exit of school building</li> <li>Teachers/Playground aids will be provided PPE to wear while supervising the playground</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>Student with disabilities will be assigned to designated spaces to support contact tracing and to limit expose to and from others who may be vulnerable or at-risk.</li> </ul>	<ul style="list-style-type: none"> <li>Students will remain with the same group of students and reduce group size to the maximum extent practicable.</li> </ul>	<ul style="list-style-type: none"> <li>Maximize space between seating where possible</li> <li>Identify and use large spaces (auditoriums, gyms, lecture halls, and outdoor courtyards) to maximize distancing when possible</li> <li>Move nonessential furniture and therapy equipment out of the classrooms (when not in use) to increase social distance possibilities.</li> </ul>	<ul style="list-style-type: none"> <li>Employees will be provided with personal protective equipment and will be required to wear face coverings and/or auxiliary aids for one-on-one contact to ensure students with disabilities have equal access to information.</li> <li>Students who are able, will be provided and encouraged to wear face coverings</li> <li>Employees will directly teach respiratory hygiene strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Make hand sanitizer and/or hand washing opportunities available upon entry/exit of special education classroom/itinerant space.</li> </ul>