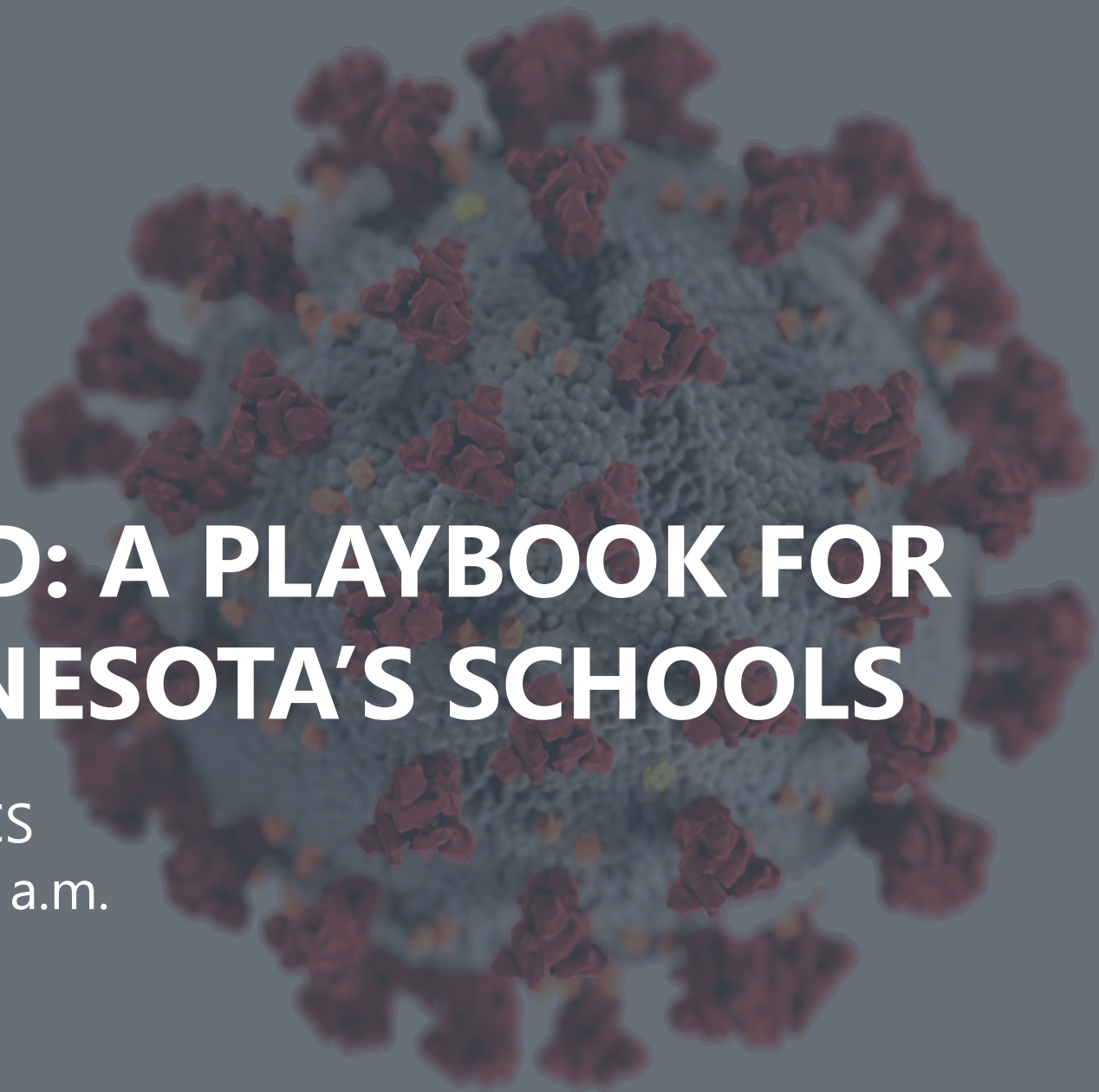




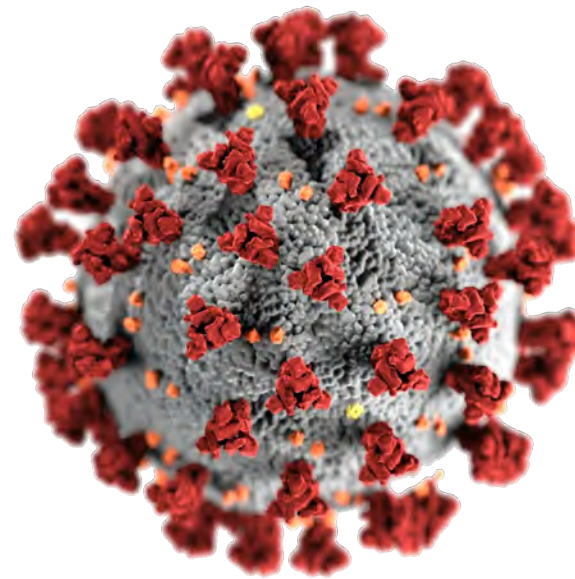
READY, SET, COVID: A PLAYBOOK FOR REOPENING MINNESOTA'S SCHOOLS

Hosted by a Panel of Experts and ICS
June 26, 2020 from 8:00 a.m. – 9:30 a.m.



Agenda

- The “**why**” behind the playbook
- Thank you to our **partners**
- Introduction to our panelists
- Five **steps for reopening schools**
- **Q&A**



Disclaimer:

This presentation is for general educational purposes only and is not intended as neither legal or medical advice or as a substitute for the advice of your own legal counsel, physician, business, or health and safety professional.

The following slides are based on interpretations of local, state, and national resources as well as derived from the expertise of our task force.



The “Why” Behind the Playbook

- COVID-19 has flipped **traditional education upside down**
- Goal was to develop a comprehensive and prescriptive playbook to **ensure schools are reopened safely**
- There is no perfect plan for all schools, but our hope is to **provide a road map to create your customized plan**
- Task force was created in April 2020 comprised of a **variety of subject-matter experts**





Our Task Force



Matt Grose

Superintendent at
ISD 318 (Grand Rapids)



Andrew Almos

Superintendent at East
Central Public Schools



Matt Schultz

Superintendent at
Lanesboro Public Schools



Neil Carlson

Certified Industrial Hygienist
at the University of MN



Todd Rapp

President and CEO
at Rapp Strategies



Shamus O'Meara

Legal Counsel at O'Meara,
Leer, Wagner & Kohl, P.A.



Arif Quraishi

Principal at ICS



Jeff Schiltz

Principal at ICS



Pat Overom

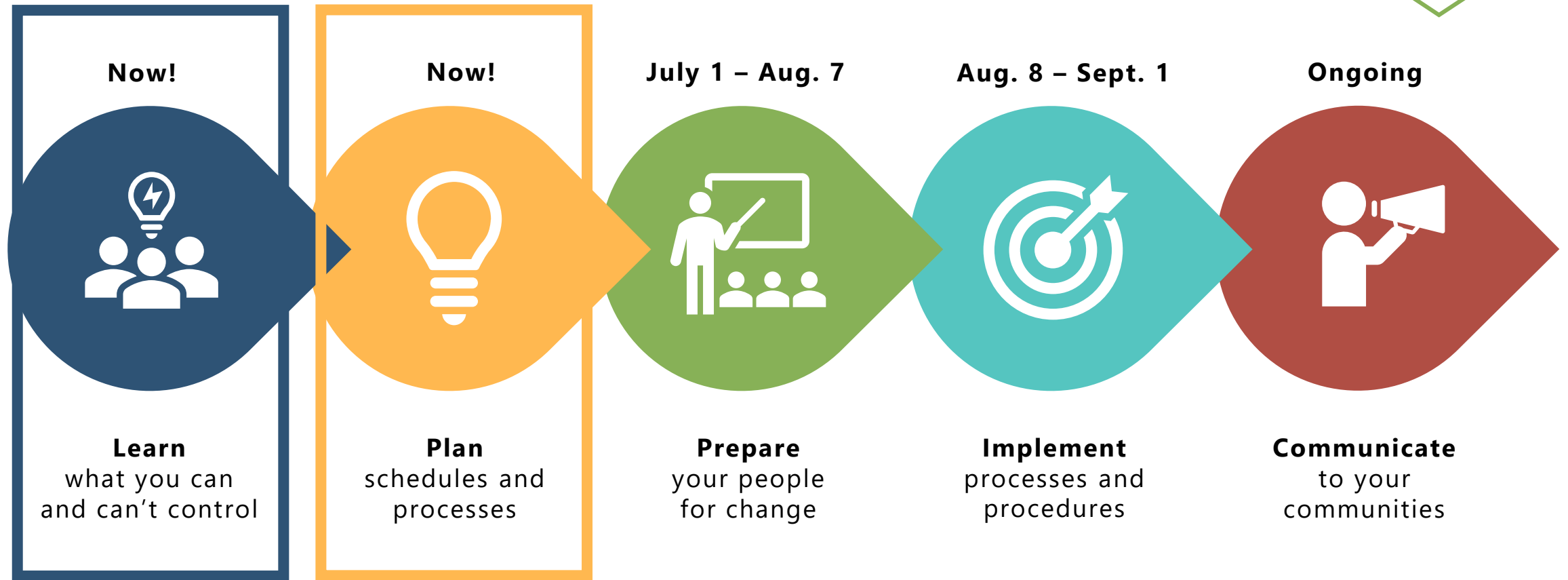
Principal at ICS



Chris Ziemer

Project Director at ICS

Five Steps to Reopening Schools



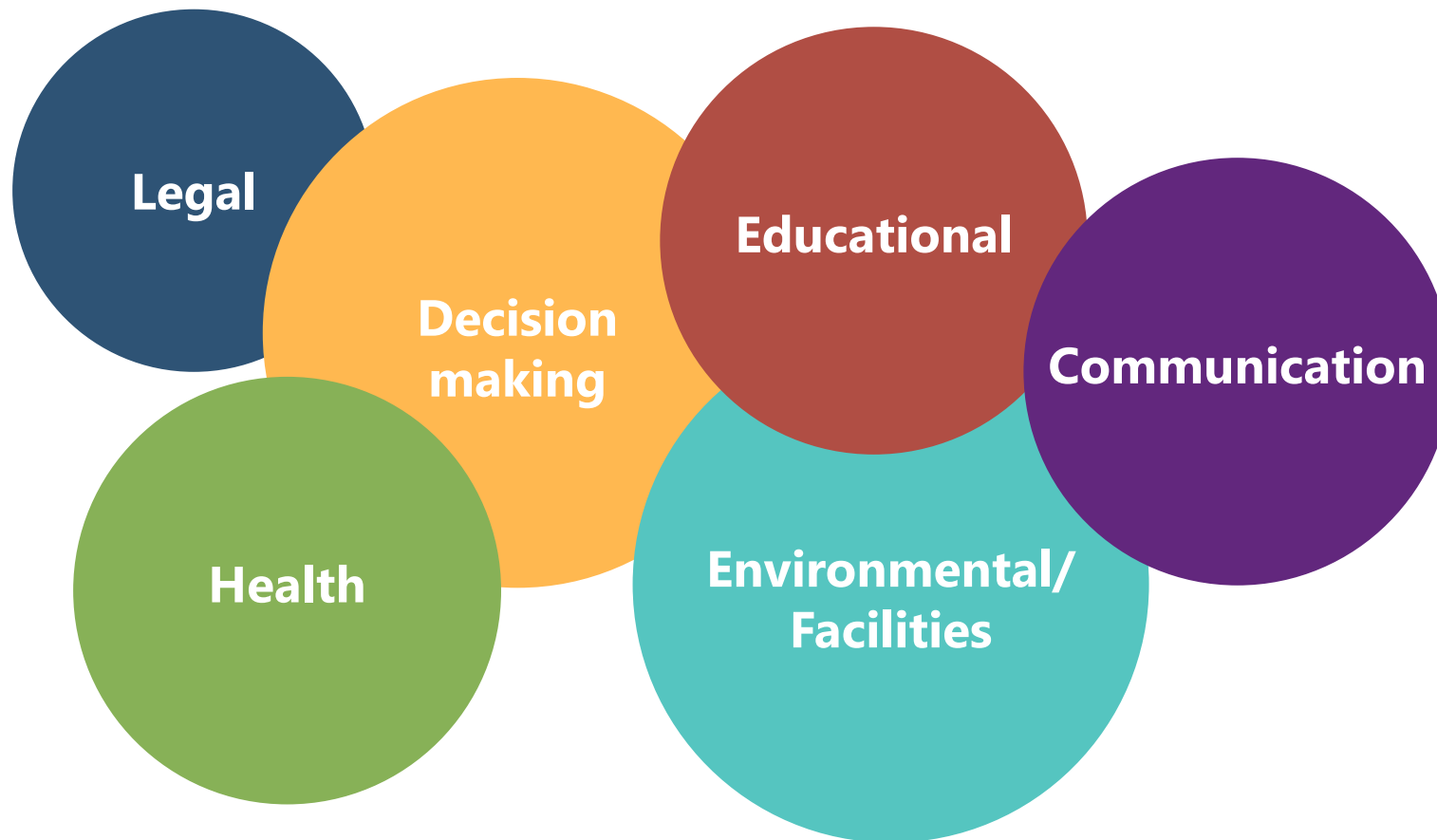
So, what will be covered today?

Step 1: Learn



- Recognize the challenges
- Learn what you can and can't control
- Public health concerns and practices
- Contact tracing
- Exposure decision tree
- Managing hot spots
- Legal responsibility for safety

Recognize the Challenges



- Understand the pandemic and take it seriously
- Legal and ethical responsibilities
- What you can and can't control

Things Out of Our Control

External factors

1. Local/state government
2. Newspapers
3. Political parties
4. Neighboring districts
5. Chambers and other community groups
6. Presidential Election

Internal factors

1. Parents' anxiety
2. School Board
3. High risk staff/students
4. Medical privacy
5. Mental health pressures
6. Poverty

What will school settings look like in the fall?

In-person learning

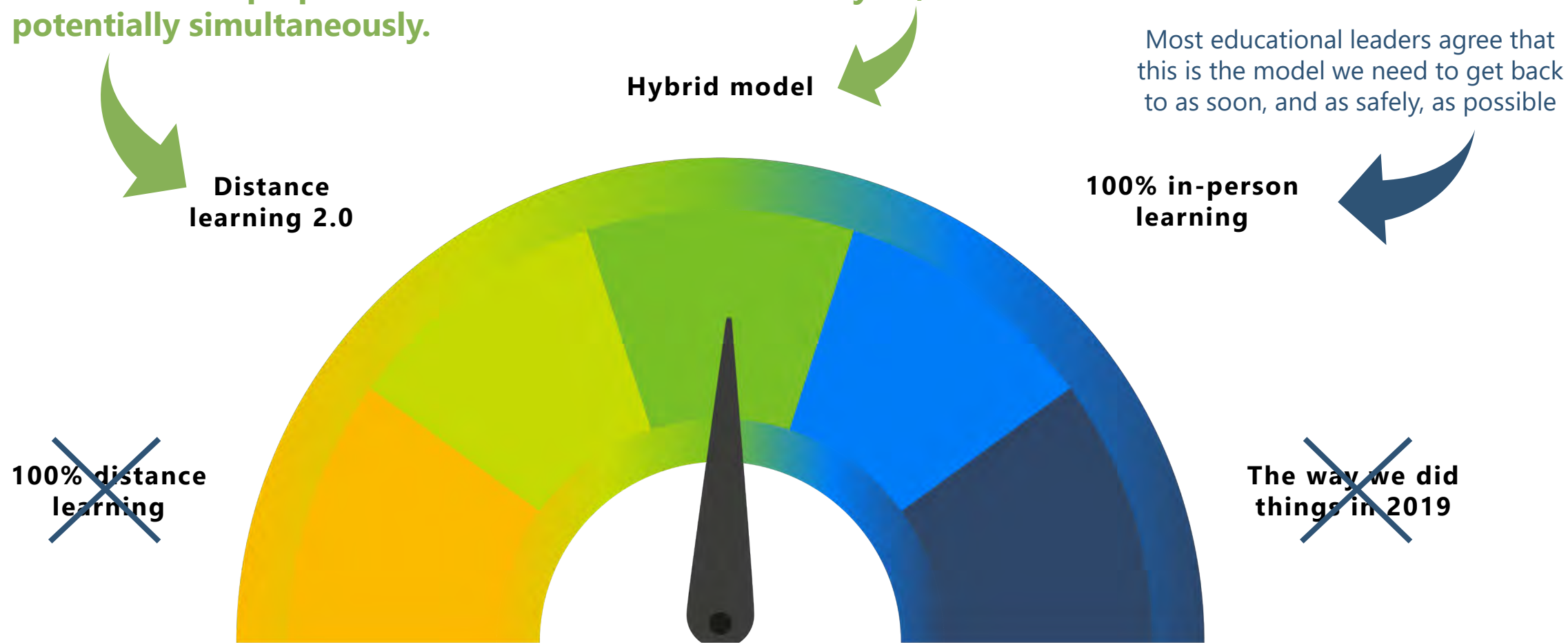


Hybrid learning environment likely in the fall based off of [MDE's 2020 – 2021 guidance](#) and [MDH's planning guidance](#)

Distance learning

What We Can Control

We need to be prepared to deliver BOTH models next year, potentially simultaneously.



Practical Example: Snow Day



Mid-week winter storm watch with possible heavy snow



Winter storm warning on Tuesday with possible 8 inches



Snow day decision made by district superintendent (or even the Governor)



Snow day communications sent to community

No matter what decision is made, you can't please everyone.

Public Health Concerns + Practices

COVID-19 background:

- New strain of coronavirus
- New virus linked to same family as SARS and some common colds
- COVID-19 is the disease, SARS-COV-2 is the virus
- Declared as a worldwide pandemic

Age in Years	Fatality Rate
Above 80	14.8%
70 – 79	8.0%
60 – 69	3.6%
50 – 59	1.3%
40 – 49	0.4%
30 – 39	0.2%
20 – 29	0.2%
10 – 19	0.2%
0 – 9	0%

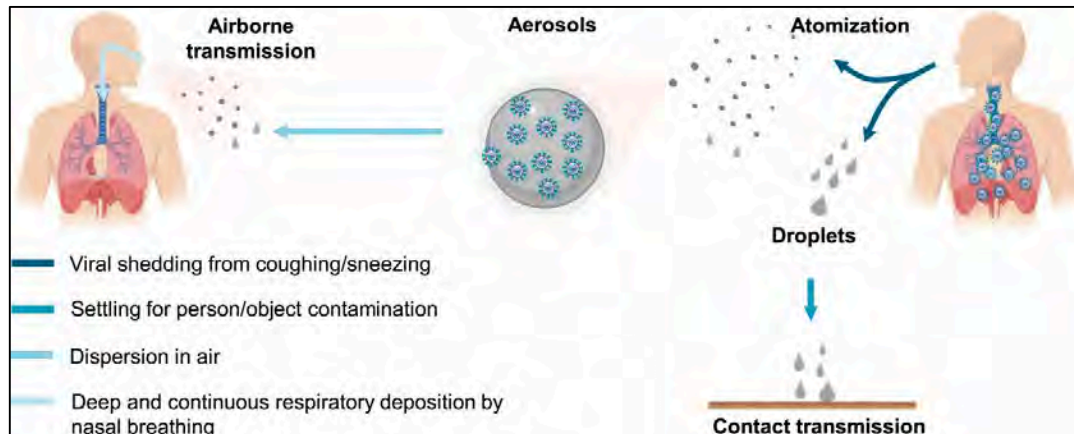
Pre-Existing Condition	Fatality Rate
Cardiovascular disease	10.5%
Diabetes	7.3%
Chronic respiratory disease	6.3%
Hypertension	6.0%
Cancer	5.6%
No pre-existing condition	0.9%

Source: [World Meter](#) updated on May 13

Public Health Concerns + Practices

COVID-19 transmission:

- Through respiratory droplets found in saliva
- Asymptomatic people may be 50% of total infections
- Limited transmission through ventilation and surfaces
- Increased outdoor air reduces transmission



Incubation period:

- Average of 5 – 6 days, range of 2 – 12 days
- 14 days observation recommended
- Viral shedding follows recovery
- Children and intrafamilial spread is increasing
- High viral load may relate to disease severity

Note on UVC:

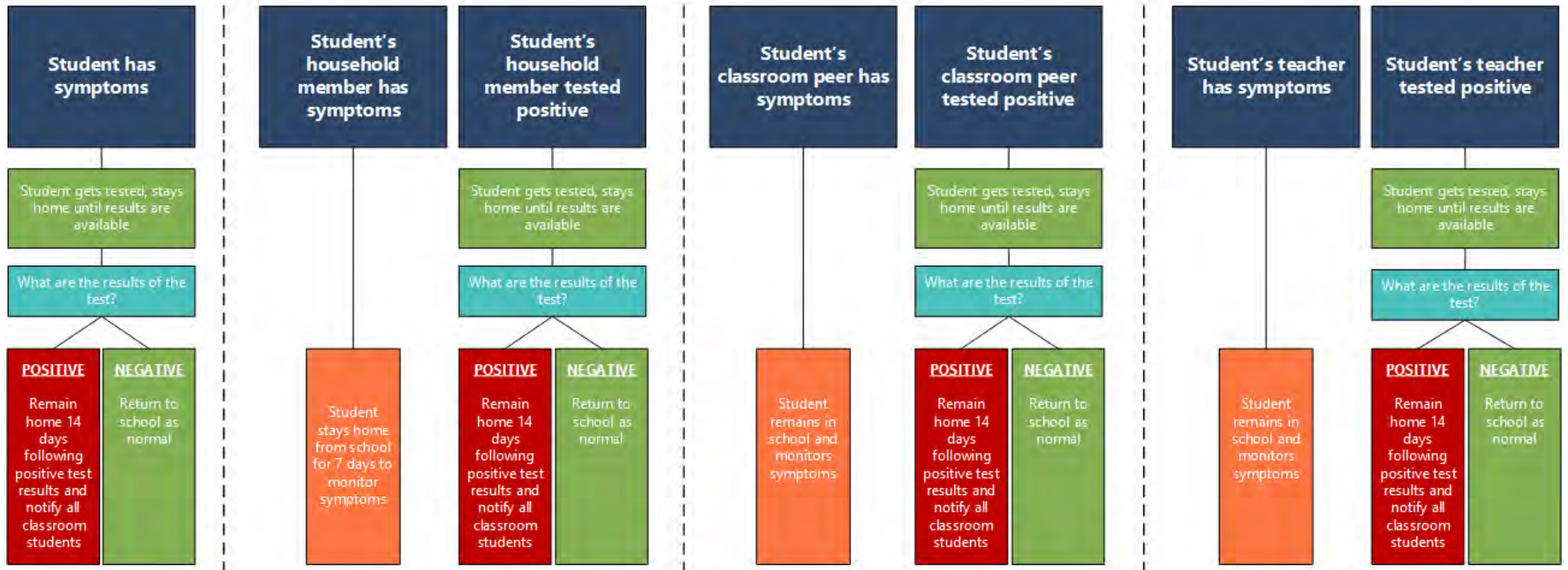
- UVC 254 nm, also known as UVGI, prevents virus from replicating and is recommended
- UVC 180 nm creates ozone and is NOT recommended
- UVC drops off with distance from the light
- Impact of debris and protein

EXPOSURE DECISION TREE

The following is an interpretation based on CDC guidelines and is to be used only as a draft.

STUDENT EXPOSURE SCENARIOS

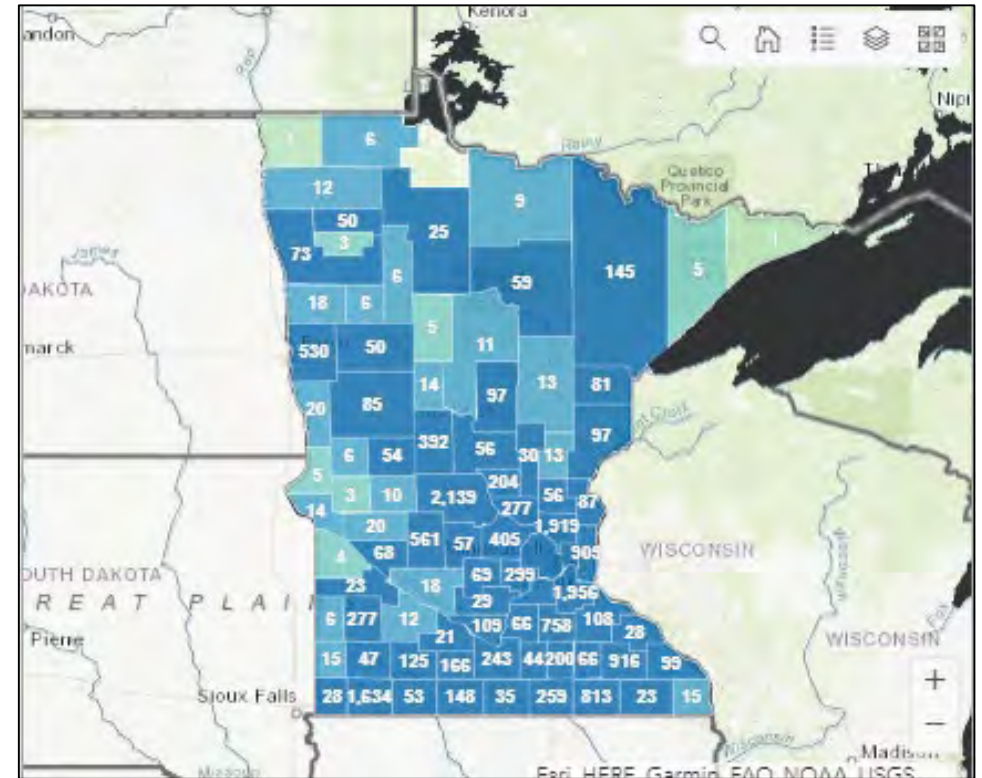
Assuming high contact in all situations



Managing Hot Spots

Schools may consider implementing several strategies to prepare for when someone gets sick:

- Advise staff and families of sick students of home-isolation criteria
- Isolate and transport those who are sick
- Clean and disinfect
- Notify health officials and close contacts



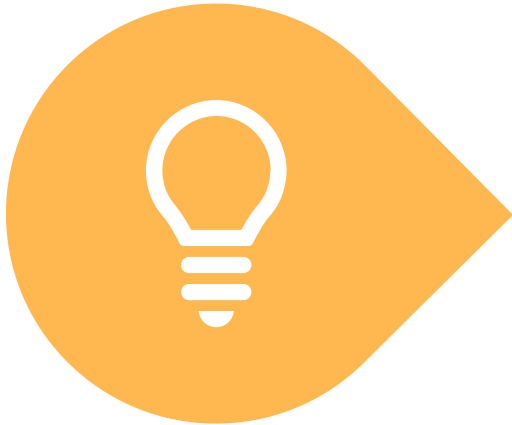
Significant variability in county spread



Legal Responsibility for Safety

- Standard of reasonableness (conduct)
- Contract liability (e.g. indemnification)
- Statutory violations (MNOSHA, ADA, FERPA, etc.)
- **Update your emergency management plan**
 - Safety plan and building-level emergency response plans
 - [COVID-19 Preparedness Plan](#) (Exec. Order 20-40)
 - Medical-related decisions and actions
 - Consistent with government directives and guidelines (CDC, MDH, MDE, MNOSHA)

Step 2: Plan



- Set committees
- Identify high risk staff/students and teaching/activities
- Develop policies and procedures
- Establish timelines
- Ordering supplies and signage
- Begin communications planning

Make sure you stay informed as information is constantly changing.



Set Committees

- Superintendent
- Principals
- Facility/transportation staff
- Food service staff
- Technology/IT staff
- SPED staff and coordinators
- Mental Health (SEL)
- Community Education
- Athletics
- Healthcare professionals and nursing staff
- ECFE staff and coordinators
- Union representatives
- District instructional leadership team

OPTIONS FOR HEALTH SCREENING

HEALTH SCREENING ACTION	GUIDELINES	REFERENCES
Schools must be able to screen for COVID-19 symptoms at door (probably means temp monitoring) - CDC	Would self-assessment at home using standard flu protocol work for pre-screening?	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/Schools-Decision-Tree.pdf
Symptoms list	CDC symptoms list and Self checker:	https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html
Someone sick at school - cleaning	Cleaning guidance	https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html
Sick at school MDH guidance	Information about staying at home and what to do with a positive test. MN will be instituting contact tracing with each confirmed positive test.	https://www.health.state.mn.us/diseases/coronavirus/schools/exguide.pdf
Guidance on cloth masks	<p>The guidance for cloth masks for higher ed is applies to high schools. Use cloth masks in situations where other social distancing measures are difficult to maintain.</p> <p>Care and use guidance (U of MN): https://www.uhs.umn.edu/using-cloth-face-covers-masks </p>	https://www.health.state.mn.us/diseases/coronavirus/schools/masks.html#ihe

IDENTIFY HIGH RISK TEACHING/ACTIVITIES

1 being low risk and 4 being high risk



Risky Activities	Risk level	Why is it a risk?	Ref:
Band	4	People close together. Enclosed space with modest ventilation Large number of particles generated by wind instruments	Solution - Virtual band: https://minnesota.cbslocal.com/video/4552843-cathedral-high-school-band-gets-creative-for-spring-concert/

IDENTIFY HIGH RISK TEACHING/ACTIVITIES

1 being low risk and 4 being high risk

RISKY ACTIVITIES	RISK LEVEL	WHY IS IT A RISK?	
Marching band outside practice	3	No masks, but outside with better ventilation could afford proper social distancing.	Remote band
Choir singing outside	3	No masks, but outside with better ventilation could afford proper social distancing.	Remote choir
Outdoor gym	3	No masks, but outside with better ventilation could afford proper social distancing. Showering after gym and lockers are problems.	
Cafeteria bag lunch in class	3		
Outdoor theater and speech class			
Outdoor sports – baseball, softball, soccer, lacrosse, tennis, golf	2-3	Golf has the lowest risk, in tennis there is sharing of tennis balls, baseball/softball has home plate interaction, lacrosse and soccer are higher risks because of contact.	Outdoor sports have better ventilation than indoor sports
Classroom 1/4	2-3	Reduced interaction. Wearing cloth respirators will reduce transmission.	

FACILITY/ROOM ISSUES

FACILITY/ROOM CONDITION	RATING	GUIDELINES	REFERENCES
Room with radiant heat, no operable windows, and no ventilation	4	Particles stay in the air longer in rooms with poor ventilation. With a room at full capacity and no cloth masks, transmission is very likely.	Indoor Transmission of SARS – CoV-2
Room with recirculating fan coil, no operable windows, poor filtration, and minimal outside air	3	Air dilution and some filtration may help. If room is at lower density and class duration is short, it would also help.	
Room with good air filtration (MERV 13+) and adequate outside air	2	Better environment – a smaller-sized space is more problematic than a larger one	
Room with operable windows and perimeter radiant heat	2	Increased air exchange will help. Humidity control will be lost and there will be issues with outdoor air allergens.	
Room with good air filtration (MERV 13+), adequate outside air, and in-room HEPA or shielded UVC	1-2	Combine cloth masks with good air circulation, low room density and additional UVC or HEPA filtration may work. Larger rooms will minimize the effectiveness of the portable HEPA filtration	UV and Measles (1947) History of germicidal irradiation 4
Very large rooms: lunchroom/ gymnasium with ample social distancing	1-2	Convert these areas to classrooms. If wearing cloth masks in these environments, the risk will be lower.	
Classes held outside with social distancing	1	Minimal transmission due to high air exchange.	3



Develop Policies & Procedures

- Emergency resolution
- Remote board and committee meetings
- Suspend policies conflicting with local or state mandates
- Develop/adopt COVID-19 preparedness plan
- HR management plan
- School building closure/distance learning plan and alternatives
- Technology plan assistance
- Facilities plan and use policy
- Communications plan
- Budget considerations
- Staff leave/PTO policies
- Student attendance policies
- Medical/student records protocol
- Update student, staff, and parent handbooks
- Address/modify applicable contracts
- Address/modify policies for students with disabilities – [U.S. DOE 3.21.20 Fact Sheet](#)



Develop Policies & Procedures

Student records & privacy exceptions

- **Family Educational Rights and Privacy Act (FERPA)**
 - Protects privacy of student education records including health. Prior written consent required.
 - Exception: schools can access certain information for “legitimate educational interests”
- **The HIPAA Privacy Rule**
 - Establishes national standards to protect medical records
 - Exception: HIPAA doesn’t apply to schools in most circumstances

Medical/student records protocol

- **Minnesota Government Data Practices Act**
 - Additional restrictions for sharing educational data
- **National resources**
 - [U.S. DOE - FERPA and Virtual Learning](#) and [U.S. Department of Education - FERPA and COVID-19](#)
 - [U.S. HHS - HIPAA and COVID-19](#)
 - [National School Boards Association COVID-19 Update](#)

Establish Timelines

Set meetings **NOW** as staff are not used to working during the summer

- Set your committee meetings **NOW**, with mandatory attendance if possible
- Possibility of paying people to come in during the summer
- Set multiple board meetings for August **NOW** as you will likely have decisions that need further board discussion and approval
- Establish clear timeline that is flexible and subject to change



What You Need To Do Now

Order supplies

- It takes time to order supplies – you need to start **NOW** and include soap, hand sanitizer with at least 60% alcohol, paper towels, tissues, disinfectant wipes, face masks, no-touch trash cans, etc.
- **Adequate supplies** support healthy hygiene procedures outlined by the [MDH/CDC](#)



Community residents won't accept that adequate supplies aren't available in a school district.

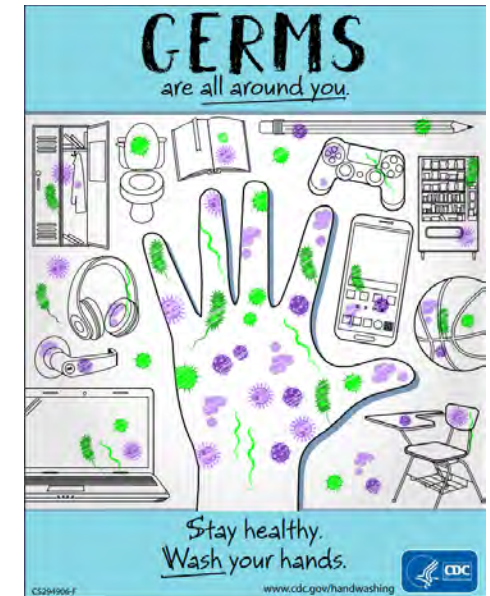
Maintain healthy environments

- Clean and disinfect frequently-touched surfaces based on [CDC guidance](#)
- Implement hygiene procedures for transportation buses or other vehicles based on [CDC guidance](#)
- Develop an increased schedule for cleaning and disinfecting based on [CDC guidance](#)
- Ensure safe and correct use and storage of cleaning supplies

Identify Facility/Environment Needs

Adequate and effective signage and posters

- Post signs in highly-visible locations that promote proper CDC guidelines
- Broadcast regular announcements on reducing the spread of COVID-19
- Include messages to staff and families about behaviors to prevent the spread
- Find free [CDC print and digital communication resources](#)
- Additional [CDC information](#) on facility needs



Begin Communications Planning

Seven keys to help an effective plan

- Transparent information about education and health is an **ethical responsibility**
- Good communications are **empathetic, timely, and considerate**
- **Don't assume** your audiences have seen previous communications
- **Review specific actions** you have taken and how they've reduced risks
- Broadcast **consistent messages** on multiple platforms
- Highlight **official guidance shaping the district's COVID-19 policies**
- **Don't ignore local media** to inform your community





Communities Will Turn to You First

Embrace the opportunities to connect

- Effective communications can **increase the community's trust in district leadership**
- Uncertainty produces anxiety, but **clear and consistent communication prevents dissatisfaction**
- Make sure key audiences are informed about:
 - What you have **already done**
 - What **plans and policies are being developed**
 - What you will do in the **event of another outbreak**
 - How they can **contribute ideas and provide feedback**



Engage Local Health Leaders

Create a COVID resource group with weekly cadence to district leadership

- School nurse/healthcare professionals
- Local county healthcare professionals
- Establish connections with local clinic and hospital systems
- Ensure legal assistance is prepared for immediate or emergency needs
- **Identify who is responsible for sharing information and a proper “communication tree”**



New Normal = New Expectations

Avoid the “business as usual” approaches

- The 2020 pandemic response **may permanently change expectations for school districts**
- People will expect you to:
 - Communicate online and offer virtual events and two-way video
 - Establish a plan for another outbreak
 - Make accommodations for social distancing
 - Increase disinfection protocols and protect air quality
 - Respond to those negatively affected by a contracting economy

If you don't meet their expectations, residents will go elsewhere for information about YOUR school district.



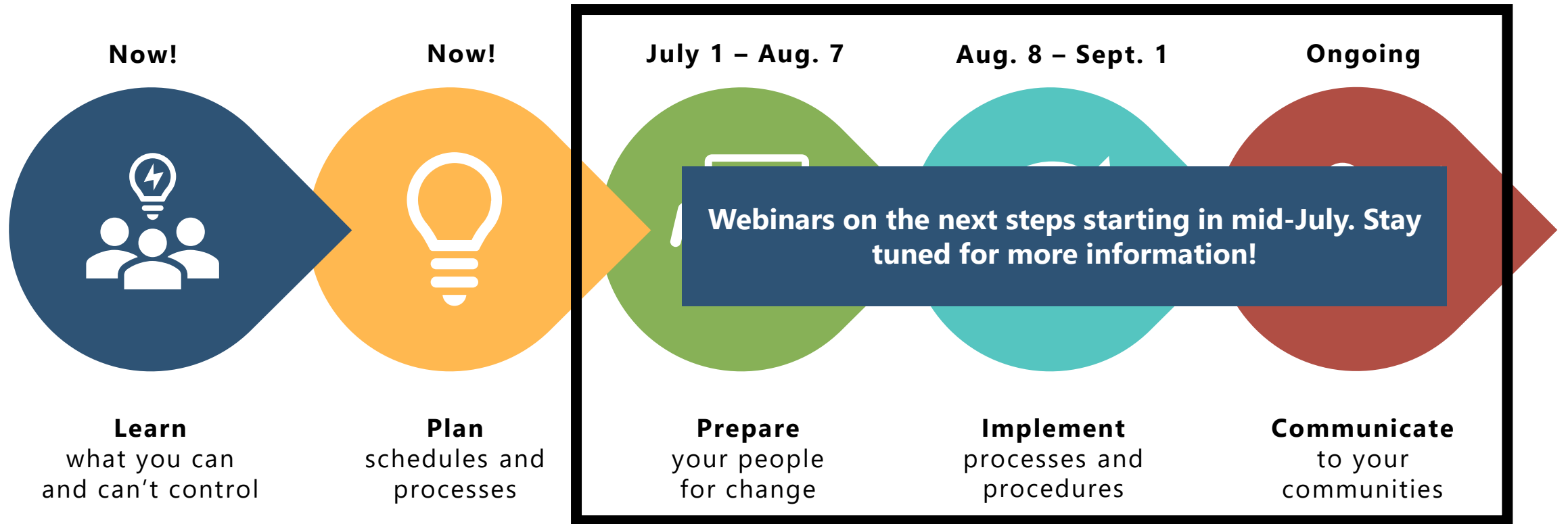
Self Assessment Improves Impact

Planning for the future begins with learning from the past

- **Preparing for future COVID-19 challenges begins with an assessment of the last four months of the 2020 school year:**
 - Where did our district respond well?
 - What did other districts or organizations do particularly well?
 - Where did our districts fail?
 - What did students, teachers, non-instructional staff, parents and community members care about most?
 - Were we ready to communicate quickly to important audiences?
 - What would we do differently next time?

Make this a formal analysis – you need to understand your strengths and weaknesses from your residents' perspectives.

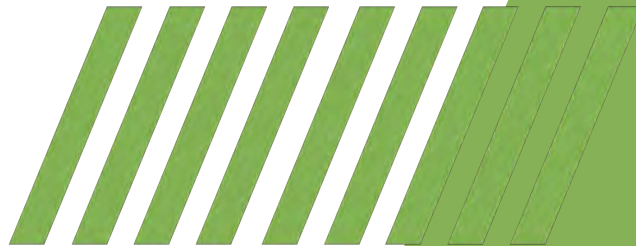
Five Steps to Reopening Schools



So, what about the other steps of reopening schools?

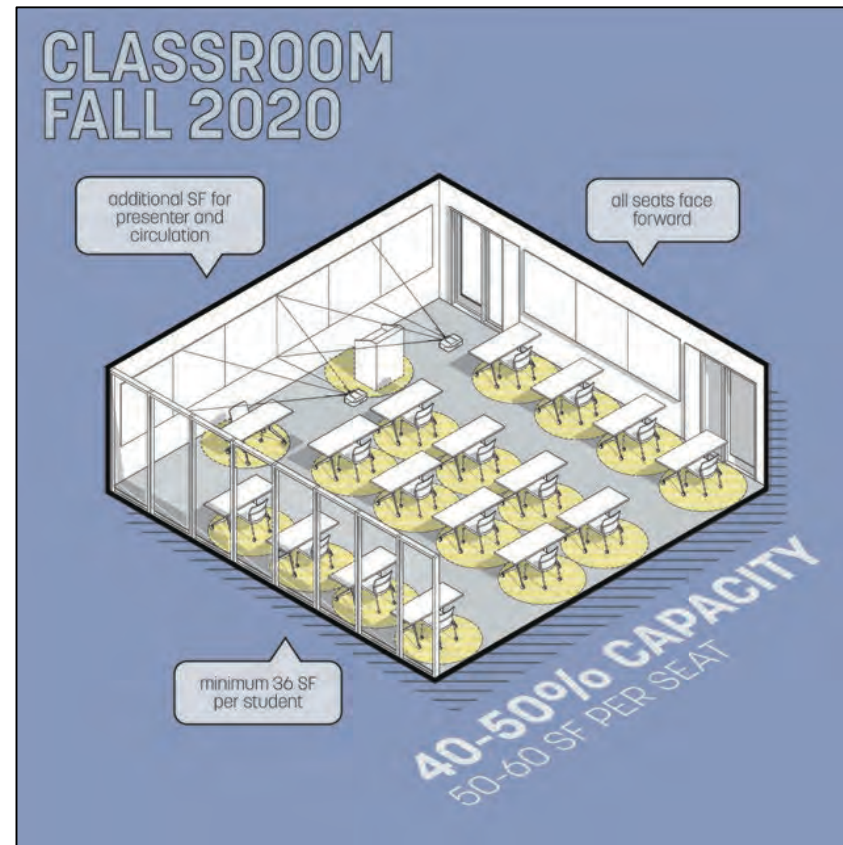
Sneak Peak on Steps 3-5

- Determine number of available classrooms
- Determine bussing capacity
- Estimate number of returning students and staff using the hybrid model

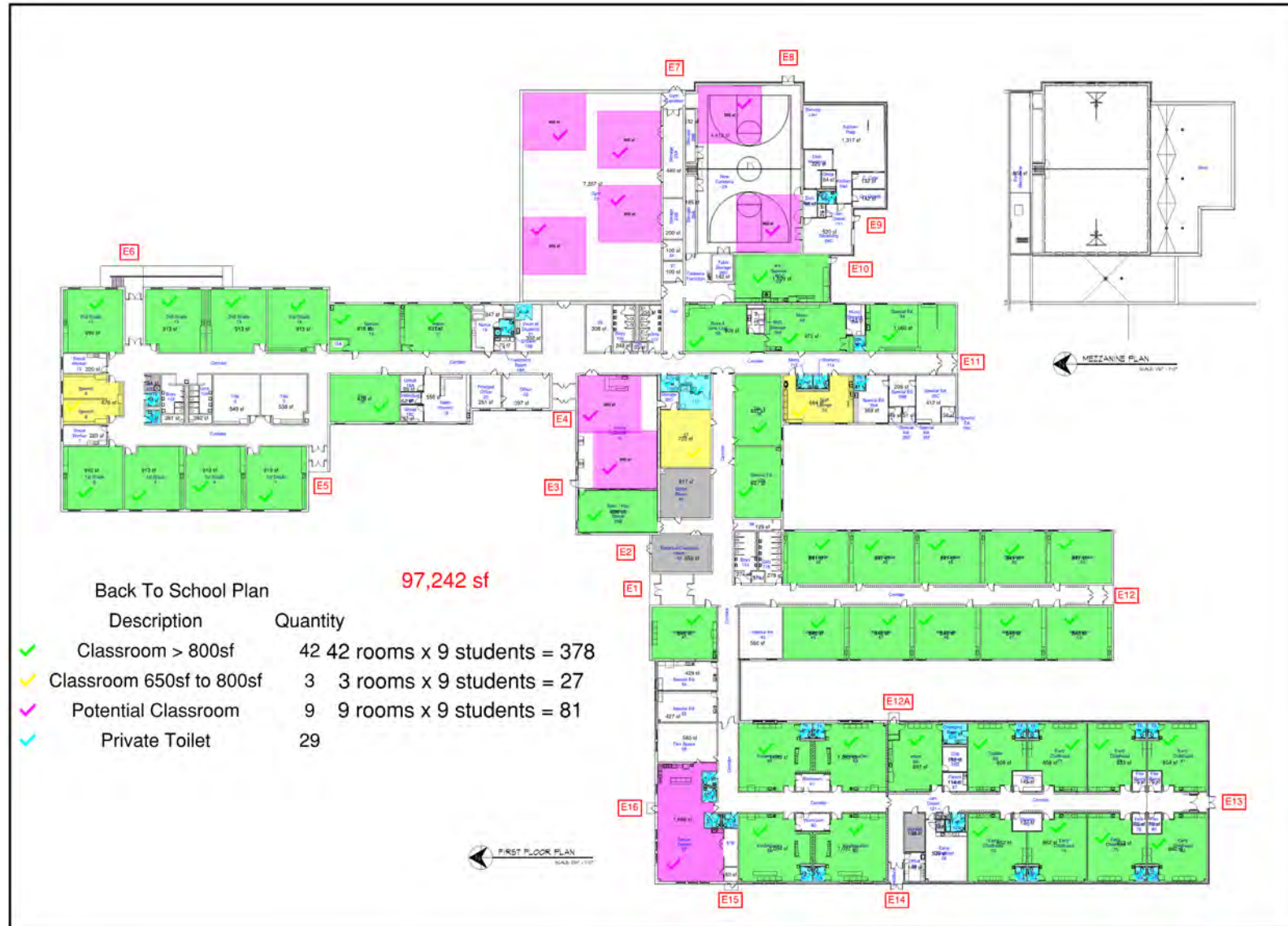


Number of Classrooms

- How many do you have per building?
- How many can you create by dividing larger spaces that cannot be used for safety reasons such as cafeterias, gyms, media centers, etc.
- Locate and use your CADD (facility) blueprints
- Consult with your facility advisor



DEER RIVER PUBLIC SCHOOLS CASE STUDY



Three parallel V-shaped lines are positioned at the bottom of the slide. The top line is orange, the middle line is teal, and the bottom line is green. They all point downwards towards the center of the slide.

- Creates four options for cycles of multiple day schedules
- Model assumes that those students who need more in-school instruction days receive more
- Rounding up creates more opportunity for those who need more in-school instruction but lowers the total number of days in the course of the year for other students
- Playing around with the example will change the inputs and be reflected in the model

OUTPUTS					
Totals		Option 1: Scheduling with "Current" Classrooms		Option 2: Scheduling with "Additional" Classrooms	
Number of licensed teachers who will be assigned to base cycle classrooms	46.2	Number of days in base schedule calculated with current input variables	2.11	The number of days in base schedule calculated with additional classrooms	1.60
Number of teachers assigned to distance learning or off base cycle In-School Instruction	19.8	OPTION 1A (# of Days Rounded <u>Up</u>)		OPTION 2A (# of Days Rounded <u>Up</u>)	
Estimated number of students whose parents would choose Distance Learning only	200	Number of days rounded up to allow for more students with multiple days In-School	3.00	Number of days rounded up to allow for more students with multiple days In-School	2.00
Estimated number of students whose parents would send to school	800	Number of In-School days per student attending one In-School day per cycle	57.3	Number of In-School days per student attending one In-School day per cycle	86.0
Number of adults (teachers and paras) who can be assigned to classrooms in cycle, classes off-cycle, and other duties in school	63.7	Number of students attending one day per cycle	266.7	Number of students attending one day per cycle	400
The smaller number of (1) students who can be In-School on any given day with current classrooms or (2) max number of students transported in all modes	540	Number of multiple day attending students who can attend on any given day	273.3	Number of multiple day attending students who can attend on any given day	260
Number of Teachers not assigned to a classroom with current classrooms in cycle	1.2	Average number of days on multiple day students can attend in total per cycle	3.1	Average number of days on multiple day students can attend in total.	2.3

FINDING THE LENGTH OF YOUR IN-SCHOOL CYCLE

INPUTS		
Variables	District Entered Variables Defined	Enter Data
LCT	Number of licensed teachers	0
%LCTA	Percent of teachers who will be assigned to base cycle classrooms--See Exclusions in Notes to Worksheet	0%
ADM	Number of K-12 students	0
%AMD	Percent whose parents would be willing to send them to school this fall	0%
M	Number of K-12 students who would benefit educationally more by being in school more than the base schedule (ie. primary students, LD, ELL, CTE)	0
CC	Current number of classrooms approximately 900 square ft or more	0
XC	Additional classrooms gained through subdividing larger spaces or community partners	0
MSC	Maximum number of students per teacher or supervising adult per classroom allowed by MDE guidance (current summer school guidance)	9
ID	Number of instructional days in district calendar (Not holiday, inservice, etc.)	0
PA	Number of Para professionals	0
%PA	Percent who are able (do not have underlying health condition) and would be willing to work In-School and will be assigned to classrooms and not other duties	0%

The 11 variables to enter into MREA's tool

Visit <https://bit.ly/2YpKMJZ> to use MREA's tool!

PHYSICAL SPACE RE-ORGANIZATION + INFRASTRUCTURE MODIFICATIONS



Spaces	COVID-19 Changes
Indoor educational/shared spaces	Physical guides, rearrange desks, utilize large spaces, physical barriers, and no sharing
Food service	Students bring meal, meals in classroom, hand sanitizing stations, disposable service items, Personal Protective Equipment (PPE), and events boxed food
Occupant flow	Traffic management and stagger arrival/dismissal times
Administration/staff spaces	Remote work – nurse spaces, and limit non-essential visitors
Plumbing/water systems	Discontinue drinking fountains, own water, and screens between sinks
HVAC	Initial air flush, daily air flush, increase O/A to maximum, DOAS to 150%, disable demand control, and MERV 13

Bus Safety

- **The district's bus safety goal is to ensure preparedness for:**
 - Safe drivers
 - A safe and clean ride
 - A safe and clean bus garage
- **Potential procedures to implement to ensure safe drivers:**
 - Drivers possibly wearing masks and gloves
 - When you are sick, you need to stay home
 - Possible daily temperatures when arriving for work
- **Districts should consider other potential drivers in their district, possibly younger teachers.**



Calls-to-Action

- **Hybrid model case study:** would you like your district to be a part of this case study? Contact Arif Quraishi at arif.quraishi@ics-builds.com for more information.
- **District stakeholder survey:** do you need to create a survey for parents, staff, and community members? Contact Todd Rapp at toddrapp@rappstrategies.com for more information.
- **HVAC challenges:** do you need help in identifying what modifications you need to make to your building systems? Contact Dana Fontaine at dana.fontaine@ics-builds.com for more information.



Next Steps

- Final and comprehensive playbook with a focus on other district case studies
- Topic seminars beginning mid-July with **various breakout sessions:**
 - Detailed policies and procedures (health tracking, legal, employment, etc.)
 - Educational hybrid and the cycle length tool
 - Facility modification details
 - Transportation
 - Engaging/communicating with your community
 - Other topics
- Combined links/resources available at the end of the presentation



Interested in your district
being a part of a case study?
Reach out to Arif Quraishi
with ICS at
arif.quraishi@ics-builds.com



Q&A





Thank You for Your Time!

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Presentation Resources

- **Educational models/delivery resources**

- [MDE's 2020 – 2021 Guidance](#)
- [MDH's Planning Guidance](#)
- [MREA's Hybrid Learning Model](#)

- **Public health concerns/practices resources**

- [World Meter](#)
- [COVID-19 Cases by County of Residence](#)
- [Full Legal Presentation from Shamus O'Meara](#)
- [MN Department of Health Decision Tree](#)

- **Legal resources**

- [COVID-19 Preparedness Plan](#)
- [Policies for Students with Disabilities](#)

- **CDC-related resources**

- [CDC Communication Resources](#)
- [CDC Considerations for Schools](#)
- [CDC Interim Guidance for Administrators of K-12 Schools](#)
- [CDC Cleaning and Disinfecting Transport Vehicles](#)
- [CDC Guide for Cleaning and Disinfecting](#)
- [CDC Make Your Plan to Clean and Disinfect](#)

- **Communications**

- [MREA: Communicating with Families](#)

- **Cooperative Purchasing**

- [Cooperative Purchasing Connection](#)
- [Sourcewell Suppliers Update](#)