School Reopening

Requirements Template

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| Name of LEA | Timpanogos Academy |

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:

Timpacademy.org/2020-2021 Reopening Plan

Contents

[Repopulating Schools 2](#_Toc44318078)

[Communication and Training 2](#_Toc44318079)

[Accommodating Individual Circumstances (e.g., High-Risk, Personal Decisions) 2](#_Toc44318080)

[Enhanced Environment Hygiene & Safety 2](#_Toc44318081)

[School Schedules 2](#_Toc44318082)

[Monitoring for Incidences 2](#_Toc44318083)

[Containing Potential Outbreaks 2](#_Toc44318084)

[Preparation Phase 2](#_Toc44318085)

[Quarantine/Isolation Protocol 2](#_Toc44318086)

[Temporarily Reclosing (if Necessary) 2](#_Toc44318087)

[Preparation Phase 2](#_Toc44318088)

[Transition Management Preparation 2](#_Toc44318089)

[Mitigation Tactics for Specific School Settings 2](#_Toc44318090)

[LEA Mitigation Strategies for Specific School Settings 2](#_Toc44318091)

## 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   * 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 | • Training will be developed by administration to cover plan components. Training for Teachers/Staff will be held the week before school starts either online or in person abiding by social distance guidelines. Attendees may submit questions in advance or through the chat box available. After the initial training, a question and answer period will be held for all who wish to attend. Individuals wishing to have further clarification on duties and responsibilities may set up a follow up appointment. Staff may also submit questions to administration by email.  • Timpanogos Academy’s established school protocols and action plans will be discussed and trained on during the school board meetings. Materials will be emailed home, posted on website, and hard copies will be available upon request. If requested, materials will be provided to families in their preferred/primary language. | |
| 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[[1]](#footnote-2) 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 | Students/families and staff will be asked to self-identify themselves as high risk for illness due to COVID-19. Normal avenues will be followed for students who are unable to attend due to illness and/or extenuating circumstances. Requests for alternative learning arrangements, remote learning or instruction, or work re-assignments will be considered on a case by case basis.  Avenues will be explored that do not conflict with the charter or other founding documents. | |
| Take reasonable steps to minimize and mitigate risk for employees who identify as high-risk | Staff members who are identified as high risk will be asked what requests they have to mitigate their risk for exposure. Each request will be considered and reasonable steps will be taken to support the employee. | |
| 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 | **Indicate assurances:** | |
|  | Yes |
|  | No |

### Enhanced Environment Hygiene & Safety

|  |  |  |
| --- | --- | --- |
| **State Requirement (“What”)** | **Implementation Plan (“How”)** | |
| Develop protocols for implementing an increased cleaning and hygiene regimen | **Indicate assurance:** | |
|  | Yes |
|  | No |
| Faculty and staff wear face coverings (e.g., masks or shields) when physical distancing is not feasible | Faculty and staff will use face covering if 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 | **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.* | Timpanogos Academy has no plans to disrupt existing schedules so as to maintain consistency for families. |

## Monitoring for Incidences

|  |  |  |  |
| --- | --- | --- | --- |
| **State Requirement (“What”)** | **Implementation Plan (“How”)** | | |
| Develop administrator/teacher/staff education and training on your LEA’s protocol for symptom monitoring | Daily, all employees will turn in a symptom checklist before reporting to their assigned duties. For those who request, a symptom checklist may be completed at the main office. | | |
| Establish a plan to assist families in conducting symptom checking at home | Expectations for symptom checking at home will be clearly defined and explained. | | |
| Assist families in access to thermometers, or other items, as needed to fulfill appropriate symptom checking requirements | Upon request, the school will provide temperature checks for students if a thermometer is not available. | | |
| Monitor staff/student symptoms and absenteeism carefully | **Indicate assurance:** | | |
|  | Yes | |
|  | No | |
| Educate and promote to staff/students: “If you feel sick; stay home” | **Indicate assurance:** | | |
|  | | Yes |
|  | | No |
| Do not allow symptomatic individuals to physically return to school unless their symptoms are not due to a communicable disease as confirmed by a medical provider | **Indicate assurance:** | | |
|  | | Yes |
|  | | 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 | Administration will develop and train all staff on protocols for containing potential outbreaks. |
| Consult with local health department regarding procedures for tracing a positive COVID-19 case by an employee, student, visitor, or those who have come into contact with an individual testing positive | Timpanogos Academy will consult with the local health department in the event an employee, student, visitor, or those who have come into contact with an individual testing positive to provide any tracing data available. |

### Quarantine/Isolation Protocol[[2]](#footnote-3)

|  |  |  |
| --- | --- | --- |
| **State Requirement (“What”)** | **Implementation Plan (“How”)** | |
| Designate quarantine rooms at each school to temporarily house students who are unable to return home | **Indicate assurance:** | |
|  | Yes |
|  | No |
| Communicate health and safety issues transparently, while protecting the privacy of students and families | Privacy of students and families will be protected when communicating necessary information about health and safety. | |

## 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 | Administration will develop and train all employees on the school’s protocol as to their respective responsibilities in the event of a temporary closure. |
| Establish a plan in consultation with local health on responding to confirmed cases and the coordination of temporary closure of a school | Plans will be developed in consult with the local health department on responding to and coordinating a temporary closure as directed. |
| 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. | In the event of an outbreak, the health department will be notified and pre-established plans will be followed as directed by the health department. |

### 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 | Staff will be communicated with by email with online/in-person follow-up as needed to implement temporary close plans. | |
| 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:** | |
|  | Yes |
|  | No |
| Analyze remote learning capabilities | **Indicate assurance:** | |
|  | Yes |
|  | No |
| Explore extracurriculars/in-person events that may also need to be temporarily postponed/canceled or transitioned to virtual | Each extra-curricular/in-person events will be evaluated on a case by case basis and either postponed/cancelled or changed to a virtual event if needed to meet required guidelines. | |

## 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.

|  |  | Mitigation Tactics | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Setting | State Requirement(s) | 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 | * **Develop and provide educator training on implementing strategies to identify and mitigate risk in a classroom setting** | * Assign Seats to support contact tracing | * keep the same people working with the same students as much as possible. | * Students will be spaced out as far as is reasonable to not take away from the educational experience. | * Keep activities where 6 feet is not feasible to less than 15 minutes * Face coverings will be available and encouraged if the activities last longer than 15 minutes * This will be adjusted as state mandates are updated | * Students will be separated as reasonable while not taking away from a positive school experience. |
| Transitions | * **Identify high traffic areas and apply floor markings or signage to direct traffic** | * Analyze current transition schedules to minimize potential contact with other groups * Classes escorted to and from specialty classes, recess, lunch, and other activities | * Classes to adhere to given schedule and not adjust times until approval is given | * Students to be instructed to maintain at least arm’s length distance while going and coming from activities. | * Masks will be encouraged during transitions but not mandated * This will be adjusted as state mandates are updated | * Students will be encouraged to bring their own water bottles from home * Cups will be available in classrooms to minimize the use of drinking fountains * Drinking fountains and high touch surfaces will have scheduled clean during and after each school day |
| Entry/Exit Points | * **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** |  | * Visitors are required to:  1. Show Identification 2. Fill out symptom checklist 3. Submit to a temperature check if requested 4. If cleared, Sign-in (All information must be completed) 5. Wear a face covering where feasible 6. Sign-Out when finished 7. This will be adjusted as state mandates are updated  * Visitors are encouraged to:  1. Call the school before coming | * Signage posted to encourage physical distancing | * Signage to encourage face coverings | * Hand sanitizer available and encouraged upon entry and exit |
| Transportation | * **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** |  |  |  |  |  |
| 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)** * **Ensure PPE (gloves, masks) is available for staff providing support in restrooms, including custodians** * **Provide training for proper cleaning protocols for COVID-19** | * Teachers will track bathroom usage during class time * Door monitor during recess to track bathroom usage as much as possible | * Signage posted on proper hand hygiene |  | * Air filtration will be maintained * Encourage face coverings * This will be adjusted as state mandates are updated | * Bathroom hygiene supplies will be checked and restocked if needed before school, after lunchtime, and after school |
| Cafeterias | * **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** | * Class table assignments | * Grade level groups * Decrease time spent in cafeteria if feasible | * Modifying schedules to enable smaller groups in cafeteria at one time if feasible | * Utilize pavilion and other outside areas when weather permits | * Students encouraged to bring own water bottle |
| Large Group Gatherings (e.g. assemblies, performances) | * **Ensure group gatherings are organized with health and safety principles and requirements in place and, as needed, in consultation with local health departments** | * Record attendance and seating location of classes * Adult participants at special events involving students will visitor protocols | * All large events will be modified or not held until local health department requirements can be met | * Staff meetings will either be held virtually or located where social distancing can be maintained | * Events will be held outdoors if possible * Face coverings for students and staff will be encouraged for indoor events * This will be adjusted as state mandates are updated |  |
| Unique Courses with Higher Risk of Spread | * **Identify courses that would be more at risk and make plans with support from local health departments (as needed) to mitigate the risks** |  | * Nonessential assemblies or activities will be held virtually, postponed, or cancelled. |  | * Face coverings will be encouraged but not required for students, only adults. * After school choir rehearsals will be held in the lunchroom or west building gym. * This will be adjusted as state mandates are updated | * Any shared items will be cleaned between sessions/use |
| Recess and Playground | * **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 schedules and locations will be evaluated and altered when feasible. |  |  |  | * Playground equipment will be disinfected regularly. |
| Special Education, Related Services, or School Counseling (e.g. School Psychologist, Speech Language Pathologist, etc.) | * **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** | * Make accommodations for circumstances that encounter close contact (i.e., counseling, school psychologist) |  |  |  |  |

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. [↑](#footnote-ref-2)
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. [↑](#footnote-ref-3)