Communicable Disease - Prevention Plan

References

State of Oregon Governor's Office - Guidance

https://govstatus.egov.com/or-covid-19

Center For Disease Control (CDC) - Guidance

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html

Oregon Department of Education (ODE) - Guidance

Ready Schools - Safe Learners 2020-2021 (Version 1.0.0)

Oregon Health Authority (OHA) - Guidance

https://jacksoncountyor.org/hhs/COVID-19

Resources

Pandemic Plan   HVAC - Analysis   Decision Point Analysis

                              MSD - HVAC - Filters

Phase II - Office Reopening Guidelines

Custodial Actions - Products
SE 66 - Disinfectant - Safety Data Sheet
Hepastat 256 - Safety Data Sheet
Smart San - Foam Hand Sanitizer - Safety Data Sheet
Custodial Service Level - Analysis

Stop The Spread of Germs - Signage
COVID - 19 - Signs and Symptoms - Signage
How We Are Keeping You Safe - Signage
How To Wear A Face Covering

Redefining The Classroom

Potential Courses of Action To Prepare For

- Schools remains closed – distance learning, food services and child care continues

- Schools fully opened.

- Schools open in phases, with soft starts, and/or reduced numbers based on square footage and the physical distancing capacity of specific spaces – hybrid brick and mortar/distance learning

- Early start for select groups/summer

- Select schools/classrooms require closure

- Continuing school operations with a positive COVID case having occurred on site.

- Full District closure again – distance learning, food services and child care continues

- Smoke Season and COVID-19

Planning Framework

- Similar to security measures, there needs to be uniformity in the implementation of COVID prevention/operational measures across the schools.

- The hierarchy of controls should include a mix of both facility and people oriented measures.

- Practices by building/department need to change (for instance, student drop-off/pick up gatherings inside buildings, visitor access, screening, etc.)

- Significant student/staff absences and/or reduction in enrollment/employment to include sub-pools and retirements are likely to occur.

- Custodial requirements will likely increase to meet disinfecting needs. Staff will need to help.

- Budget constraints will be significant.

- Drop off and pick up numbers will likely increase/bus usage may decrease.

- Physical distancing requirements on buses could be a student attendance constraint.

- Demand for indoor spaces will increase during a smoke event.

- Connectivity, take home resources, and a distance learning solution as equally effective as the classroom will be critical for education continuity for all future operations - we need to redefine the classroom Redefining The Classroom.

- Technology implications need to be considered for all T&L and operational efforts.

- We need to consider all aspects of the building/site operations throughout the process - a holistic school approach.

Mechanisms of Transmission and Awareness

As we prepare a comprehensive, communicable disease, prevention plan, it is important to note that there is still a level of uncertainty associated with COVID-19, specifically. While some of the prevention measures are COVID-19 centric, the benefits of a comprehensive and effective program are invaluable in terms of infection control and student, staff and our community's health and safety. <mark>Many of these steps are good lifetime habits to develop, regardless.</mark>

The COVID-19 modes of transmission as we currently know them:

- The first concept to understand is that an infected person can be asymptomatic throughout the sickness, meaning **they can show no signs or symptoms, but pass it on to others.**
- **Person to person** exposure occurs when there is close contact to an infected person and the respiratory droplets they produce when they speak, cough or sneeze land in the mouths, eyes, noses and lungs of another person.
- COVID is also known to reside on **contaminated surfaces** for up to <u>several days</u>. When an individual makes contact with the contaminated surface they can self deliver the virus to their eyes, nose and/or mouth.
- **Airborne transmission from person to person over long distances is unlikely**; however, it is possible that the smallest droplets known as aerosols or droplet nuclei can linger and travel in the air for extended distances. Most droplets fall to the ground within 6'.

When you think about the hierarchy of controls it is important to understand that engineering controls, administrative controls, and personal protective equipment (PPE) are all rated based on feasibility and effectiveness. PPE is the least effective control because it is highly dependent upon worker involvement, fit and correct use.

An effective approach is multi-modal and captures the effect of numerous methods leveraged together. It only takes one instance, for an infection to gain a foothold in a department, on a team or at a site and the spread initiates. It is silent, invisible and at times deadly.

As an organization , it is imperative that we are diligent in our prevention effort and avoid the dangers of complacency while balancing the need for an effective learning environment for our students. What we do and what we say will set the tone for others to follow. Our prevention effort is a key component to our organization's resiliency and its ability to provide continuity of education through a multitude of scenarios.

The health and safety of our district and the community that it supports depends on everyone's participation, awareness and education.

MSD's Overall Prevention Approach

Physical Distancing

- Avoid unnecessary contact
- Do not come to work if you are sick; go home if you become sick
- Develop a remote work/learning option
- Develop an effective distance learning solution/Learning Management System
- Use 6' as the physical distancing minimum when contact is necessary
- Physically distance in all aspects of our operation - meetings, classrooms, workspace, buses, meals, events, athletics, etc.

Cleaning Practices

- Increase cleaning and disinfection frequency of high contact surfaces
- Develop a plan to disinfect surfaces on a daily basis
- Enlist the support of all staff and students to help maintain a clean and healthy environment.

Education and Awareness

- Communicate **clearly, effectively, and timely** to staff, students, parents, partners and our community.
- Develop and post signage throughout the schools and departments that lead to positive prevention behavior.
- Train custodians, students, staff, parents and visitors from the community on prevention.

Screening/Tracing

- Train students, parents, staff on screening expectations
- Work with nurses to develop an effective triage/screening/support process

Personal Protective Equipment (PPE)

- Masks will be worn by students and staff

Positive COVID On Site - Response

- Report it to leadership/HR.
- The District will contact OHA for guidance.
- We will determine a plan based on the specifics of the situation.
- Disinfection will occur as required.
- When necessary, the communications team will send out an appropriate message

Tasks Specific Departments/Sites

All Departments/Sites

- Review, provide feedback, disseminate and utilize the Pandemic Plan **Pandemic Plan**

- Keep tabs on best practices across other organizations and establish feedback mechanisms to facilitate necessary change in a timely manner

- Conduct a critical supply inventory/analysis on consumption rates, lead times and effect when supply is not on hand to establish re-ordering triggers for essential supplies

- Determine maximum occupancy of spaces based on physical distancing guidelines (6'); ODE currently requires 35 sq. ft. per student with no more than 25 in a space

- Message, train, post signage and emphasise the importance of hand washing (frequency + 20 seconds), cough and sneeze etiquette, not touching your face, stay home/go home if you are sick, and social distance when you can a minimum of 6' **(A 6' pool noodle is a good visual and best practice for the schools)**

- Add social distancing markers on the ground where necessary. For instance, for individuals waiting to speak with someone in the front office

- Where feasible, encourage students and staff to use individual water bottles in lieu of communal drinking fountains **(Labeled is a best practice)**

- Eliminate unnecessary water coolers and consolidated food events where possible (buffets, potlucks, etc.)

- Establish break room protocol to prevent unnecessary gathering and to maintain cleanliness (offset times, eat in your work space, clean up and disinfect your area before leaving, etc.)

- Conduct analysis by site/department of contact points inherent to your daily operation and determine what can be done to eliminate and/or mitigate them (sign in kiosks, distribution points, waiting areas, etc.)

- Determine locations that will require necessary plexi-glass barriers and authority to make that determination for the purpose of consistency **(Decision Point Analysis)**

- Conduct interior open door analysis (where security and HVAC feasible) to reduce unnecessary touch points - Exterior doors and windows must remain closed   **HVAC - Analysis**

- Develop visitor policy. Determine who genuinely needs to enter schools/departments, stop drop off/pick congregating in schools, can kids be escorted outside instead of the public coming in; consider moving to an appointment only system where feasible

- Develop a visitor log for work spaces/classrooms that captures date, time, name and contact information for all visitors; retain for four months to be used for tracing in the event there is a positive COVID identification on site.

- Stop meeting in person unnecessarily - utilize Zoom and other methods for necessary meetings; when in-person meetings are unavoidable make sure the set up incorporates physical distancing techniques (NLT 6 feet)

- Enable a culture that allows - if you are sick, stay home; if you get sick go home

- If a staff member has tested positive for COVID-19 and/or recently had contact with a person with COVID-19 they should stay home

- Close off areas utilized by a sick person and do not use these areas until after they have been cleaned/disinfected, wait 24 hours if possible

Athletics

- Encourage athletes not to share equipment and drinks. Emphasize cleanliness and personal hygiene

- Implement plans/options for cancelling or "public spacing" of athletic events scheduled in public spaces when necessary

- Work closely with the Oregon School Activities Association (OSAA) to determine necessary actions

- Ensure out of District facility users understand and comply with cleaning, disinfecting and social distancing requirements as well

Campus Monitors

Provide security personnel to limit access to the school buildings. Persons presenting influenza-like symptoms should not be allowed into the buildings. If a parent is at school to pick up his or her child before normal dismissal, the student should be brought to the parent outside the building. Each person cleared to enter the building will display their identification badge or school issued sticker

If you observe an individual who warrants medical evaluation, notify health services staff

Communications

- Keep an open line of communication between the MSD and the OHA and notify them immediately of any developing situations

- Continue to provide information to staff, students and community members on best practices in how to stop the spread of infectious disease through hand washing, cough and sneeze etiquette, not touching your face, utilization of sick time, flu shots and recognizing the signs and symptoms of a sickness/outbreak. Caution individuals to the danger of over washing hands to the point where they are dry, cracked, and more susceptible to germs

- Develop signage for front entrances, bathrooms and other high traffic/high visibility areas to message - Signs and symptoms, how to stop the spread, what the MSD is doing to keep people safe, how to wear and face mask, etc.- See CDC example signs - Stop The Spread of Germs - Signage COVID - 19 - Signs and Symptoms - Signage How We Are Keeping You Safe - Signage How To Wear A Face Covering

- Establish an effective communications plan to connect with all entities of the district

- Work with sites and nurses on messaging to parents on expectations for screening kids at home prior to sending them to school, a "pick up" plan in the event a student needs to go home after showing signs and symptoms, and a return policy following a sickness

- Encourage parents to keep all sick children at home and encourage staff to remain at home if they become ill

Encourage parents to generate options for alternative child-care plans

District Office

- Provide clear direction and generate options relevant to the current conditions

Facilities

- Conduct a critical supply inventory/analysis on consumption rates, lead times and effect when supply is not on hand to establish re-ordering triggers – (cleaning/disinfecting agents, gloves, masks, Clorox wipes, screen wipes, spray bottles, microfiber cloths, hand sanitizer (60% or greater), soap, bleach, toilet paper, etc.) **(Custodial)**

- Plan, coordinate and conduct custodial training on high contact surfaces, techniques, expectations, schedules, communication, substitutes, electrostatic sprayers, visibility, PPE, review of cleaning guidance from CDC, WHO and local health authorities, etc. **(Custodial)**

- Evaluate custodial schedules, current staffing and conduct crosswalk on personnel numbers needed to meet COVID service level requirements **(Custodial)**
Custodial Service Level - Analysis

- Site analysis of high contact surfaces for each school **(Custodial)**

- Increase frequency of cleaning and sanitizing high contact areas (Tables, doorknobs, light switches, countertops, handles, handrails, desks, tables, phones, keyboards, toilets, faucets, sinks, elevator buttons, drinking fountains, playground equipment, etc.) **(Custodial)**

- Confirm cleaning products are E.P.A. registered **(Custodial)**
Custodial Actions - Products
SE 66 - Disinfectant - Safety Data Sheet
Hepastat 256 - Safety Data Sheet
Smart San - Foam Hand Sanitizer - Safety Data Sheet

- Position 1 x backpack and 1 x hand held electrostatic sprayer at each site **(Purchasing)**

- Order masks and face shields for students and staff **(Purchasing)**

- Conduct analysis on additional locations where keyless locks/access badges are feasible **(Carpentry)**

- Conduct analysis on select drinking fountains that can be converted to bottle fillers **(Mechanical)**

- Conduct analysis by site to determine where additional occupancy sensors can replace switches **(Mechanical)**

- Research and build a classroom barrier prototype in the event they become necessary **(Carpentry)**

- Position spray bottles with cleaning agent and microfiber cloths in every classroom for staff to assist with disinfecting **(Custodial)**

- Purchase/fabricate/position hand sanitizer dispensers in the vicinity of all front offices/sign in kiosks **(Custodial)**

- Purchase "no touch" thermometers for school nurses and screening **(Purchasing)**

- Order/distribute Clorox wipes to each front office area to disinfect high contact surfaces throughout the day in the front entrances **(Custodial)**

- Maximize fresh air intakes and HVAC run times when and where feasible **(Mechanical)**

- Confirm startup/shutdown times to increase air flow **(Mechanical)**

- Upgrade filters to MERV 13 and seal with tape where feasible **(Mechanical)**
MSD - HVAC Filter - Analysis

- Ensure out of District facility users understand and comply with cleaning, disinfecting and social distancing requirements as well **(All)**

Determine space capacities based on ODE square footage requirement **(All)**

Food Services

- BPT provide food in classrooms while concurrently running feeding sites

HR

- Develop and disseminate a high risk health/vulnerable employee/family member policy and vetting process

- Develop and disseminate a remote work option where feasible

- Develop and disseminate a return to work/fit for duty type policy for post sickness

- Ensure privacy for all staff/student medical concerns

- Monitor staff and student absenteeism, cross train and maintain sub-pools

IT/NTS
- Conduct analysis on additional locations where keyless locks/access badges are feasible
- Consider feasibility of "no touch - sign in" via an App or other method
- Publish guidance to sites on staff cleaning Chromebooks and how
- Work with IT/NTS and other required stakeholders to develop a Learning Management System (LMS); Example - Redefining The Classroom

Nurses
- Work with sites to develop a conditions based screening plan; be prepared to (BPT) escalate it to a proactive screening at the entrances plan
- Train staff and students on signs and symptoms
- Work with communications and sites on messaging to parents on expectations for screening kids at home prior to sending them to school, a "pick up" plan in the event a student needs to go home after showing signs and symptoms, and a return policy following a sickness
- Work with sites to promote the first level of triage to be in the classroom for minor scrapes, cuts and bruises that do not warrant a visit to the health room
- Work with sites to establish a dedicated quarantine area for sick students separate from the health room or the location determined to provide routine care (diabetics, etc.)
- Utilize ODE's guidance to evaluate students and make decisions: Fever: A student with a fever of 100.4 or > must be picked up from school and not return until they are 72 hours fever free w/o the use of fever reducing medications (this used to be 24 hours) Persistent Cough: The student must stay out of school for 72 hours and be cough free, or have a clearance letter from their doctor to return (in the past a cough on it's own was not a reason to be excluded from school) Vomiting: The student must be picked up from school and not return until they are 72 hours vomit free (used to be 24 hours only) ODE - Communicable Disease Guidance

Sites

- Staff communication/training expectations of prevention procedures

- Public conditioning/expectations/communication – critical to set the tone right initially

- Consider messaging prevention behavior over intercoms and newsletter

- Communicate staff cleaning expectations - wipe down surfaces with prepositioned disinfectant bottles and microfibre cloth and place trash by the door

- Message cleaning expectation to front office staff

- Work with communications and nurses on messaging to parents on expectations for screening kids at home prior to sending them to school, a "pick up" plan in the event a student needs to go home after showing signs and symptoms, and a return policy following a sickness

- Work with nurses to promote the first level of triage to be in the classroom for minor scrapes, cuts and bruises that do not warrant a visit to the health room

- Work with nurses to establish a dedicated quarantine area for sick students separate from the health room or the location determined to provide routine care (diabetics, etc.)

- Isolate and send home staff or students with influenza-like symptoms, utilizing supervised isolation areas in the school; access to this room should be strictly limited and monitored (i.e., parents picking up their ill children should be escorted to and from the isolation area); a carefully monitored student checkout system should be activated

- Conduct physical distancing techniques analysis and out brief for your site (consider drop off and pick up procedures (numbers will likely increase), large events, sports, bell schedule, feeding plans, recess, teacher placement, etc.)

- In the event of a precautionary closure, BPT to provide take home guidance to staff and students

- Provide talking points to drop off parking lot staff and front office for screening:
    - How are you feeling today?
    - Do you have any signs of symptoms this morning?
    - Did you have a fever this morning?
    - What was your temperature this morning?

- Consider using school signs and sandwich boards at drop off and pick up to message prevention measures

- Implement screening procedures to stop sick staff, students, and visitors from coming into the school

- Conduct a hand washing schedule analysis - when does it make sense for students to be washing their hands and how can we best accommodate it? After recess, after using the bathroom, before lunch, etc.

- Do not enroll any students without appropriate immunization records, based on immunization and other health guidelines provided by the local health department, the Jackson County Health Department and/or the United States Department of Health and Human Services

- When feasible, limit the use of shared items (PE equipment, art supplies, toys, games, etc.) and/or clean in between use; evaluate supply levels to limit the need for having to share

- When feasible, turn desks to face the same direction and/or have students sit only on one side of tables, spaced apart

- Conduct an event analysis to determine what alternative methods may be available and feasible; cancel the events if adequate distancing cannot be achieved

Teaching and Learning

- Work with IT/NTS and other required stakeholders to develop a Learning Management System (LMS); Example - Redefining The Classroom

Transportation

- Screen students visually prior to them getting on the bus

- Ensure students wear masks on the bus.

- Establish and communicate a daily bus disinfecting plan