



UTAH STATE BOARD OF EDUCATION PRESENTS:

Templates & Tools to Re-open K-12 Schools



Welcome

Superintendent Sydnee Dickson

Outline

Topic	Minutes	Speaker(s)
Welcome Message	10	Superintendent Dickson
Calibrating the Dose of Our COVID-19 Response	5	Superintendent Dickson
Principles of Virus Spread & Transmission	10	John Poelman & Patricia Doxey, Leavitt Partners
Situational Characteristics Framework	15	John Poelman & Patricia Doxey, Leavitt Partners
K- 12 Scenarios & Panel Discussion	20	Jordan Mathis, Health Officer Lauren Merkle, English Teacher Robbie Kinghorn, Principal Lexi Cunningham, Superintendent Moderated by John Poelman
Introduce Tools & Template	10	Tiffany Stanley
Q&A	15	Moderated by John Poelman
Closing Remarks	5	Superintendent Dickson



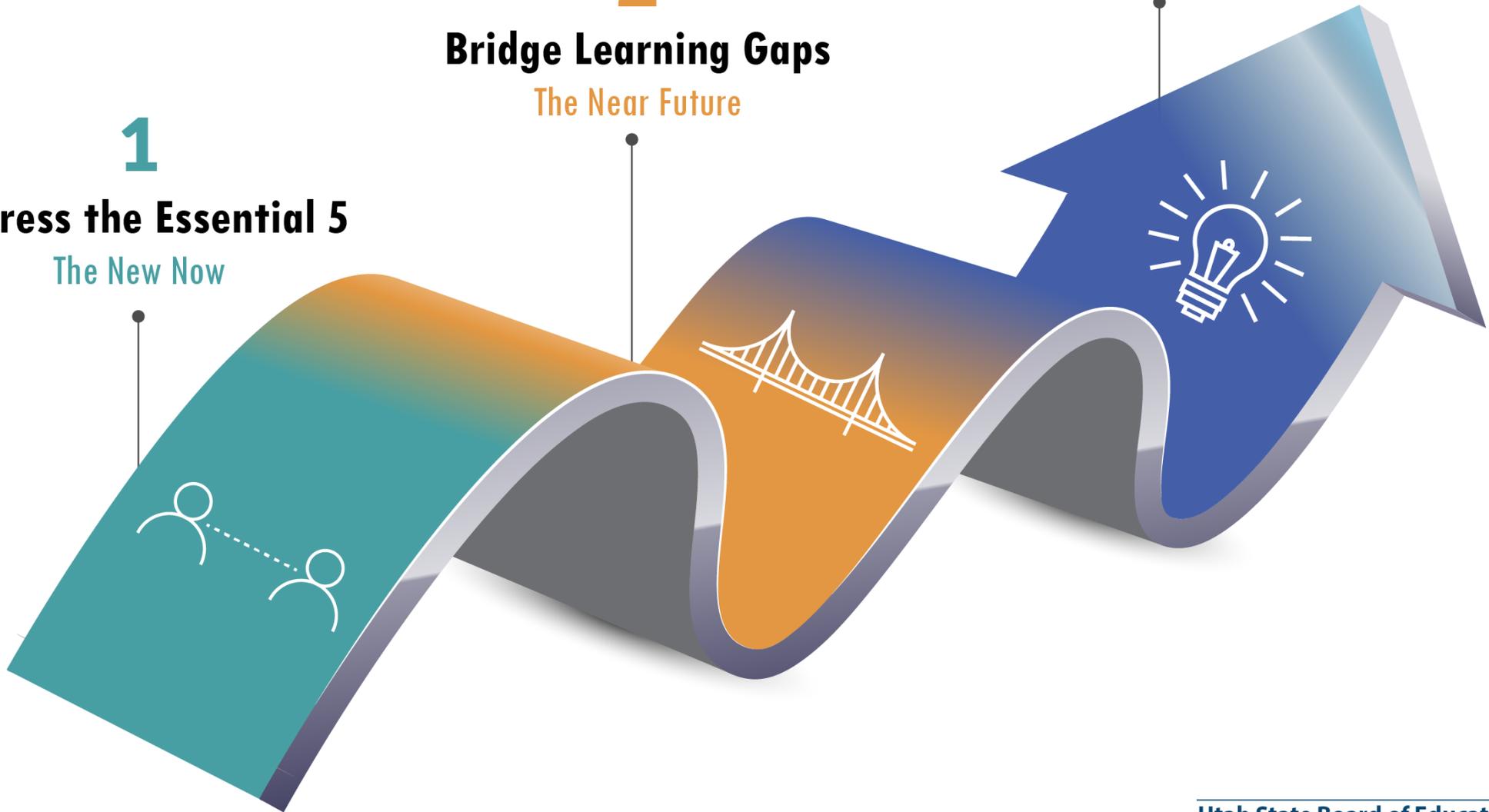
Objectives for Today's Session

- Advance common understanding of the context we're operating within
- Identify science-based principles that can help guide decision-making
- Help LEAs understand the tools and templates available to them

1
Address the Essential 5
The New Now

2
Bridge Learning Gaps
The Near Future

3
Return & Reimagine
The New Future





Calibrating the Dose of Our COVID-19 Response

Superintendent Sydnee Dickson

Key Considerations

- ❖ We must adapt how we run schools in order to mitigate the spread of the virus.
- ❖ We also need to consider other important aspects of education, such as mental health, equity, learning outcomes, the impact on the education sector on the larger economy.
- ❖ Our scientific understanding of the virus should guide the ways that mitigate the spread of COVID-19.
- ❖ No guidance can deal with every situation, so we will discuss a framework to combine guidance with science-based judgements.
- ❖ We will practice adapting guidance to school-specific situations.



Principles of Virus Spread & Transmission

Patricia Doxey & John Poelman, Leavitt Partners

Key Factors of Transmission and Spread

What the virus is doing.



Reproduction

Incubation period of the virus roughly 14 days.

Patients are contagious 2 ½ days before and 7 - 9 days after symptoms.



Infectiousness

The reproduction number (or “R”) measures the virus’ spread. If $R > 1$, the virus will spread exponentially.

R can go up or down based on social behavior.

How the virus is doing it.



Close Contact

Spreads through close contact (roughly 3 – 6 feet)



Respiratory Droplets

Spread through respiratory droplets from the nose or mouth (i.e., breathing, coughing, sneezing, laughing)



“Fomite” Contact

Spreads through touching surfaces or objects and then touching the eyes, nose, or mouth.

Key Principles for Reducing Spread

What the virus is doing.



Reproduction



Infectiousness

Slow what the virus is doing.

Isolate Symptoms

Minimize Outbreak Probability

Isolate / quarantine for 14 days or at least 7 – 9 days after symptoms subside.

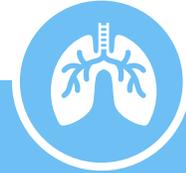
Monitor symptoms and engage in contact tracing.

Minimize group interactions to reduce outbreak probability. R can go up or down based on social behavior.

How the virus is doing it.



Close Contact



Respiratory Droplets



“Fomite” Contact

Mitigate how the virus is doing it.

Physical Distancing

Respiratory Hygiene

Physical Hygiene

Maintain appropriate distance from others

Exceptional respiratory hygiene to reduce or stop the spread of droplets

Exceptional physical hygiene

Levers to Mitigate Risk

What the virus is doing.



Reproduction



Infectiousness

Slow what the virus is doing.

Isolate Symptoms

- Testing
- Contact tracing
- Symptom monitoring
- Self-isolating

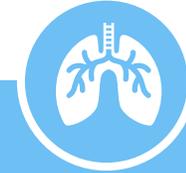
Minimize Outbreak Probability

- Group size
- Interaction outside of core "bubble"

How the virus is doing it.



Close Contact



Respiratory Droplets



"Fomite" Contact

Mitigate how the virus is doing it.

Physical Distancing

- Maintain X ft distance
- Close physical interaction
- Frequency of travel

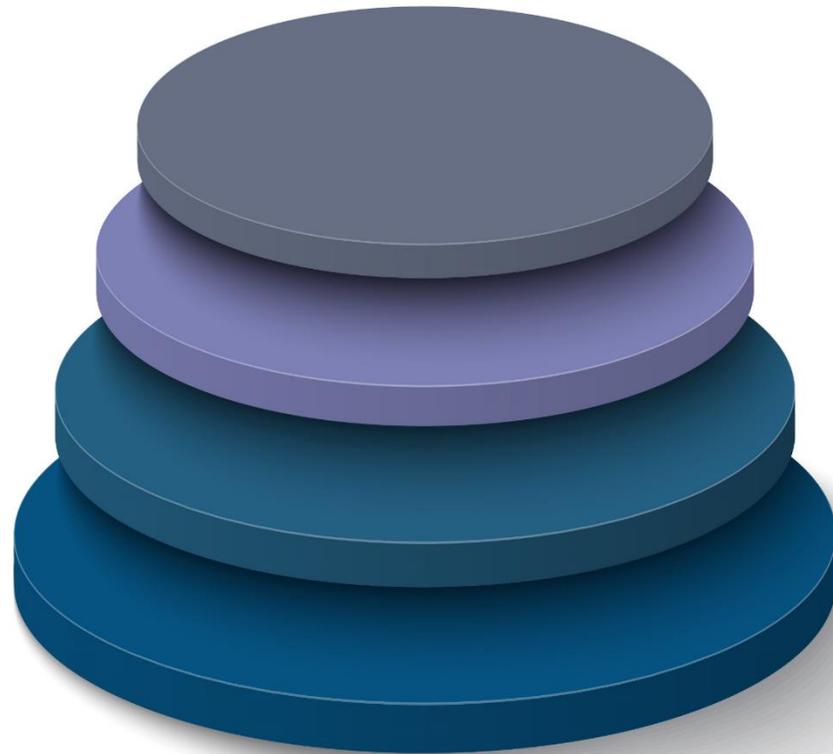
Respiratory Hygiene

- Face masks/coverings
- Appropriate covering of sneeze / cough
- Reduce duration spent face-to-face
- Air circulation/filtering

Physical Hygiene

- Personal hygiene
- Physical space hygiene
- Personal protective equipment

Layering Mitigation Strategies



Use multiple strategies to more effectively reduce the spread of COVID-19

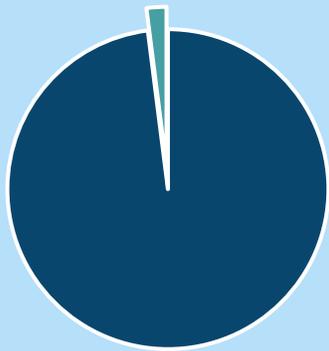
COVID-19 and Children

- COVID-19 infects children less frequently than adults and tends to be less severe
- Children are more likely to present with gastrointestinal symptoms and less likely to present with fever and coughing than adults
- A majority of pediatric cases occur in children 15 – 17 years old
- Children with underlying conditions are more likely to suffer severe disease
- Because asymptomatic children are not regularly tested, the prevalence of asymptomatic and pre-symptomatic COVID-19 cases in children is not well understood



Statistics Related to Children

According to a CDC study of data in the U.S. from February 12–April 2, 2020...



2% (2,572) of COVID-19 cases in the US occurred in people under the age of 18.

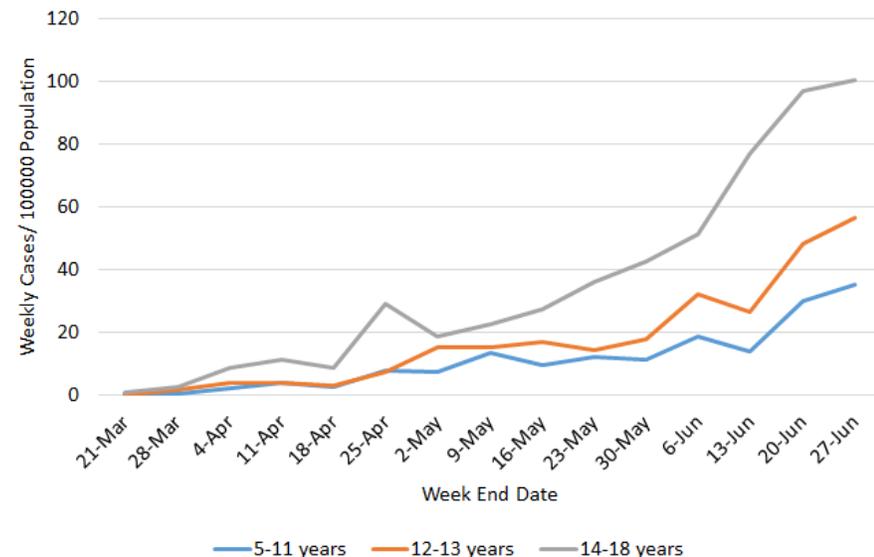
77%

of the children hospitalized with COVID-19 had an underlying condition.



In Utah, as of the end of 6/27/2020

5 – 11 years-old	618 total cases
12 – 13 years-old	278 total cases
14 – 18 years-old	1364 total cases



Multisystem Inflammatory Syndrome in Children

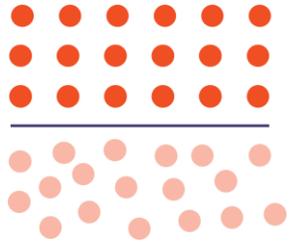
- CDC issued an official Health Alert regarding a concerning inflammatory syndrome occurring in children with COVID-19
- The syndrome is similar to Kawasaki disease and toxic shock syndrome
 - Symptoms include fever, fatigue, inflammation, multisystem organ involvement, and rash
- More than 50 cases reported in the UK
- More than 150 cases and 3 deaths have been identified in New York State
- More than 30 cases in Washington DC, and several others across the country



Situational Characteristics Framework

Patricia Doxey & John Poelman, Leavitt Partners

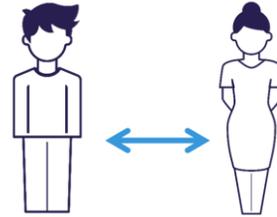
7 Characteristics of a Situation



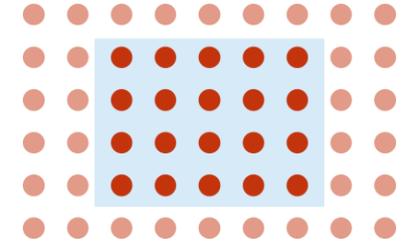
Movement



Duration



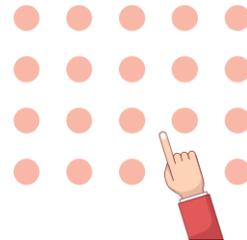
Proximity



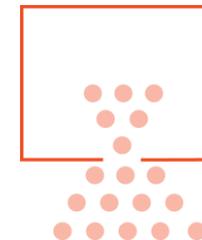
Group Size



**Respiratory
Output**



Touch

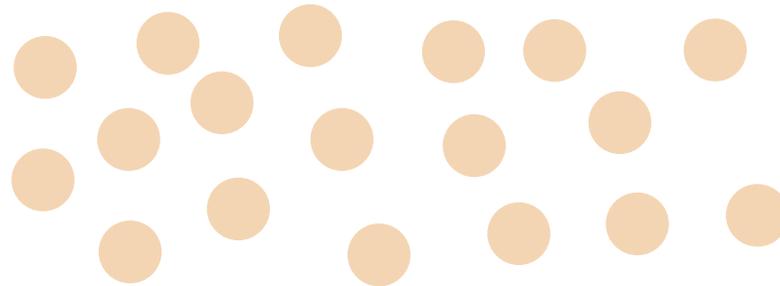
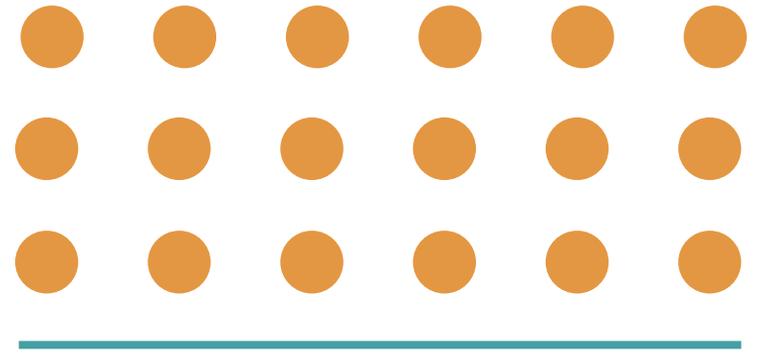


Congestion

Situational Characteristics

Movement: How do people move around in the space?

Directed
(lower risk)



Undirected
(higher risk)



Situational Characteristics

Duration: How long are people in this space?



**Less than
15 minutes**
(lower risk)

**More than
15 minutes**
(higher risk)



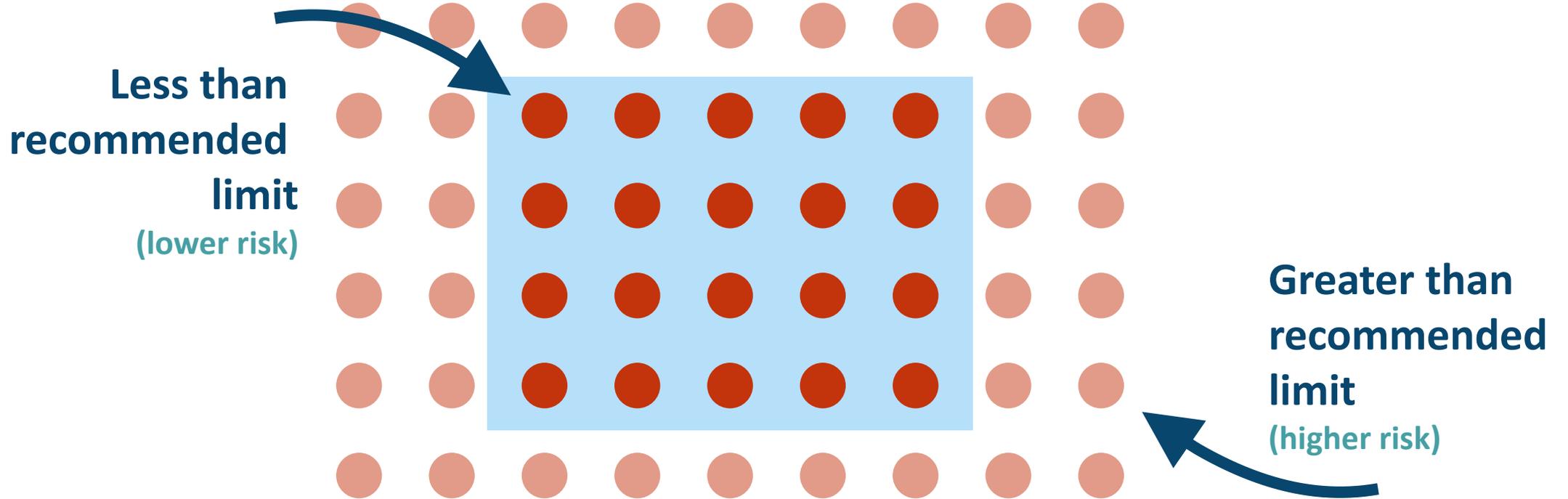
Situational Characteristics

Proximity: How close together are people in this space?



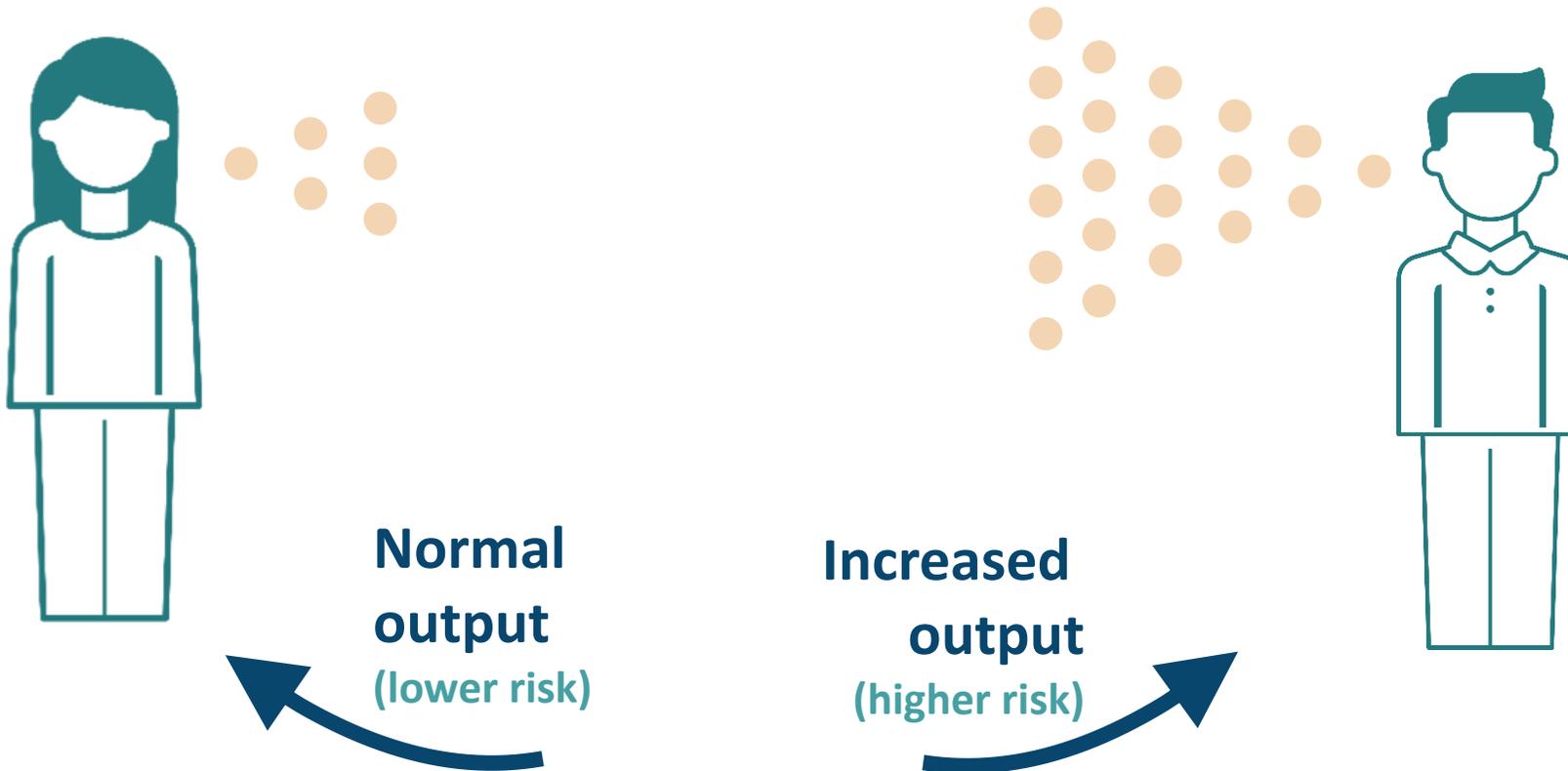
Situational Characteristics

Group Size: How many people are in the space?



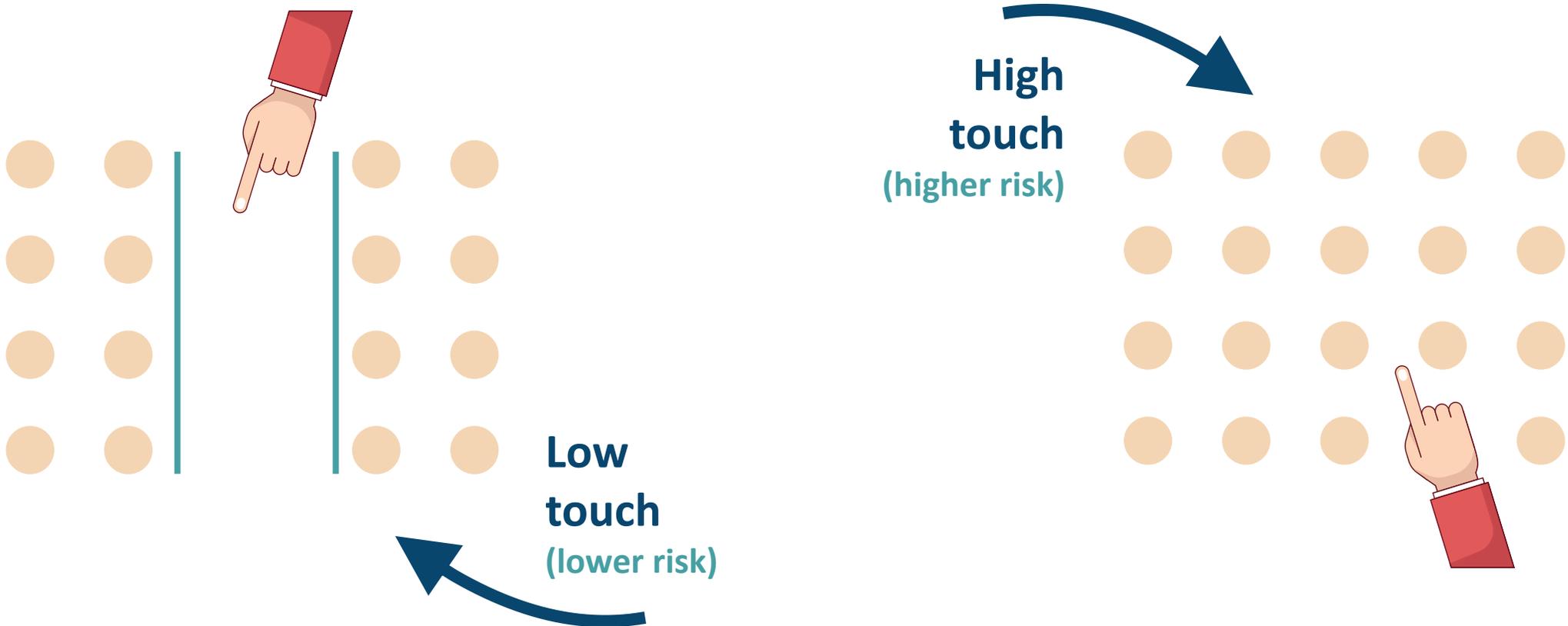
Situational Characteristics

Respiratory Output: How are people breathing in the space?



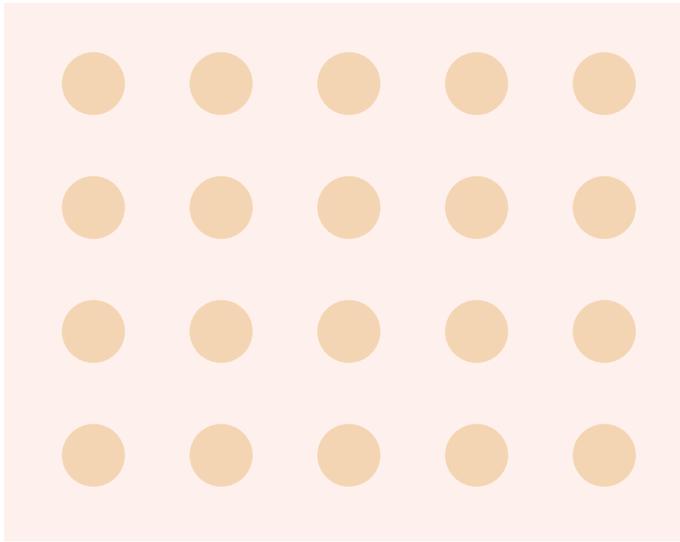
Situational Characteristics

Touch: How do people engage with objects or fixtures in the space?

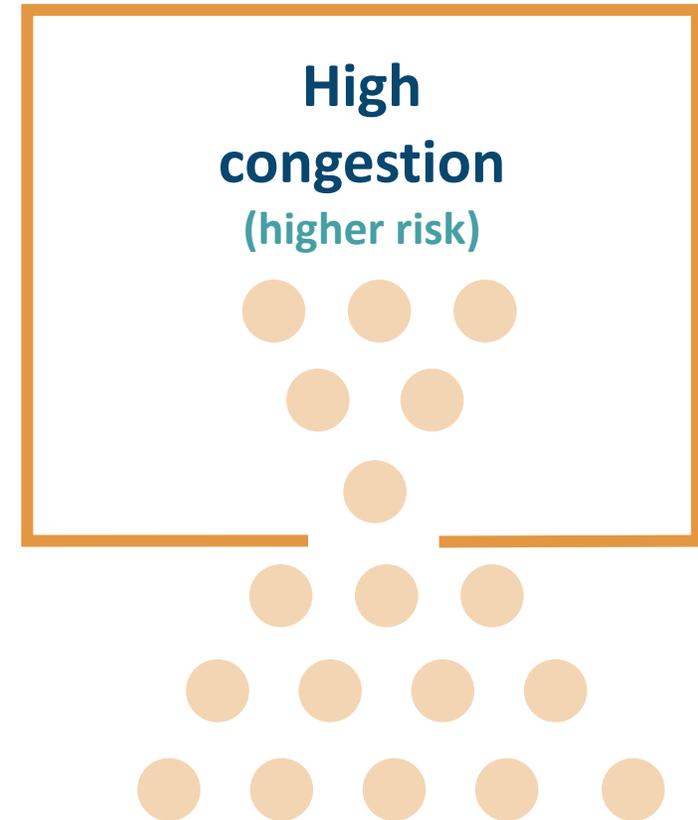


Situational Characteristics

Congestion: Are there points of high congestion?



**Low
congestion**
(lower risk)



Application of the Framework

Dry Cleaner

<i>Descriptor</i>	<i>Lower Risk</i>	<i>Higher Risk</i>
<i>Movement</i>	Directed	Undirected
<i>Duration</i>	<15 Minutes	>15 Minutes
<i>Proximity</i>	> 6 Feet	< 6 Feet
<i>Group Size</i>	<Recommended Limit	>Recommended Limit
<i>Respiratory Output</i>	Normal	Increased
<i>Touch</i>	Low	High
<i>Congestion</i>	Low	High

Mitigation Strategies

- Employee should wear mask
- Install a plexiglass barrier between employee and customer
- Establish a separate area for drop-off
- Prop the door open / clean door handle frequently
- Offer customers hand sanitizer
- Employ touchless payment options

Application of the Framework

Gym

<i>Descriptor</i>	<i>Lower Risk</i>	<i>Higher Risk</i>
<i>Movement</i>	Directed	Undirected
<i>Duration</i>	<15 Minutes	>15 Minutes
<i>Proximity</i>	> 6 Feet	< 6 Feet
<i>Group Size</i>	<Recommended Limit	>Recommended Limit
<i>Respiratory Output</i>	Normal	Increased
<i>Touch</i>	Low	High
<i>Congestion</i>	Low	High

Mitigation Strategies

- Assign employees to disinfect equipment between use
- Place barriers to help direct traffic
- Sign up for equipment use
- Patrons wear a face covering when not exercising; employees wear a face covering
- Employers monitor employee symptoms
- Patrons given a questionnaire about symptoms, travel, and sickness in the home
- Patrons of different households maintain 10-foot distance
- Space equipment apart to maintain 10-foot distance
- Limit number of patrons in the gym
- Avoid sign-in sheet or touch surfaces
- Don't offer group classes in an enclosed space



K- 12 Scenarios & Panel Discussion

Moderated by John Poelman, Leavitt Partners

Panelists:

- ❖ Jordan Mathis, Health Officer at the TriCounty Health Department (serves Daggett, Duchesne, Uintah counties)
- ❖ Lauren Merkley, English Teacher at Cottonwood High School, Granite School District
- ❖ Robbie Kinghorn, Principal at South Clearfield Elementary, Davis School District
- ❖ Lexi Cunningham, Superintendent, Salt Lake City School District

Scenario: Classroom Instruction



<i>Descriptor</i>	<i>Lower Risk</i>	<i>Higher Risk</i>
<i>Movement</i>	Directed	Undirected
<i>Duration</i>	<15 Minutes	>15 Minutes
<i>Proximity</i>	> 6 Feet	< 6 Feet
<i>Group Size</i>	<Recommended Limit	>Recommended Limit
<i>Respiratory Output</i>	Normal	Increased
<i>Touch</i>	Low	High
<i>Congestion</i>	Low	High

Scenario: Transitions



<i>Descriptor</i>	<i>Lower Risk</i>	<i>Higher Risk</i>
<i>Movement</i>	Directed	Undirected
<i>Duration</i>	<15 Minutes	>15 Minutes
<i>Proximity</i>	> 6 Feet	< 6 Feet
<i>Group Size</i>	<Recommended Limit	>Recommended Limit
<i>Respiratory Output</i>	Normal	Increased
<i>Touch</i>	Low	High
<i>Congestion</i>	Low	High



CORONAVIRUS RESOURCES

Tools and Templates

Tiffany Stanley



Reopening Requirements

Clearly articulating “what to do” but enabling adaptability and innovation at the local level to determine “how to do it.”

"What"

- Develop a plan that addresses certain elements (approved by local board by August 1)
- Apply a set of principles and levers to mitigate risk

"How"

- Locally determine appropriate risk mitigation tactics, based on the setting
- Address at a minimum the required mitigation tactics that were determined to be necessary to create a consistent, statewide standard of expectation



Download Tools

Reopening Requirements Template

Submit to USBE by Aug. 1 coronavirus@schools.utah.gov

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
Classrooms	Develop and provide educator training on implementing strategies to identify and mitigate risk in a classroom setting	(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.)
Transitions	Identify high traffic areas and apply floor markings or signage to direct traffic					

Download at www.schools.utah.gov/coronavirus

Download Tools

Utah State Board of Education

06/26/2020
Version 1.0

School Reopening Planning Handbook

Contents

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

Handbook (more resources coming soon)

Handbook for K-12 Reopening Plan Assurances

Mitigation Tactics 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. State requirements are included in purple, bold font. The other items are recommended strategies to mitigate risk.

- There are seven descriptors to help you break down characteristics of each environment. First, for each setting/activity, identify which descriptor (e.g., directed vs undirected) best describes your setting/activity for each of the seven situational characteristics. For example, is movement of people constrained or highly directed in your setting/activity? Or is it a setting/activity in which movement is fluid and undirected?
- Next, for any high-risk descriptors you selected, consider what steps you could take to adapt your environment so that it reflects the lower risk descriptor. For example, are there things that you can do to decrease the duration that people stay in your setting for less than 15-minutes? What could you do to make it so that there are no points/periods of congestion in your setting? Implementing these ideas will help to decrease the risk to your staff and your students.
- Lastly, for any descriptors that cannot be shifted from the higher to the lower risk descriptors, brainstorm ideas for things you can do to mitigate the risk in other ways. For example, if you can't avoid high-touch surfaces, can you do a better job of cleaning and disinfecting them? How would that work? What do you need to do to make it happen safely? If you can't, consider avoiding the setting/activity until the risk level in your location goes down.
- Add additional rows for other school settings that your LEA would like to address.

For additional explanation on how to use this worksheet, watch the webinar presented by USBE, Templates & Tools to Re-open K-12 Schools (scheduled for June 29, 2020 and July 8, 2020), and/or consult the Leavitt Partners publication, Principles to Mitigate the Spread of COVID-19 and Situational Characteristics, which can be accessed [here](#).

Setting	Situational Characteristics to Assess Risk Level	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	<table border="1"> <thead> <tr> <th>Descriptor</th> <th>Lower Risk</th> <th>Higher Risk</th> </tr> </thead> <tbody> <tr> <td>Movement</td> <td>Directed</td> <td>Undirected</td> </tr> <tr> <td>Duration</td> <td><15 Minutes</td> <td>>15 Minutes</td> </tr> <tr> <td>Proximity</td> <td>> 6 Feet</td> <td>< 6 Feet</td> </tr> <tr> <td>Group Size</td> <td><Recommended Limit</td> <td>>Recommended Limit</td> </tr> <tr> <td>Respiratory Output</td> <td>Normal</td> <td>Increased</td> </tr> <tr> <td>Touch</td> <td>Low</td> <td>High</td> </tr> <tr> <td>Congestion</td> <td>Low</td> <td>High</td> </tr> </tbody> </table>	Descriptor	Lower Risk	Higher Risk	Movement	Directed	Undirected	Duration	<15 Minutes	>15 Minutes	Proximity	> 6 Feet	< 6 Feet	Group Size	<Recommended Limit	>Recommended Limit	Respiratory Output	Normal	Increased	Touch	Low	High	Congestion	Low	High	<ul style="list-style-type: none"> Assign seats and/or small groups to support contact tracing 	<ul style="list-style-type: none"> Develop and provide educator training on implementing strategies to identify and mitigate risk in a classroom setting Keep the same students and teachers or staff with each group to the greatest extent practicable 	<ul style="list-style-type: none"> Maximize space between seating and desks (acknowledging that 6 feet of distance between desks is not feasible for most Utah classrooms) Identify and use large spaces (auditoriums, gyms, and outdoors) to maximize distancing Move nonessential furniture and equipment out of classrooms to increase distancing footprints 	<ul style="list-style-type: none"> Students wear face coverings when engaged in contact longer than 15 minutes within 6 feet Seat students facing forward 	<ul style="list-style-type: none"> Establish separation of students through other means, such as plexiglass barriers, if practicable
Descriptor	Lower Risk	Higher Risk																												
Movement	Directed	Undirected																												
Duration	<15 Minutes	>15 Minutes																												
Proximity	> 6 Feet	< 6 Feet																												
Group Size	<Recommended Limit	>Recommended Limit																												
Respiratory Output	Normal	Increased																												
Touch	Low	High																												
Congestion	Low	High																												

Download at www.schools.utah.gov/coronavirus



Q & A

Thank you!

Resources (including the Assurances Template, Handbook, and this presentation) will be available at www.schools.utah.gov/coronavirus

