UTAH STATE BOARD OF EDUCATION PRESENTS:

Templates & Tools to Re-open K-12 Schools
Welcome
Superintendent Sydnee Dickson
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<th>Speaker(s)</th>
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<td>Superintendent Dickson</td>
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<td>Calibrating the Dose of Our COVID-19 Response</td>
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<td>Superintendent Dickson</td>
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<td>Principles of Virus Spread &amp; Transmission</td>
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<td>John Poelman &amp; Patricia Doxey, Leavitt Partners</td>
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<td>John Poelman &amp; Patricia Doxey, Leavitt Partners</td>
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<td>Moderated by John Poelman</td>
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<td>Introduce Tools &amp; Template</td>
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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

<table>
<thead>
<tr>
<th>What the virus is doing.</th>
<th>How the virus is doing it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reproduction</td>
<td>Close Contact</td>
</tr>
<tr>
<td>Incubation period of the virus roughly 14 days.</td>
<td>Spreads through close contact (roughly 3 – 6 feet)</td>
</tr>
<tr>
<td>Patients are contagious 2 ½ days before and 7 - 9 days after symptoms.</td>
<td></td>
</tr>
<tr>
<td>Infectiousness</td>
<td>Respiratory Droplets</td>
</tr>
<tr>
<td>The reproduction number (or “R”) measures the virus’ spread. If R&gt;1, the virus will spread exponentially.</td>
<td>Spread through respiratory droplets from the nose or mouth (i.e., breathing, coughing, sneezing, laughing)</td>
</tr>
<tr>
<td>R can go up or down based on social behavior.</td>
<td></td>
</tr>
<tr>
<td>&quot;Fomite&quot; Contact</td>
<td>&quot;Fomite&quot; Contact</td>
</tr>
<tr>
<td>Spreads through touching surfaces or objects and then touching the eyes, nose, or mouth.</td>
<td></td>
</tr>
</tbody>
</table>

Sources: The Centers for Disease Control and Prevention (CDC) and the World Health Organization (WHO)
## Key Principles for Reducing Spread

### What the virus is doing.
- Reproduction
- Infectiousness

### How the virus is doing it.
- Close Contact
- Respiratory Droplets
- “Fomite” Contact

### Slow what the virus is doing.
- Isolate Symptoms
- Minimize Outbreak Probability

### Mitigate how the virus is doing it.
- Physical Distancing
- Respiratory Hygiene
- Physical Hygiene

### What the virus is doing.
- Slow what the virus is doing.
- Mitigate how the virus is doing it.

### How the virus is doing it.
- Reproduction
- Infectiousness

### Physical Distancing
- Maintain appropriate distance from others.
- R can go up or down based on social behavior.

### Respiratory Hygiene
- Exceptional respiratory hygiene to reduce or stop the spread of droplets.

### Physical Hygiene
- Exceptional physical hygiene.
# Levers to Mitigate Risk

## What the virus is doing.

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## Slow what the virus is doing.

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- Testing
- Contact tracing
- Symptom monitoring
- Self-isolating
- Group size
- Interaction outside of core “bubble”

## How the virus is doing it.

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<th>Close Contact</th>
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## Mitigate how the virus is doing it.

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- Maintain X ft distance
- Close physical interaction
- Frequency of travel
- Face masks/coverings
- Appropriate covering of sneeze / cough
- Reduce duration spent face-to-face
- Air circulation/filtering
- Personal hygiene
- Physical space hygiene
- Personal protective equipment

Slow what the virus is doing.

Mitigate how the virus is doing it.

What the virus is doing.

How the virus is doing it.
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)
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?

More than 6 feet (lower risk)

Less than 6 feet (higher risk)
Situational Characteristics

**Group Size: How many people are in the space?**

- **Less than recommended limit** (lower risk)
- **Greater than recommended limit** (higher risk)
Situational Characteristics

Respiratory Output: How are people breathing in the space?

- Normal output (lower risk)
- Increased output (higher risk)
Situational Characteristics

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

- **Low touch** (lower risk)
- **High touch** (higher risk)
Situational Characteristics

Congestion: Are there points of high congestion?

Low congestion
(lower risk)

High congestion
(higher risk)
Application of the Framework

Dry Cleaner

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<th>Higher Risk</th>
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<td>Duration</td>
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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**

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**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

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[Image of a classroom with students raising their hands]
Scenario: Transitions

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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
Reopening Requirements Template

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

Download at www.schools.utah.gov/coronavirus
Download Tools

Download at www.schools.utah.gov/coronavirus

Handbook
(more resources coming soon)
Thank you!

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