



Bridge Elementary School Reopening Plan  
Board Approved July 21, 2020

## 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>	Assign students to set groups for rotations in order to support contact tracing.	<ul style="list-style-type: none"> <li>- Develop and provide educator training on implementing strategies to identify and mitigate risk in a classroom setting –</li> <li>- Keep the same students and teachers or staff with each group to the greatest extent practicable.</li> </ul>	<ul style="list-style-type: none"> <li>- Maximize space between seating and desks.</li> <li>- Identify and use large spaces to maximize distancing</li> <li>- Move nonessential furniture and equipment out of classrooms to increase distancing footprints</li> </ul>	<ul style="list-style-type: none"> <li>- While mandated, students wear face coverings during school</li> <li>- After mandate is lifted, students recommended to wear face coverings when physical distancing is not possible.</li> <li>- Seat students facing forward to the greatest extent practicable.</li> </ul>	<ul style="list-style-type: none"> <li>- Establish routine for handwashing and sanitizing when entering and exiting learning space.</li> <li>- Establish routine for disinfecting all materials after 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>- Stagger school dismissal and exit doors based on grade level.</li> <li>- Assign students to groups within the classroom for rotations to support contact tracing and minimize interactions with multiple groups.</li> </ul>	<ul style="list-style-type: none"> <li>- Increase transition time during classroom rotations to include time to handwash and sanitize materials and furnishings.</li> </ul>	<ul style="list-style-type: none"> <li>- Minimize and monitor congregation of students by use of staggered dismissal times, assigned exit doors and directional arrows.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff and visitors wear face coverings.</li> <li>- During the mask mandate, students wear face coverings.</li> <li>- After the mandate has ended, students requested to wear face coverings during transitions.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide cups and access to student water bottles instead of use of drinking fountains.</li> <li>- Prop doors open to reduce touch.</li> <li>- Clean high-touch surfaces after transition periods.</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>- Drop off hours extended 7:30 am – 8:25 am to reduce congestion.</li> <li>- Request all parents to remain in vehicle during pick up.</li> </ul>	<ul style="list-style-type: none"> <li>- Limit nonessential visitors and volunteers to campuses and programs.</li> <li>- All visitors and volunteers must wear face covering and have temperature checked upon arrival.</li> <li>- Visitors must sign in and out and notate the locations they visited.</li> </ul>	<ul style="list-style-type: none"> <li>- Designate entry/exit flow paths to minimize congestion.</li> <li>- Post visible signage to encourage physical distancing.</li> <li>- Use both entrance and egress to avoid clustering at single point of entry</li> </ul>	<ul style="list-style-type: none"> <li>- Students, staff and visitors all required to wear face coverings upon entering and exiting the school.</li> </ul>	<ul style="list-style-type: none"> <li>- Hand sanitizer provided upon entry and exit.</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>	- N/A	- N/A	- N/A	- N/A	- N/A
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>- Assign students to groups to support contact tracing.</li> </ul>	<ul style="list-style-type: none"> <li>- Students assigned to cafeteria times or areas by cohort.</li> </ul>	<ul style="list-style-type: none"> <li>- Mark spaced lines and designate serving line flow paths.</li> <li>- Line students in hallway and lunchroom to avoid congestion.</li> </ul>	<ul style="list-style-type: none"> <li>- Use outdoor eating areas for increased circulation.</li> <li>- Use alternative seating such as kivas and other large areas.</li> </ul>	<ul style="list-style-type: none"> <li>- Remove self-service salad bars and buffet.</li> <li>- Students complete hand hygiene routines before and after meal services.</li> <li>- Clean and disinfect of high-touch areas after each transition.</li> <li>- Use paper cups and personal bottles instead of water fountains.</li> </ul>

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		(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>No large group gatherings over 100.</li> </ul>	<ul style="list-style-type: none"> <li>No large group gatherings over 100.</li> </ul>	<ul style="list-style-type: none"> <li>No large group gatherings over 100.</li> </ul>	<ul style="list-style-type: none"> <li>No large group gatherings over 100.</li> </ul>	<ul style="list-style-type: none"> <li>No large group gatherings over 100.</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>Physical Education classes will be held outside.</li> <li>Fine arts instruction that involves singing will be held in the gym or outside as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Physical Education classes will be held outside.</li> <li>Fine arts instruction that involves singing will be held in the gym or outside as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Physical Education classes will be held outside.</li> <li>Fine arts instruction that involves singing will be held in the gym or outside as appropriate.</li> <li>Support service classes, such as speech/language and occupational therapy will be held using face coverings for student and acrylic dividers as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Physical Education classes will be held outside or students will wear masks as appropriate and safe.</li> <li>Student will wear face coverings during Fine arts instruction that involves singing.</li> </ul>	<ul style="list-style-type: none"> <li>Supplies, materials and furniture disinfected between student use.</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 students to groups and groups to designated areas on the playground.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Students assigned to designated spaces to ensure they remain socially distant unless they are wearing masks.</li> </ul>	<ul style="list-style-type: none"> <li>Students will wear face coverings at recess when social distancing is not possible.</li> </ul>	<ul style="list-style-type: none"> <li>Disinfect high touch areas of playground and gym equipment as necessary.</li> </ul>

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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>- Support service classes, such as speech/language and occupational therapy will be held using face coverings for student and acrylic dividers as needed.</li> </ul>	<ul style="list-style-type: none"> <li>- Support service classes, such as speech/language and occupational therapy will be held using face coverings for student and acrylic dividers as needed.</li> </ul>	<ul style="list-style-type: none"> <li>- As practicable, students will remain physically distant in the classroom.</li> </ul>	<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>- Provide 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>- Disinfecting supplies, materials and furnishing between use.</li> <li>- Students engage in handwashing hygiene upon entrance and exit.</li> </ul>