CALAIS SCHOOL
RESTART AND RECOVERY PLAN 2020-2021

Recovery and mitigation measures to ensure a safe return for the whole school community.
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Introduction

When considering recovery operations, schools must look beyond the core mission of student learning. While safe and effective academic recovery is an obvious component, maintaining safe facilities and business operations, and providing for the social, emotional, and behavioral wellbeing of students also is imperative. This plan reflects our commitment to providing a safe and secure environment that addresses the needs of the whole Calais School community and all components of recovery.

The plan was developed in accordance with the guidance promulgated by the New Jersey Department of Education report: "The Road Back-Restart and Recovery Plan for Education" June 2020, and references contained therein.

The plans contained in this document mirror the specific language contained in the NJDOE guidance. In some cases, the plans and procedures are adapted to meet our school specific needs and requirements.

As stated in "The Road Back-Restart and Recovery Plan for Education" "The COVID-19 pandemic impacted every aspect of our lives. As we look to the future and plan for students to return to the Calais School in-person this fall, we must recognize and prepare for the ways the virus and necessary public health response has changed and will change the way students learn.

This Restart and Recovery Plan provides educators and administrators with the information necessary to ensure that our school reopens safely and is prepared to accommodate students’ unique needs during this unprecedented time."

The plan presents guidance related to four key subject areas:

1. Conditions for Learning
2. Leadership and Planning
3. Policy and Funding
4. Continuity of Learning

The Calais School is committed to providing a safe and secure teaching and learning environment that meets the unique needs of the whole school community.
Conditions for Learning

Conditions for learning involve the social, emotional, and environmental factors that can impact educator capacity to teach and student capacity to learn, including standards for maintaining healthy and safe school conditions. As schools reopen, the impact of social isolation on both educators and students is a key area of concern.

Conditions for Learning include: Health and Safety – Standards for Establishing Safe and Healthy Conditions for Learning; and Academic, Social, and Behavioral Supports

Health and Safety: Standards for Establishing Safe and Healthy Conditions for Learning

This section sets forth minimum anticipated standards and considerations related to establishing safe and healthy conditions for learning in the following critical areas. These provisions reflect the recommendations of the New Jersey Department of Health and are informed by CDC guidance.

Anticipated Minimum Standards

The Calais School will incorporate the following anticipated minimum standards promulgated by the NJDOE. If circumstances exist precluding the implementation of any standard, additional modifications will be implemented as allowable.

- The Calais School will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least 6 feet apart and considering the flow of student traffic around the room. When weather allows, windows will be opened to allow for greater air circulation. Indoor environments with recirculated air are the riskiest of environments for COVID-19 spread.

- When the Calais School is not able to maintain this physical distance, additional modifications will be in place. These will include using physical barriers between desks and turning desks to face the same direction (rather than facing each other) or having students sit on only one side of the table, spaced apart.

- School staff and visitors are required to wear face coverings unless doing so would inhibit the individual’s health or the individual is under two years of age. Students are strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student’s health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

- The Calais School has adopted cleaning/disinfecting procedures. (See Appendix E and Appendix M for detailed information)
While the Calais School does not anticipate providing its own transportation, if it were to become necessary during the school year, the following will be implemented:

- When social distancing on school buses is not possible due to the fact that it is prohibitively burdensome or expensive, all students are required to wear face coverings while riding buses.

- The Calais School has adopted a policy for screening students and employees upon arrival for symptoms and history of exposure. (See Appendix D and Appendix K for detailed policy and procedural information)

### Critical Area of Operation #1: General Health and Safety Guidelines

#### Anticipated Minimum Standards

- The Calais School will establish and maintain communication with local and state authorities to determine current mitigation levels in the community
- The Calais School will protect and support staff and students who are at higher risk for severe illness, such as providing options for telework and virtual learning
- The Calais School will follow CDC’s Guidance for Schools and Childcare Programs
- The Calais School will promote behaviors that reduce spread:
  - Stay home when appropriate
  - Hand hygiene and respiratory etiquette
  - Face coverings
  - Signs and messages

- Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:
  - Chronic lung disease or asthma (moderate to severe)
  - Serious heart conditions
  - Immunocompromised
  - Severe obesity (body mass index, or BMI, of 40 or higher)
  - Diabetes
  - Chronic kidney disease undergoing dialysis
  - Liver disease
  - Medically fragile students with Individualized Education Programs (IEPs)
  - Students with complex disabilities with Individualized Education Programs (IEPs)

(See Appendix G for detailed policy and procedural information)
Additional Considerations

- The Calais School has established this plan for reopening in accordance with local conditions and resources.
- The Calais School has considered how other countries have handled school reopening, particularly those in which COVID-19 rates peaked earlier than the United States.

Critical Area of Operation #2: Classrooms, Testing, and Therapy Rooms

Anticipated Minimum Standards

- The Calais School will allow for social distancing within the classroom to the maximum extent practicable. This can be achieved by ensuring students are seated at least 6 feet apart. If students at the Calais School are not able to maintain this physical distance, additional modifications will be considered. These include using physical barriers between desks and turning desks to face the same direction (rather than facing each other) or having students sit on only one side of the table, spaced apart.
- When social distancing is difficult or impossible, face coverings are required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual’s health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- In a classroom setting where social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place, face coverings can be removed while students are seated at desks but will be worn when moving about the classroom.
- All instructional and non-instructional rooms in Calais’ facilities must comply with social distancing standards to the maximum extent practicable.
- Use of shared objects will be limited when possible or cleaned between use.
- The Calais School will ensure that indoor facilities have adequate ventilation, including operational heating, and ventilation systems where appropriate.
- Recirculated air will have a fresh air component.
- The Calais School will open windows if A/C is not provided.
- Filters for A/C units will be maintained and changed according to manufacturer recommendations.
- The Calais School will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol):
  - In each classroom (for staff and older children who can safely use hand sanitizer).
  - At entrances and exits of buildings.
  - Near lunchrooms and toilets.
  - For classrooms that have existing handwashing stations, prepare stations with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol)
Students will wash hands for at least 20 seconds at regular intervals, including before eating, after using the bathroom, and after blowing their nose/coughing/sneezing.

The Calais School will use alcohol-based hand sanitizer (at least 60% alcohol) if washing with soap and water is not possible.

(See Appendix H for detailed policy and procedural information)

Additional Considerations

• For medically fragile students and students with complex disabilities:
  o PPE will be acquired and maintained in order to remain open.
  o The Calais School will provide for continuous disinfecting of classrooms and therapy rooms that service students with complex disabilities where multiple tools are used for communication, mobility, and instruction.
  o The school will provide for heightened monitoring and frequent handwashing which will often require hand-over-hand assistance.

• The Calais School will limit use of supplies and equipment to one group of children at a time and clean and disinfect between use.
  o The Calais School will ensure adequate supplies to minimize sharing of high touch materials to the extent possible.
  o Avoid sharing electronic devices, toys, books, and other games or learning aids, or thoroughly clean and disinfect between use.

• Keep each child’s belongings separated from others’ and in individually labeled containers, cubbies, or areas.

• Increase circulation of outdoor air as much as possible, for example, by opening windows and doors.
  o Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility.

• Larger rooms (i.e. auditorium, cafeteria, gym) will be used as classrooms to allow for social distancing.

• Turn desks to face in the same direction (rather than facing each other) or have students sit on only one side of tables, spaced apart.

• For furniture that is intended to accommodate more than one student, The Calais School will explore bringing in furniture to replace the multi-student furniture or consider some type of partitioning system. These have recently become commercially available. These types of partitions will also be considered anywhere it is necessary to separate students/parents from staff.

• The Calais School will keep classes together to include the same group of children each day (cohorts).

• Allow minimal mixing between groups/cohorts.

• Allow outdoor classrooms where possible and when seasonally appropriate.

• Add time to lunch and recess periods to ensure students have time to wash their hands.
• Build in the practice of handwashing throughout the day, during transition times.

Critical Area of Operation #3: Transportation

Anticipated Minimum Standards

• A face covering must be worn by all students who are able to do so upon entering the bus when unable to maintain social distancing,
• Accommodations for students who are unable to wear a face covering will be addressed according to that student’s particular need and in accordance with all applicable laws and regulations.
• Calais will adopt best practices for cleaning and disinfecting Calais school buses and other transport vehicles.

(See Appendix I for detailed policy and procedural information)

Additional Considerations

The Calais School will incorporate the following into the transportation plan:

• To limit possible physical interaction among students, require students to board the school bus by filling the back rows first, and then progressing forward. When leaving the bus, students will exit in the opposite order. Assigned seating for students may assist in ensuring that such practices are followed consistently.
• Stagger transportation times so fewer children are in each vehicle (e.g., one child per seat, every other row).
• Open windows if possible.
• Clean and disinfect school buses and other vehicles used to transport students at least daily, preferably between routes.
  o To clean and disinfect school buses or other transport vehicles, see guidance for bus transit operators.
• Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible.
• Drivers will practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, face coverings).
• Hang signs to reinforce social distancing and hygiene rules.
• When possible, a staff person will accompany the driver on all transportation routes to ensure safety and social distancing.
• The Calais School may consider installing a physical barrier that separates the bus driver from students, assuming that such equipment is deemed acceptable by federal regulators and the New Jersey Motor Vehicle Commission.
• In addition to the potential cost, installing partitions between rows of school buses may create additional challenges, including the surface area that must be cleaned and
sanitized on a regular basis. Entities that oversee the safety of school buses, the New Jersey Motor Vehicle Commission and federal regulators, would need to approve the use of such equipment.

- Consider health screenings for Calais drivers.

**Critical Area of Operation #4: Student Flow, Entry, Exit, and Common Areas**

**Anticipated Minimum Standards**

- The Calais School has established the process and location for student and staff health screenings.
- If physical distancing (six feet) cannot be maintained for individuals in line waiting to enter or exit the building, require utilization of face coverings. Provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least 6 feet apart in lines and at other times (e.g. guides for creating “one-way routes” in hallways).

(See Appendix J for detailed policy and procedural information)

**Additional Considerations**

The Calais School will incorporate the following into the Student Flow, Entry, Exit, and Common Areas plan:

- Minimize interaction of students between drop-off and entrance to school facilities.
- Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible.
- Establish separate entrances and exits to school facilities where possible.
- Require visitors and parent/guardians use their own pen for signing in/out.
- Create “one-way routes” in hallways.
- Maintain social distancing in hallways and common areas.
- Minimize the number of non-essential interactions between students and staff throughout the school day.
- Create student cohorts as an effective strategy to limit exposure and contact.
- Limit commingling between classes.
- Minimize large group gatherings.
- Create a system that allows for physical distancing.
- Provide hand sanitizer at school entrances.
- Put signage around Calais to provide hygiene advice and reminders (CDC offers printable resources and handwashing posters).
- Increase frequency of cleaning all surfaces, including walls (to the appropriate height based on age of students).
• Limit the number of students in the hallway at the same time by staggering release from classrooms.
• If feasible, install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).
• The Calais School has limited entry/exit points for security purposes, but additional entry/exit points may need to be established to ensure a balance of social distancing and security protocols.

Critical Area of Operation #5: Screening, PPE, and Response to Students and Staff Presenting Symptoms

Anticipated Minimum Standards

• The Calais School has adopted a policy for screening students and employees upon arrival for symptoms and history of exposure. Policies include the following:
  o Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
  o Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
  o Results must be documented when signs/symptoms of COVID-19 are observed.
  o The screening policy must take into account students with disabilities and accommodations that may be needed in the screening process for those students.
• The Calais School has adopted procedures for symptomatic staff and students which include the following:
  o Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Follow current Communicable Disease Service guidance for illness reporting.
  o If the school becomes aware that an individual who has spent time in the Calais School facility tests positive for COVID-19, school officials will adhere to applicable guidelines from the state health department.
  o School will implement a policy to prepare for when someone tests positive for COVID-19 that include written protocols detailing the school’s COVID-19 related response for symptomatic students and staff. Protocols must be consistent with the school’s contact tracing policy (see “Critical Area of Operation #6: Contact Tracing”) to the maximum extent practicable. Protocols must include:
    ▪ Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students will remain in isolation with continued supervision and care until picked up by an authorized adult.
Follow current Communicable Disease Service guidance for illness reporting.

- Adequate amount of personal protective equipment (PPE) available, accessible, and provided for use.
- Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
- Continuous monitoring of symptoms.
- Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service’s Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19
- Written protocols to address a positive case.

- Encourage parents to be on the alert for signs of illness in their children and to keep them home when they are sick.
- School staff and visitors are required to wear face coverings unless doing so would inhibit the individual’s health or the individual is under two years of age.
- Students are strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student’s health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
  - Accommodation for students who are unable to wear a face covering will be addressed according to that student’s need and in accordance with all applicable laws and regulations.
- Exceptions:
  - Doing so would inhibit the individual’s health.
  - The individual is in extreme heat outdoors.
  - The individual is in water.
  - A student’s documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of face covering.
  - The student is under the age of two (2) and could risk suffocation.
- If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, entry to the school may be denied.

(See Appendix K for detailed policy and procedural information)

Additional Considerations

The Calais School will incorporate the following into the Screening, PPE, and Response to Students and Staff Presenting Symptoms plan:

- Teach and reinforce use of face coverings among all staff (excluding health exceptions).
• Provide training on hygiene protocols for staff.
• Ask students and employees to leave or not come into school if they test positive for COVID-19 or exhibit one or more of the symptoms of COVID-19, based on CDC guidance, that is not otherwise explained:
  o A fever of 100° F or greater
  o Cough
  o Shortness of breath or difficulty breathing
  o Chills
  o Repeated shaking with chills
  o Muscle pain
  o Headache
  o Sore throat
  o New loss of taste or smell
  o Fatigue
  o Congestion or runny nose
  o Nausea or vomiting
  o Diarrhea
• Require face coverings when physical distancing is difficult.
• Attempt to have the same adult drop off and pick up students.
• Use professional development day for staff to practice screening protocols with each other before applying to students.
• Provide protection for staff members, such as school nurses, custodians, and some Special Education teachers, paraprofessionals and service providers, who will be in close contact with students or will handle waste materials.

Critical Area of Operation #6: Contact Tracing

• The Calais School will collaborate with the local health department and engage their school nurses to develop contact tracing policies and procedures, as well as educate the broader school community on the importance of contact tracing.
• All school administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school, will be provided information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease (see resources below). The Calais School will engage the expertise of their school nurses to educate the broader school community on the importance of contact tracing.
• The Calais nurse has completed Johns Hopkins University’s COVID-19 Contact Tracing course.

(See Appendix L for detailed policy and procedural information)
Additional Considerations

The Calais School will incorporate the following into the Contact Tracing plan:

- Contact tracing policies will:
  - Be developed in consultation with the local health department and with school nurses employed by the school;
  - Identify the criteria an individual must meet in order to activate the school’s contact tracing policy;
  - Clearly describe the school’s responsibilities regarding notification of:
    - its local health department;
    - Staff, families and the public;
  - Identify the school’s role in assisting its local health department conduct contact tracing activities, including ongoing communication with the identified individual and/or their contacts.
  - Ensure adequate information and training is provided to school staff as necessary to enable staff to carry out responsibilities assigned to them under the policy; and
  - Adhere to all applicable federal and state requirements regarding privacy of educational records (e.g. FERPA).
  - Open communication systems that allow staff, students, and families to self-report symptoms and/or suspected exposure could assist the school’s provide prompt notification.

Critical Area of Operation #7: Facilities Cleaning Practices

Anticipated Minimum Standards

The Calais School will

- Develop a schedule for increased, routine cleaning and disinfection included in the school’s policy.
- Routinely clean and disinfect surfaces and objects that are frequently touched. This will include cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops). Use all cleaning products according to the directions on the label. For disinfection most common EPA-registered household disinfectants will be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA’s website. Follow the manufacturer’s instructions for all cleaning and disinfection products (e.g.,
concentration, application method and contact time, etc.) Examples of frequently touched areas in the school:

- Classroom desks and chairs
- Lunchroom tables and chairs
- Door handles and push plates
- Handrails
- Kitchens and bathrooms
- Light switches
- Handles on equipment (e.g. athletic equipment)
- Buttons on vending machines and elevators
- Shared telephones
- Shared desktops
- Shared computer keyboards and mice
- Drinking fountains
- School bus seats and windows
- Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

(See Appendix M for detailed policy and procedural information)

Additional Considerations

The Calais School will incorporate the following into the Facilities Cleaning plan:

- Regarding bathrooms:
  - Avoid crowds by limiting the number of students who can enter at a time.
  - Designate staff members to enforce limited capacity and avoid overcrowding.
  - Consider purchasing no-touch foot pedal trash cans, if possible.
  - Prop doors open to avoid touching handles.
- Drinking fountains will be cleaned and sanitized but encourage staff and students to bring their own water to minimize use and touching of water fountains.
- Hand sanitizer will be made available at the school bus entrance for each student to use when boarding. Similarly, students must be required to wear face coverings while riding on the bus if social distancing or physical barriers cannot be maintained.
- When transportation is needed, bus drivers will be reminded to take certain personal hygiene actions (e.g., frequent hand washing) and be afforded the opportunity to do so (such as having sufficient time between routes).
- In the event that the Calais School provides its own transportation, it will follow the following procedure:
The Calais School will develop procedures that detail how school buses will be cleaned and sanitized. In some instances, these transportation services may be provided by contracted transportation providers. These entities will need to collaborate to develop these procedures and ensure that they are consistently followed.

The Calais School will develop a cleaning/sanitizing checklist to be completed by the personnel responsible for the cleaning. The checklist serves two purposes: 1) providing a roadmap for the steps that need to be taken to properly clean and sanitize the bus; and 2) certifying that the process has been completed as required.

The procedures will identify sanitizing agents that may be used and will be limited to products included on the U.S. Environmental Protection Agency’s list of products that have shown to be effective against COVID-19.

These procedures will likely include two stages: cleaning, which removes dirt and germs from surfaces, and disinfecting, which kills germs on surfaces that remain after cleaning.

- Develop a process for the routine cleaning and disinfecting of furniture, accounting for the materials used in furniture in the school.
- Provide EPA-registered disposable wipes to teachers and staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before use.
- Ensure adequate supplies to support cleaning and disinfection practices.
- Ensure safe and correct use and storage of cleaning and disinfection supplies, including storing products securely away from children, and ensuring appropriate ventilation so students and staff are not exposed to toxins or fumes.

Cleaning and disinfecting the school building after a person has been identified as COVID-19 positive:

- The Calais School might need to implement short-term closure procedures regardless of community spread if an infected person has been in the school building. If this happens, CDC recommends the following procedures:
  - Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible.
  - Open outside doors and windows to increase air circulation in the area.
  - Cleaning staff will clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.
- It may be necessary to provide additional training to the personnel responsible for cleaning and sanitizing school buses. Topics that may need to be addressed may include...
proper use of cleaning and disinfecting agents, the cleaning schedule for various surfaces, and safety precautions that need to be taken (e.g., ensuring adequate ventilation while cleaning and sanitizing).

**Critical Area of Operation #8: Meals**

**Anticipated Minimum Standards**

- Students, when possible, will eat lunch as assigned cohorts in their designated classrooms.
- If cafeterias or group dining areas are used the school shall
  - Stagger times to allow for social distancing, and clean and disinfect between groups.
  - Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined here by the Environmental Protection Agency (EPA).
  - Space students at least six feet apart.
  - Individuals must wash their hands after removing their gloves or after directly handling used food service items.

(See Appendix N for detailed policy and procedural information)

**Additional Considerations**

The Calais School will incorporate the following into the Lunch Procedure:

- Ensure students are not sharing food.
- Use disposable food service items (e.g., utensils, dishes).
  - If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher.
- Encourage proper hand washing before and after eating meals.

**Critical Area of Operation #9: Recess/Physical Education**

**Anticipated Minimum Standards**

The Calais School shall

- Stagger recess. If two or more groups are participating in recess at the same time, they should have at least 6 feet of open space between them.
- Use cones, flags, tape, or other signs to create boundaries between groups.
- Always wash hands immediately after outdoor playtime.
Prohibit the use of playground equipment and establish frequent disinfecting protocols.

- Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet for social distancing).
- Prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.
- Mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment) and do not allow sharing of equipment. If equipment must be shared, clean and disinfect between each use.
- Designate specific areas for each class during recess to avoid cohort mixing.

(See Appendix O for detailed policy and procedural information)

**Critical Area of Operation #10: Field Trips, Extra-curricular Activities, and Use of Facilities Outside of School Hours**

**Anticipated Minimum Standards**

The Calais School will

- Adhere to all applicable social distancing requirements and hygiene protocol during any extra-curricular activities.
- Require any external community organizations that use the Calais School facilities to follow school guidance on health and safety protocols.

(See Appendix P for detailed policy and procedural information)

**Additional Considerations**

The Calais School will incorporate the following into the Field Trips, Extra-curricular Activities, and Use of Facilities Outside of School Hours plan:

- Maximize the use of technology and online resources to continue some extra-curricular activities without additional person-to-person contact.
- Restrict use of school facilities to school-sponsored extra-curricular activities and groups.
- Limit public use of school facilities or design a method, such as scheduling or increased cleaning, to ensure the use will not conflict with hygiene standards.
- Field trips, assemblies, and other large gatherings are cancelled until further notice.
• Cleaning/disinfecting schedule may not allow for in-person gatherings outside school hours.

In addition to the measures incorporated from the NJDOE guidance, The Calais School will also incorporate the recommendations from the Omega Environmental Services, Inc Covid-19 Public Health & Emergency Response Framework.

Academic, Social, and Behavioral Supports

Consider the impact of social isolation on both educators and students.

Ensuring staff and students’ physical health and safety is only the first step to optimizing conditions for learning. The remainder of this section describes academic, social, behavioral supports that The Calais School can embed in their reopening plans to unlock educator capacity to teach and student capacity to learn, including:

• Multi-tiered Systems of Support,
  o universal screening,
  o collaborative problem-solving teams,
  o family engagement,
  o data-based decision-making,
• Wraparound supports,
  o mental health supports,
  o primary health and dental care,
  o family engagement,
  o academic enrichment/expanded after-school learning,
  o mentoring,
• Food service and distribution, and
• Quality child care.
• Social and Emotional Learning (SEL) and School Culture and Climate

(See Appendix Q for detailed policy and procedural information)

Leadership and Planning

Requirements to Reopen: Knowns and Unknowns
Anticipated Minimum Standards

- The Calais School has developed a reopening plan.
- The Calais School has created Restart Committees to coordinate the overall reopening plan.
- Committees include school administrators, school board members and/or trustees, educators, and parents.
- The Calais School has established school-based Pandemic Response Teams to centralize, expedite, and implement COVID-19-related decision-making.
- Teams have a liaison that reports to school administrators to ensure coordinated actions. Pandemic Response Teams include a cross section of administrators, teachers and staff, and parents and represent a cross-section of the school community including its gender and racial diversity.
- The Restart Committee will work closely with the school Pandemic Response Team and local health to continue to address the ten Critical Areas of Operation.

(See Appendix A)

Operational Areas of Readiness to Reopen

The Calais School will consider the following Operational Areas to Reopen:

- Prepare buildings and grounds, including but not limited to disinfection, revised access and circulation patterns, and add signage;
- Create a Pandemic Response Team with diverse representation from the school community to plan for re-opening;
- Prepare students, staff, and families via clear, continuous communication with the school community.
- Adopt contingency plans for emergency operations in the event facility closure becomes necessary; and
- Engage stakeholders to collect input and feedback on plans and policy changes.
- Differentiate key messaging across multiple platforms (e.g., email, text messaging, push alerts, infographics, website posts, social media, news media outlets, printed mailings, etc.). This should include working to engage parents during non-school hours to ensure that working parents can provide feedback.
- Disseminate information in multiple languages based on our demographics.

Pandemic Response Teams

Anticipated Minimum Standards
• The Calais School has established a school-based Pandemic Response Team to centralize, expedite, and implement COVID-19-related decision-making. The school team will have a liaison who reports to administrators to ensure coordinated actions.
• Members of the school team include a cross section of administrators, teachers and staff, and parents. Decision-making and communication will be more effective if decision-makers reflect the makeup of the community. Pandemic Responses Teams represent a cross-section of the school, including its gender and racial diversity.

Pandemic Response Team is identified in Appendix B.

The Pandemic Response Team is responsible for:
  o Adjusting or amending school health and safety protocols as needed.
  o Providing staff with needed support and training.
  o Reviewing data regarding health and safety measures and the presence of COVID19 and reporting that data to the school as required.
  o Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posted by COVID-19.
  o Providing necessary communications to the school community and to the school administration.
  o Creating pathways for community, family, and student voices to continuously inform the Team’s decision-making.

(See Appendix B)

Additional Considerations

  o The Pandemic Response Team will meet regularly and provide the community with timely updates and any changes to protocols. As the needs of New Jersey communities evolve, Pandemic Response Teams will be well-versed in creating pathways for community, family, and student voices to continuously inform the Team’s decision-making. These teams will serve a critical role in building confidence and addressing concerns as they arise. The teams will ensure accurate, timely and transparent information is shared within the school community.

Scheduling

  • The Calais School’s plan accounts for resuming in-person instruction in some capacity
  • The Calais School may modify its attendance and instructional time for the 2020-2021 school year
Systems which support in-person, fully virtual and hybrid learning will serve as the foundation for the development of a strategic plan for delivering instruction to students in alignment with the following core guiding principles:

- Lead with the health, safety, and wellness of students and staff as the top priority.
- Maintain the continuity of learning.
- Facilitate equity and ease of access to communications and resources.
- Flexibly accommodate the needs and varying circumstances of all learners

Implementation Strategy
- Communication
- Attendance
- Access to Technology
- Professional Development
- Feedback Loops
- Contingency Planning
- School Personnel
- Access to Supports
- Class Schedules
- Accommodations (students and staff)
- Learning Management Systems (LMS)

(See Appendix R for detailed schedule)

Staffing

Teachers serve as the number one in-school factor impacting student learning. Regardless of the environment, teachers will clearly understand expectations and be supported and held accountable for student learning. The Calais School will consider access and equity for all staff to ensure continuity of student learning. The Calais School reopening plans and decision-making throughout the school year will consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.

When making staffing scheduling and assignments, Calais will comply with all applicable employment laws including but not limited to the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable state law. Additionally, prior to finalizing any COVID related changes for the 2020-21 school year, The Calais School also will consult with its local bargaining unit and legal counsel.

In-person and Hybrid Learning Environments: Roles and Responsibilities
In a fully in-person or hybrid learning environment Calais will leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules may include designated time to support school building logistics required to maintain health and safety requirements.

Instructional Staff Will:

- Reinforce social distancing protocol with students and co-teacher or support staff.
- Limit group interactions to maintain safety.
- Support school building safety logistics (entering, exiting, restrooms, etc.).
- Become familiar with school online protocols and platforms.
- Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both settings.
- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- Provide regular feedback to students and families on expectations and progress.
- Set clear expectations for remote and in-person students.
- Assess student progress early and often and adjust instruction and/or methodology accordingly.
- Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- Instruct and maintain good practice in digital citizenship for all students and staff.
- Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
- Teacher leaders or instructional coaches will support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
- Providing materials, manipulatives and items for at-home activities at minimal cost to families (particularly in preschool).
- Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
- Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
- Continue to maintain logs of mentoring contact.
- Mentor teachers will consider all health and safety measures when doing in-person observations.
- Plan for “in-person” contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- Consider alternative methods for classroom observations and avoiding in-person contact where possible.

Administrators:
In addition to administrators’ non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators will:

- Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
- Provide time for staff collaboration and planning (See Scheduling section).
- Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
- Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- Hone collaboration, cooperation and relationship building skills using alternative methods to remain connected to virtual instruction.
- Define and provide examples of high-quality instruction given context and resources available.
- Assess teacher, student, and parent needs regularly.
- Ensure students and parents receive necessary supports to ensure access to instruction.
- Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- Collaborate on curriculum planning and assessing student academic and social emotional well-being when they return to school.
- Create feedback loops with parents and families about students’ academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their student’s experience and learning while out of school.
- Share a comprehensive account of academic interventions and social emotional and mental health support services available through the school.
- Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
- Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
- Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.

**Educational Services:**

- Lead small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.
• Manage online platform for small groups of in-person students while teacher is remote.
• Assist with the development and implementation of adjusted schedules.
• Plan for the completion of course requests and scheduling (secondary school).
• Assist teachers with providing updates to students and families.
• Support embedding of SEL into lessons.
• Lead small group instruction to ensure social distancing.
• Consider student grouping to maintain single classroom cohorts.
• Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

Support Staff:
Paraprofessionals that usually serve in physical classrooms supporting students and teachers may also provide support in the virtual environment, especially for struggling students, those with special needs, English language learners, and those that need additional support at home. Paraprofessionals may:
• Lead small group instruction to ensure social distancing.
• Consider student grouping to maintain single classroom cohorts.
• Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
• Pre-record read-alouds and videos around SEL activities and routines (P-2) Caption pre-recorded instructional videos from general education teachers.
• Provide real-time support during virtual sessions.
• Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
• Support families and students in accessing and participating in remote learning.
• Paraprofessionals can be added to online classes as co-teacher.
• Lead small group instruction in a virtual environment.
• Facilitate the virtual component of synchronous online interactions.
• Family Workers will need to provide support to parents via virtual platforms (Preschool).

Substitutes:
• Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
• Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
• Designate substitutes to a single school building or grade level to avoid too much movement between schools.
• Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.
(See Appendix S)

**Educator Roles Related to School Technology Needs**

To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, The Calais School will:

- Designate staff members to provide ongoing support with technology to students, teachers and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.
- Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
- To the extent possible, provide The Calais School with one-to-one instructional devices and connectivity.
- Prior to the start of the school year, provide The Calais School with email addresses and access to online platforms. (usernames/passwords/organizational credentials).

(See Appendix S)

The Calais School will strive to share its scheduling plans with staff, families, and students at least four weeks before the start of the school year in order to allow families to plan child care and work arrangements.
Policy and Funding

The Calais School will consider the following related to Policy and funding:

- **Purchasing**
  - The Calais School will likely need to purchase items not needed in the past (e.g., personal protective equipment or cleaning supplies) and experience increased demand for previously purchased goods and services.
  - The Calais School will collaborate to create new arrangements that will allow them to purchase items at a lower cost by either purchasing through an established State contract or through a cooperative purchasing consortium.

- **Use of Reserve Accounts, Transfers, and Cashflow**
  - Consider making expenditures from various accounts or over budgeted line items to meet unanticipated costs and to manage their cash flow.
  - The Calais School may be able to use funds on deposit in their emergency reserve accounts to finance unanticipated expenses that arise as a result of the COVID-19 pandemic. The Calais School would obtain any necessary legal approval prior to making a withdrawal from this account.
  - The Calais School will be mindful that certain budget actions may require the Commissioner’s approval.
Continuity of Learning

The move to a fully virtual learning environment happened quickly and created significant challenges for staff and students, particularly students already considered at-risk prior to the pandemic. The Calais School will work closely with its stakeholders to ensure decisions are made collaboratively and transparently and prioritize safely returning students who are better suited with in-person instruction.

The Calais School will consider the following when crafting its reopening plans to ensure continuity of learning:

- Ensuring the Delivery of Special Education and Related Services to Students with Disabilities

- Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications. The Calais School will communicate with the families of students with significant medical risk factors to determine if additional precautions or unique measures are necessary prior to a student’s return to school.

- Technology and Connectivity
  The Calais School will strive to ensure that every student has access to a device and internet connectivity. The Calais School will prioritize the provision of technology, or, alternatively, in-person instruction, to students that are otherwise without access. Additionally, The Calais School will include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.
  o Conduct a needs assessment. Determine the number of students that will require school-provided devices and/or internet access in order to access remote education. It is important to consider the technological needs of all students, including those with learning disabilities, assistive technology needs, and language barriers.
  o Consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.
  o Prioritize the purchase and roll-out of devices and/or connectivity that may improve learning based on the results of the needs assessment. The information provided in this section, along with funding options in the School Funding section, provide strategies for maximizing available funding to ensure students have access to devices and internet connectivity to improve remote instruction.
  o For students with special needs, accommodations according to their instructional program will be addressed as appropriate for each student.
Curriculum, Instruction, and Assessments

When planning for the 2020-2021 school year, whether instruction be remote, in-person, or a hybrid of the two, The Calais School is encouraged to build its reopening plans around the following critical tenants:

- All students deserve equitable access to a high-quality education. The type of learning experiences that are appropriate will vary based on grade band and content area.
- This unique time provides opportunities for innovation: new approaches to customized learning and new types of partnerships with family members, caregivers, and community stakeholders.
- Strong instruction, student engagement, and effective assessment are interdependent and benefit from a strong feedback loop between administration, educators, students, and families.
- Anxiety may be reduced by developing a shared sense of purpose, providing clear expectations and comprehensive support systems, building strong relationships, and allowing for flexibility/adaptability.
- Thoughtful planning is necessary to provide necessary support for instructional shifts. Approach digital technologies with the flexibility necessary to maximize student learning and enhance communication pathways, and foster an effective partnership approach with family members and caregivers.
- The Calais School will encourage early collaboration between educators to ensure consistency across grades and content areas and provide sufficient time to prepare for necessary incorporation of new instructional techniques.

Professional Learning

Professional Learning Prior to the Beginning of the School Year

The Calais School will identify the consistent technology that will be used throughout the school community in a remote instruction model and provide training in the use of all platforms.

Additional considerations include:

- Providing accessible, and user-friendly resources or training for parents/caregivers and community members for safe use of the technology (see Remote Learning During the COVID-19 Pandemic).
- Ensuring that novice provisional teachers, teachers new to The Calais School and other new staff have sufficient training in the technologies that will be used.
- Collaborate with educator preparation programs to plan for clinical practice and other teacher candidate support during remote instruction and hybrid instruction.

Professional Learning Throughout the School Year:
• The Calais School will develop training schedules and staff collaboration time in accordance with the needs of the school.
• The Calais School will develop professional learning experiences that ensure high quality instruction for all students.
• Professional learning must grow each educators’ professional capacity to deliver developmentally appropriate, standards-based instruction remotely.
• The Calais School will plan how professional learning will be differentiated to accommodate the needs of the following students:
  • Students with Disabilities
  • English Language Learners
  • Students without devices and/or internet
  • Undocumented students
• Professional learning planning should include the input and collaboration of stakeholders, including all staff, parents/caregivers and community members.
• Consider a survey of needs to gain input from various stakeholders
• Frequently and consistently communicate with all stakeholders prior to and during the school year
• Professional development plans (PDPs) for teaching staff and administrators, as always, will remain flexible and adaptable to the changing needs of the school, school and individual educator.
Calais School
Restart and Recover Plan Appendices

Appendix A- Restart Committee/Sub Committees
Appendix B- Pandemic Response Teams
Appendix C- Policy- Personal Protective Equipment
Appendix D- Policy- Screening and Suspected COVID-19 or Other Communicable Disease Response Policy
Appendix E- Facilities Cleaning Practices
Appendix F- Policy- Contact Tracing
Appendix G- General Health and Safety Guidelines.
Appendix H -Classrooms, Testing, and Therapy Rooms
Appendix I- Transportation.
Appendix J- Student Flow, Entry, Exit, and Common Areas.
Appendix K- Screening, PPE, and Response to Students and Staff Presenting Symptoms
Appendix L- Contact Tracing
Appendix M- Facilities Cleaning Practices
Appendix N- Meals
Appendix O- Recess/Physical Education
Appendix P- Extracurricular Activities and Use of Facilities Outside of School Hours
Appendix Q- Academic, Social, and Behavioral Supports
Appendix R- Scheduling Plan
Appendix S- Staffing
Appendix T- Athletics
Appendix U- Floor Plans (Optional)
Appendix V - Criteria for School Closure (Optional)
Appendix W- References (Optional)
Appendix A - Restart Committee

Administration:
Mr. David Leitner, Executive Director
Mr. John Cohrs, Principal
Dr. Diane Manno, Principal Emeritus,
Ms. Theresa Fritzky, Assistant Principal

Supervisory Staff:
Mr. Paul Vitaletti, Director of Counseling
Mrs. Patricia Onore, LDTC
Mrs. Lisa Vallo, SLE Coordinator

Faculty/Staff:
Mrs. Jennifer Beronio, Human Resources
Mrs. Carol Vorhies, Nurse
Mrs. Patricia Cupka, Nurse
Ms. Samantha Helfer, Administrative Assistant
Ms. Christina Pederson, Administrative Assistant
Mr. George Papadakis, IT, Technology Curriculum Coordinator
Mrs. Michele Primiano, Guidance Department
Mrs. Holly Bracken, Related Services Specialist
Mr. Vincent Femia, Teacher
Mrs. Maryann Braen, Teacher
Mr. Bryan Amaya, Paraprofessional,
Mrs. Israel Antoine, Maintenance
Mr. Jason Crespo, Maintenance

Parent Representation:
TBD, Confirmation Pending
Appendix B- Pandemic Response Team

Administration:
Mr. David Leitner, Executive Director
Mr. John Cohrs, Principal
Dr. Diane Manno, Principal Emeritus,
Ms. Theresa Fritzky, Assistant Principal

Supervisory Staff:
Mr. Paul Vitaletti, Director of Counseling
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Mrs. Holly Bracken, Related Services Specialist
Mr. Vincent Femia, Teacher
Mrs. Maryann Braen, Teacher
Mr. Bryan Amaya, Paraprofessional,
Mrs. Israel Antoine, Maintenance
Mr. Jason Crespo, Maintenance

Parent Representation:
TBD, Confirmation Pending
Appendix C- Personal Protective Equipment Policy

In order to protect employees and students from the transmission of COVID-19, it has been necessary to adopt and implement a Personal Protective Equipment ("PPE") Policy, that will remain in effect until such time as notice is provided in writing by The Calais School.

GENERAL PPE REQUIREMENTS

All employees must wear cloth (or other approved) face coverings that cover the mouth and nose, while they are in the presence of one another and/or others unless they are in the midst of consuming food or drink, and, in such case, must maintain social distancing practices while doing so. Employees who regularly come in close physical contact with students, who are assisting with screening or isolation, or who are engaged in cleaning and disinfecting efforts, may be required to wear gloves, clear face shields, lab coats, jumpsuits, and/or disposable smocks, in addition to cloth face coverings.

Students age two and older are encouraged, where feasible, to wear cloth (or other approved) face coverings that cover the mouth and nose, in any arrangement where social distancing cannot be maintained. Staff should model and assist with proper use of face coverings. Students are not permitted to wear face coverings of any kind during nap or sleep periods.

All visitors to the School will be required to wear cloth (or other approved) face coverings upon entering the premises, unless they are under the age of two. Visitors who refuse to comply with this requirement will be denied access to the premises.

FURNISHING OF PPE TO EMPLOYEES

Appropriate PPE will be made available to all employees. However, employees who wish to furnish their own PPE may request to do so. Management will determine whether the requested PPE is appropriate, taking into consideration applicable regulations and agency recommendations, as well as the nature of the employee’s position. Employees will be responsible for regularly cleaning and disinfecting any reusable PPE that is furnished to them, or that they request to use. Employees also will be responsible for proper disposal of PPE that is not slated for reuse. Employees are responsible for washing lab coats and jump suits at least once per week, or more frequently if they come into contact with bodily fluid or otherwise are soiled.

FURNISHING OF PPE TO STUDENTS

Families will be encouraged to furnish cloth (or other approved) face coverings to their student(s). However, appropriate PPE will be available to students who are unable to, or forget to, bring their own face coverings.
**ACCOMMODATIONS FOR EMPLOYEES**

Employees who are unable to wear cloth (or other approved) face coverings, or other required PPE, for medical or disability reasons must contact Calais’ human resources representative to evaluate whether reasonable accommodations can be made available to the employee.

**ACCOMMODATIONS FOR STUDENTS**

Students who are unable to wear cloth (or other approved) face coverings for medical or disability reasons, or who, for reasons related to a disability, are unable to receive instruction or other services effectively from an instructor or service provider who is wearing a face covering, should contact the school nurse (directly, or through a parent or caregiver), as soon as possible to explore appropriate accommodations.

**ENFORCEMENT**

Any employee or student who willfully refuses to comply with this policy, or who is found to be repeatedly negligent in his or her obligation to comply with this policy, may be subject to discipline.

**REPORTING AND ANTI-RETALIATION**

Any employee who witnesses or becomes aware of any other employee or individual’s violation of or failure to enforce this policy, must report such violations to his or her direct supervisor or Calais’ human resources representative immediately. Employees who fail to report violations of this policy may be subject to discipline, up-to-and-including termination of employment.

The Calais School prohibits any form of discipline, reprisal, intimidation, or retaliation for reporting a violation of this policy or any other health and safety concern.
Appendix D- Screening and Suspected COVID-19 or Other Communicable Disease Response Policy

COVID-19 Screening Practices

- All employees and students must undergo temperature checks and screening for COVID-19 symptoms prior to entering the premises each day. Anyone with a temperature of 100.0 degrees or higher, whose base temperature increases by 1.5 or more degrees within a two-day period, or who displays any symptoms of COVID-19, will be denied entry onto the premises. COVID-19 symptoms currently include fever, chills, cough, shortness of breath, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and diarrhea.¹

- Prior to entering the building, and as part of the daily screening routine, employees and students and/or their parents/guardians/caregivers will be required to answer a series of questions to ascertain whether the employee or student has experienced symptoms of COVID-19, or potentially has been exposed to COVID-19.

- The Calais School reserves the right to require an employee or student who has experienced symptoms of COVID-19, tested positive for COVID-19, or has been exposed to someone who tested positive for COVID-19 to present proof that the employee or student has been "cleared" by a medical professional to return to school or work. Such clearance must indicate a return date.

- Except where the School is required by law to report certain information, all employee information related to COVID-19 health screenings will be kept in a confidential file separate from the employee’s personnel file.

- Except where the School is required by law to report certain information, all student information related to COVID-19 health screenings will be treated as confidential and kept in a secure location.

Suspected Communicable Disease - Student

- No student who is a member of a household in which a person is ill with tuberculosis, diphtheria, scarlet fever, whooping cough, yellow fever, typhus fever, cholera, measles, COVID-19 or such other contagious or infectious disease ("communicable disease"), or of a

¹ Symptoms list taken from the Centers for Disease Control and Prevention on 7/10/2020.
household where someone has been exposed to such contagion, or who otherwise has been exposed to such contagion, shall attend school until medically cleared of such illness.

- No student who shows symptoms of, or who has been diagnosed with, any communicable disease shall attend school until medically cleared of such illness.
- A student exposed to COVID-19 may not return to school less than 14 days after exposure.
- A student who has been diagnosed with COVID-19, may not return to school until at least ten days after the onset of symptoms, and at least 24 hours after all symptoms have resolved, and must present a note from a physician setting forth that the student no longer is at risk of communicating the virus to others, and setting forth a date on which the student can return to school.
- Generally, students who are suspected of having COVID-19 based on the display of any symptom or symptoms may not return to school until at least ten days after the onset of symptoms, and at least 24 hours after all symptoms have resolved. Prior to returning to school, students who are excluded from school due to having a symptom or symptoms of COVID-19 must present a note from a physician setting forth that they are free from communicable disease, and the date on which the physician will permit them to return. A student who presents such a note with a return date that is less than ten days after the onset of symptoms may be permitted to return to school on the date indicated, except that the administration, in consultation with the School Nurse or School Physician, may, within its discretion and taking into consideration how strongly the student's symptoms indicated the presence of COVID-19, require the student to wait until at least 10 days after the onset of symptoms, and at least 24 hours after symptoms have resolved, to return to school.
- The school administrator may, upon the recommendation of the school physician or the school nurse, if either of them are present in the building, exclude from school any student who shows symptoms of, has been diagnosed with, or has been exposed to a communicable disease or whose presence in the school room is certified by the medical inspector as detrimental to the health of the students in the school.
- In the absence from the building of the school nurse, the classroom teacher may exclude the student from the classroom and the school administrator may exclude the student from the school building. The school administrator or the classroom teacher, as the case may be, shall notify the parent, guardian or other person having control of the student of the reason for his/her exclusion.
- Students suspected of having a communicable disease will be sent home. Until a student is able to be picked-up, any such student will be sent to a location within in the building where s/he can remain isolated from the rest of the student body and members of the staff.
Suspected Communicable Disease - Staff

- No employee who is a member of a household in which a person is ill with a communicable disease, as defined above, or of a household where someone has been exposed to such contagion, or who otherwise has been exposed to such contagion, shall report to work during such illness.

- No employee who shows symptoms of, or who has been diagnosed with, any communicable disease shall report to work until medically cleared of such illness.

- An employee exposed to, who has symptoms of, or who has been diagnosed with a communicable disease other than COVID-19 may return to work only with a note from a medical professional indicating that there is no further risk of the employee communicating the disease to others.

- An employee exposed to COVID-19 may not return to work less than 14 days after exposure.

- An employee who has been diagnosed with COVID-19 may not return to work until at least ten days from the onset of symptoms, and at least 24 hours after all symptoms have resolved, and must present a note from a physician setting forth that the employee no longer is at risk of communicating the virus to others, and setting forth a date on which the employee can return to work.

- Generally, employees who are suspected of having COVID-19 based on the display of any symptom or symptoms may not return to work until at least ten days after the onset of symptoms, and at least 24 hours after all symptoms have resolved. Prior to returning to work, employees who are excluded from work due to having a symptom or symptoms of COVID-19 must present a note from a physician setting forth that they are free from communicable disease, and the date on which the physician will permit them to return. An employee who presents such a note with a return date that is less than ten days after the onset of symptoms may be permitted to return to work on the date indicated, except that the administration, in consultation with the School Nurse or School Physician, may, within its discretion and taking into consideration how strongly the employee's symptoms indicated the presence of COVID-19, require the employee to wait until 10 days after the onset of symptoms, and at least 24 hours after symptoms have resolved, to return to work.

- Employees suspected of having a communicable disease will be isolated from the student body and members of the staff and sent home.
Enforcement

Any attempt to provide false information or otherwise interfere with the enforcement of this policy may result in discipline, up to and including termination of employment.

Reporting and Non-Retaliation

If any employee witnesses or becomes aware of any other employee's or other individual's violation or failure to enforce this policy, the employee must report them to his/her direct supervisor or Calais' human resources representative immediately. Employees who fail to report violations of this policy may be subject to discipline, up to and including termination of employment.

The Calais School prohibits any form of discipline, reprisal, intimidation, or retaliation for reporting a violation of this policy or any other health and safety concern. Employees also have the right to report work-related injuries and illnesses, and the School will not discharge, discriminate, or otherwise retaliate against employees for reporting work-related injuries or illnesses.
Appendix E- Policy- Facilities Cleaning Practices

Appendix F- Policy- Contact Tracing

In the event that someone who has been on the premises of the Calais School tests positive for COVID-19, or has a probable case of COVID-19, a member of The Calais School administration will report the situation to local health officials and will collaborate with local health officials to coordinate contact tracing and notification efforts. The school nurse or her appointee will create a list, based on scheduling and verification with faculty members and staff, of all persons with whom the infected individual was in close contact as defined by the CDC (within six feet of one another for a period of 15 minutes or longer). The Calais School designee will provide the list to local health officials upon request, and will assist local health officials as needed in their efforts to contact affected individuals. The contact tracing efforts of local health officials shall not be a substitute for the School’s efforts to notify persons who may have come into contact with the COVID-positive or COVID-probable individual, as set forth above.
Appendix G- General Health and Safety Guidelines

In addition to implementing the Anticipated Minimum Standards and Additional Considerations identified in the NJDOE guidance under Critical Area of Operation #1- General Health and Safety Guidelines, The Calais school will incorporate the following measures as recommended by Omega Environmental Services, Inc.

1. The school will post signs indicating all relevant COVID-19 policies throughout the school and at all entrances. Examples of relevant COVID-19 polices include the face-covering policy, social distancing and hand wash signs in bathrooms.
2. The school will limit visitors to the school when possible.
3. A written protocol for visitors including temperature taking and location tracking will be implemented before the start of school.
4. The school will place hand sanitizing stations throughout the building, (note: hand sanitizer must be at least 60% isopropanol or ethanol).
5. The school will ensure that anti-bacterial soap is present at all handwashing locations.
6. The school will ensure meetings are conducted virtually whenever possible; if an in-person meeting is required social distancing should be maintained and face-covering should be worn during the meeting.
7. The school will place office desks and/or student desks at least 6 feet apart, the 6 feet should be measured from the center of each chair. The use of floor marking that indicates the location of each desk is strongly recommended. When calculating the maximum capacity of a room, useable continuous occupancy space should only be considered.
8. The school will develop a procedure for informing parents about positive COVID-19 cases. It is recommended that the school sends out a routine update regarding information related to COVID-19.
9. The school will require students to wash their hands with antibacterial soap/ or disinfect their hands with hand sanitizer multiple times a day.
10. The school will require the use of cups when obtaining water from the water fountains. Drinking directly from the fountain will be prohibited.
Appendix H - Classrooms, Testing, and Therapy Rooms

In addition to implementing the Anticipated Minimum Standards and Additional Considerations identified in the NJDOE guidance under Critical Area of Operation #2-Classrooms, Testing, and Therapy Rooms, The Calais school will incorporate the following measures as recommended by Omega Environmental Services, Inc.

1. The school will implement assigned seating for students in classrooms and at lunch tables. Assigned seats for students will aid in contract tracing if there is a confirmed positive case.
2. The school will place directional arrows in hallways. The arrows will dictate the flow of foot traffic. Staff members and students will be required to adhere to these directional arrows and maintain a distance of at least 6 ft from others in the hall.
3. The school will either eliminate or cover porous furniture surfaces such as bean bags and sofas with nonporous cleanable covering (couch cover, bean bag cover). This cover will be removed and disinfected at least once a week or after an incident where an uncontrolled release of bodily fluids occurs.
4. The school will change the location of speech therapy and social worker sessions to the multipurpose room located on the lower level, whenever possible. Most of the speech therapy and social worker rooms viewed were small, narrow, and had limited air circulation. Changing the location of the sessions to the large multipurpose room should decrease the likelihood of infection via inhalation of airborne droplets. It is recommended that students, in speech therapy sessions, utilize a face shield, given the increased likelihood of the dispersion of droplets when performing tasks associated with speech therapy.
5. The school will limit the number of students in each bathroom to one (1) or close every other bathroom stall so that the social distancing can occur between toilets.
6. The school will adopt a face-covering policy that requires staff members and students to wear face covering in common areas, while engaged with students or in a room with someone else.
7. The school will prohibit employees from shaking hands, hugging, or coming into physical contact with one another or students. This may not always be possible due to the age and disabilities that certain students have.
8. The school will require staff members to wash and or clean their hands with hand sanitizer multiple times a day or after their hands come into physical contact with a student or another staff member.
9. The school will adopt a policy that recommends students avoid hugging, shaking hands, or any other physical contact with other students and staff members. Students should wash or sanitize their hands after coming into direct contact with someone.
10. The school will adopt a face cover policy that requires students to wear a mask while in the classrooms. This may not always be possible given the age and special needs of some of the student population.

11. The school will prohibit sharing of supplies such as pencils and pens. Each student will have their own supply kit. If an item is shared, it will be disinfected directly after use.

**Bathrooms**

1. The school will replace the toilet flush handles, faucets, and paper towel dispensers, found in public bathrooms, with contactless devices.

2. The school will consider adding foot-operated door openers in public bathrooms to prevent contact with door handles.

**Water Fountains**

1. The school will consider replacing all current water fountains with water fountains that are equipped with contactless bottle fillers. Paper cups will be available at each water fountain, drinking from the water fountain directly should be prohibited. The use of a reusable water bottles is strongly encouraged as well.

**Keyboards**

1. The school will cover public keyboards with a cleanable or person-specific silicone cover. Cleaning will occur after a person is done using a keyboard that will be used by another individual.

**Rooms with HVAC heating and cooling**

1. The school will ensure that classrooms and other areas equipped with HVAC cooling and heating maintain approximately 2 to 3 air exchanges per hour. The school will verify that the HVAC system is operating as intended before the start of the school year. If less than 1 air exchange an hour occurs a supplementary air filtering device (negative air unit, UV-C air filtering device) may be necessary. If adequate ventilation rates are verified, an air filter device is not suggested unless otherwise stated.

**Rooms where house HVAC provides cooling only**

Maintaining adequate ventilation rates is essential for virus control.

*Emission of a virus cloud in a room with stagnant air causes significantly higher exposure risk*

1. For area equipped with HVAC air conditioning only, separate perimeter heating, the client will ensure that when cooling is in use, the area maintains 2 to 3 air exchanges per hour. In the winter months, when HVAC is not in use natural ventilation should be improved. The school will also consider a supplementary air
filtering device in these locations. An evaluation of the selected air filtering device, room size, and the occupancy headcount would be needed to determine the number of devices needed.

Rooms without house HVAC

1. In rooms without house HVAC, the school will increase natural ventilation. In warmer weather, this can be achieved by cracking open windows. The school will also consider the use of supplementary air filtering devices in these locations, especially in smaller rooms. An evaluation of the selected air filtering device and the room sizes would be needed to determine the required operating time of the devices.

Nurse’s office

1. The school will require the use of an air filtering device whenever the nurse is treating a sick student regardless of contamination status.

Multipurpose Room

1. If the school decides to utilize the multipurpose room as a meeting location for speech and social worker sessions an air filtering device should be placed in the area to facilitate air circulations and minimize the number of particulates in the air.
Appendix I- Transportation

The Calais School will communicate with sending districts and transportation providers to ensure that all appropriate measures are implemented in accordance with the NJDOE Guidance for Critical Area of Operation #3 Transportation. This will include social distancing practices on buses to the maximum extent practicable and adopting best practices for cleaning and disinfecting all vehicles used for transporting students. If maintaining social distancing is not possible, all students who are able must wear face coverings while on buses.

The Calais School will not utilize school owned vehicles for student transportation at the start of the school year.
Appendix J- Student Flow, Entry, Exit, and Common Areas

In addition to implementing the Anticipated Minimum Standards and Additional Considerations identified in the NJDOE guidance under Critical Area of Operation #4- Student Flow, Entry, Exit, and Common Areas, The Calais school will incorporate the following measures as recommended by Omega Environmental Services, Inc.

1. To avoid large crowds, the school will utilize three entrances/exits for arriving and departing students. Upon arrival, students will have their temperature taken by school personal. Face-covering is recommended during the bus ride and temperature taking. If a student has an elevated temperature, s/he will be escorted to an isolation holding area until a parent or guardian can pick up the student. Students will be required to consult a medical professional before returning to school.

2. The school will require social distancing in classrooms and other common areas. Students will maintain social distancing at least 6 feet apart. When at a desk 6 ft will be measured from the center of each chair. The use of smaller individual student desks, instead of larger group desks may be required to achieve this goal. This may be an issue for younger age groups, where the use of physical barriers may be needed as well.

3. To avoid overcrowding and limit disease transfer, the school will require students to wear face-covering and follow the directional arrows while walking in the hallways. If students are required to wait in line, they will stand 6 ft apart against the walls, facing outwards, to prevent the blocking of foot traffic.

4. The school will maximize social distancing, utilize staggered start times and multiple entrances and egress (at least 3) for arriving and departing students. The sketch below illustrates the different entrance options available.

5. The school will implement a COVID-19 screening protocol for arriving students and staff members. Please refer to the student and staff section for specific COVID-19 screening recommendations.

6. To the extent practicably, the school will strive to schedule cohort groups to arrive and depart together in order to limit intermingling among groups.

7. The school will post relevant COVID-19 warning signs (face covering, social distancing) in multiple locations throughout the hallways and lobby.

8. Due to the layout of the building, the school cannot implement one-way direction hallways. However, the school will mark-out a divider line down the center of the hallway and directional arrows on either side. The arrows will dictate the flow of foot traffic. Staff members and students will be required to adhere to these directional arrows and
9. The school will place stickers on the ground 6 ft apart in areas where students/staff tend to form a line. Such as outside of classrooms, bathrooms and counselors’ offices.

10. Students will form lines on one side of the hallway only to increase the amount of social distancing space.

11. If students are required to wait in line, they will stand 6ft apart against the wall, facing outwards, to prevent the blocking of foot traffic.

12. The school will install multiple hand sanitizing stations in multiple locations throughout the hallways. The hand sanitizer product will contain at least 60% Ethanol. Young children and students with a mental disability will be supervised while using the hand sanitizer.
Appendix K- Screening, PPE, and Response to Students and Staff Presenting Symptoms

In addition to implementing the Anticipated Minimum Standards and Additional Considerations identified in the NJDOE guidance under Critical Area of Operation #5-Screening, PPE, and Response to Students and Staff Presenting Symptoms, The Calais school will incorporate the following measures as recommended by Omega Environmental Services, Inc.

1. The school will require employees to complete a COVID-19 Questionnaire before the start of each workday (examples of questions include, fever, respiratory irritation, loss of smell, infected family members).

2. Employees will be required to take their temperature at home before leaving for work. A temperature above 100°F or 1.5°F above normal resting temperature is considered elevated. Employees with an elevated temperature will not report to work until they consult a trained medical professional.

3. The school will develop a policy that upon arrival at work, employees are required to take their temperature on an infrared thermometer and record their temperature, time, and date in the logbook. Please note the thermometer is equipped with data login capabilities, self-reported temperatures will be verified by the nurse later in the day.

4. The school will require baseline temperature recordings before the start of the school year. A proposed procedure for baseline reporting would require parents to take the temperature of their child three days in a row and report it to the school. The self-reported temperatures will serve as a baseline for determining if a student has an elevated temperature (since a person’s specific baseline temperature varies).

5. The school will require parents to complete a survey and take the temperature of their child before leaving for school. A student with an elevated temperature will stay home from school that day. An elevated temperature is a temperature above 100°F or 1.5°F above normal resting temperature. Students will be required to consult a medical professional before returning to school.

**Protective equipment**

**Teachers and administrators**

1. The school will require teachers and administrative staff to wear face-covering while in common areas, interacting with students, or in a room with someone else. The school will also provide face shields to staff who request them. The school will require that all face-covering are at least 3 ply thick and do not contain an unfiltered exhaust valve. The school will provide at least one (1) 3 ply surgical mask every two days to teachers and administrative staff.
Temperature Takers

1. The school will require staff members who take the temperature of students to wear personal protective equipment (PPE). Staff members will wear gloves when taking temperatures. Gloves will be sanitized with hand sanitizer or replaced if physical contact is made with a student. Staff members will be given full-body PPE to wear while taking temperatures. PPE will be removed once temperature taking is complete. PPE should be washed and disinfected at least once a week. Staff members will be required to wear face-covering and face shield while completing this task. Masks should be at least 3 ply thick, the school will provide at least one (1) N95 mask a week, and if N95 masks cannot be acquired, the school will provide a kn95 mask or a surgical mask that is replaced once every two days.

2. If a student has an elevated temperature and/or other symptoms related to COVID-19, the school will require that staff members responsible for monitoring the student wear a disposal gown, face mask, gloves, and a face shield. The gown, gloves, and respirator will be disposed of once the task is complete. The face shield will be disinfected. If the lab coat is worn, it will be immediately washed and disinfected.

PT/OT Staff

1. When an occupational and/or physical therapist is seeing a patient, the therapist will wear an acceptable face covering, a full-body covering, and a face shield. Body coverings will be disposed of or washed and disinfected at least once a week.

Maintenance Staff

1. The school will supply the maintenance staff with multiple reusable work jumpsuits. Members in this department will be required to wear these jumpsuits while at work. At the end of each workday, the jumpsuits will be removed and placed in a hamper. The washing and disinfection of the work jumpsuits will occur at least once a week. Jumpsuits will not be used again unless they have been cleaned and disinfected. If a suspected contaminated area is cleaned by the maintenance staff, the jumpsuit will be removed washed and disinfected immediately after completing the task.

2. The school will require the maintenance staff to wear a 3 ply surgical mask, kn95 mask, or an N95 respirator when completing tasks. If a maintenance staff member has to disinfect an area due to COVID-19 concerns an N95 mask or a half-face respirator equipped with p100 filters and a face shield will be worn.

3. The maintenance staff will spray their footwear with biocide after leaving a potentially...
COVID-19 room/area.

Emergency Response and disinfection plans for COVID-19

What to do in the event of an elevated student temperature reading

1. If a student has an elevated temperature recorded, but no other COVID-19 symptoms, it is recommended that the student be placed in an isolation/quarantine area with an air filtering device until their parent can pick them up. Once the student has left, the house maintenance staff will deep clean the area. High touchpoints will be disinfected with fogging of the room/area. Upon school request, Omega will perform cleaning verification testing and COVID-19 testing.

What to do in the event of elevated temperature plus other COVID symptom(s)

1. If a student has an elevated temperature and other COVID symptoms, (please note that it would be assumed that the student’s elevated temperature was captured upon arrival at the school), it is recommended that the student be placed in an isolation/quarantine area until their parent picks them up. Once the student departs, Paladin CSC will perform terminal cleaning in the isolation/quarantine area and any other affected areas (entrance). Upon school request, Omega will perform cleaning verification testing once Paladin CSC completes terminal cleaning.

2. The school or Omega will perform contact tracing to determine if all or sections of the school have to be closed.

What to do in the event of a confirmed case that was not isolated

1. In the event of a confirmed COVID-19 case that was not isolated, it is recommended that the school closes for operation until a terminal cleaning of the entire building can be performed by Paladin CSC. It is also recommended that Omega performs the cleaning verification testing, which includes testing for COVID-19 before the school resumes normal operation.

2. The school or Omega will perform contact tracing to determine if all or sections of the school have to be closed.
Contact tracing is the process used to identify those who come into contact with people who have tested positive for many contagious diseases, including COVID-19. Contact tracing is a long-standing practice and an integral function of local health departments in keeping communities safe from the spread of disease.

Upon notification that an individual has tested positive for COVID-19, a local health department will call to determine close contacts to whom the individual may have spread the virus. According to the Centers for Disease Control (CDC), a close contact typically is defined as being within six feet for a period of at least 15 minutes.

Trained professionals from the community notify those close contacts to recommend steps to mitigate the further spread of disease. These steps may include self-quarantining, and providing critical education and support to accomplish mitigation strategies.

According to the CDC, contact tracing for COVID-19 typically involves the following:

- Interviewing people with COVID-19 to identify everyone with whom they had close contact during the time they may have been infectious;
- Notifying contacts of their potential exposure;
- Referring contacts for testing;
- Monitoring contacts for signs and symptoms of COVID-19; and
- Connecting contacts with services they might need during the self-quarantine period.

By virtue of the highly coordinated and scheduled environment that exits in the school community, schools have detailed knowledge of individuals who may have had close contact during school related functions, with an individual who has tested positive for COVID-19. This information may be valuable in facilitating the contact tracing process between the school and local health officials. The Calais School will cooperate with its local health department during this process.

School officials collaborated with the local health department and the school’s school nurse to develop a contact tracing policy and will be developing procedures.

The Calais School will adhere to the following procedures in the event that school officials are notified that any member of the school community tests positive for COVID-19:
• All applicable federal and state requirements regarding privacy of educational records (e.g. FERPA).

• All school administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school, will be provided with information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease.

• School officials will educate the broader school community on the importance of contact tracing.

• School officials shall designate staff to serve as liaisons to the school’s local health officials. Designated Liaisons shall be responsible for notification of
  • local health department;
  • Staff, families and the public;
  • other components of this policy as directed by the superintendent or designee.

• School officials shall consult with the local health department to identify the school’s role in assisting with contact tracing activities, including ongoing communication with the identified individual and/or his/her contacts. This consultation also will serve to identify the criteria an individual must meet in order to activate the contact tracing policy.

The school shall establish a system of open communication that allows staff, students, and families to self-report symptoms and/or suspected exposure to assist school districts provide prompt notification.

Any staff member who observes an individual in any school facility or becomes aware that any person who has entered the school facility exhibits symptoms of COVID-19 or tests positive for COVID-19 shall immediately notify the designated liaison.

The designated liaison shall immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality when the COVID-19 test is positive. The designee will work with local health officials to ensure that information is made available to facilitate contact tracing. The release of information will adhere to all federal and state requirements regarding privacy of educational records.

When an individual exhibits symptom while at school, the school nurse will ensure that the student is taken to the designated isolation area. The nurse will examine the individual and determine if the student must be sent home.

The school shall require the certification of a physician that the student is contagion free before readmitting a student to school.
Symptoms of COVID 19 include:

Fever or chills
Cough
Shortness of breath or difficulty breathing
Fatigue
Muscle or body aches
Headache
New loss of taste or smell
Sore throat
Congestion or runny nose
Nausea or vomiting
Diarrhea

School officials shall ensure adequate information and training is provided to school staff as necessary to enable staff to carry out responsibilities assigned to them under this policy.

References


https://www.nj.gov/education/reopening/
Appendix M- Facilities Cleaning Practices

In addition to implementing the Anticipated Minimum Standards and Additional Considerations identified in the NJDOE guidance under Critical Area of Operation #7- Facilities Cleaning Practices, The Calais school will incorporate the following measures as recommended by Omega Environmental Services, Inc.

1. The school will require the cleaning staff to increase the frequency of bathroom cleaning and other common spaces that are not corridors, from once a day to two times a day and after access by a person with reported visible symptoms such as cough, fever or stomach issues.

2. The school will require the cleaning staff to disinfect all high touchpoints in the common areas as often as possible or when multiple students will be interacting with common touchpoints.

3. The school will require the cleaning and disinfecting of lunch tables after each use.

4. The school will require any lab coats and work jumpsuits to be washed and disinfected at least once a week.

5. As often as possible, the teaching staff is required to disinfect common supplies used by students and high touch points (student desk, keyboard covers, light switches) with EPA approved biocide provided by the school.

6. In non-classroom settings, common touchpoints will be disinfected each time a session with a student is completed. Examples of non-classroom settings include speech therapy rooms or social worker rooms.

7. The school will require physical therapists and occupational therapists to disinfect all equipment used after a session is completed. Special cleaning protocol may need to be developed, interviews with the OT/PT staff to hear their input is suggested.

8. The school will require the music teacher to disinfect all equipment used by students at the end of each period. The sharing of wind instruments will be strictly prohibited. Additional social distancing or no use of wind instruments that require blowing indoors. Disinfecting products will be evaluated before use to ensure that they will not damage the instruments.

9. The school will require cleaning staff to clean and disinfect an area after an incident where an uncontrolled release of bodily fluids occurs.
Tasks to complete before school reopening

1. Deep cleaning of the building with Paladin CSC, cleaning will include in-house school staff training to explain the deep clean procedure.

2. Baseline ATP testing after cleaning for future testing.

3. Posting of relevant signs that display COVID policy (social distancing, face-covering, etc.).

4. Ground markers in hallways.

5. Elevation of the HVAC system to ensure proper air exchange.

6. Determine spaces that require supplementary air filtering devices. The number of AFDs will be based on rooms occupancy and the size of the room.

7. Develop seating plans in classrooms which include ground markers for desks.

8. Develop specialized cleaning procedure where needed, i.e. PT/OT gym, music classroom, physical education class.

9. Develop a plan for QA/QC testing.

10. Develop a procedure for changing the HEPA filter in negative air units (if the school decides to go with these models).

11. Develop a cleaning protocol for in house cleaning of isolation/quarantine area. Will require training from Paladin CSC.

12. Determine what cleaning products will be used for the school and develop and cleaning protocol which will include contact time and correct PPE based on cleaning products.
Appendix N- Meals

Students, when possible, will eat lunch as assigned cohorts in their designated classrooms. Students will be required to bring their own lunches and will not be permitted to heat their lunches (to avoid high touch areas, such as microwaves)
Appendix O- Recess/Physical Education

In addition to implementing the Anticipated Minimum Standards and Additional Considerations identified in the NJDOE guidance under Critical Area of Operation #9 - Recess/Physical Education, The Calais school will incorporate the following measures as recommended by Omega Environmental Services, Inc.

1. The school will supply the gym teacher will two sets of gym equipment. After the completion of the 1st period, the gym equipment used in that period will be removed and sprayed down with an EPA approved biocide. The second set of equipment will be used for the second period. After the completion of the second period, the second set of equipment will be removed and sprayed with a biocide. The biocide on the first set of equipment will be removed and used for the third period. This cycle will continue for the entire day after school the gym teacher will be required to disinfect all of the equipment used during that day.

Outdoor Spaces

The use of outdoor spaces for recreational activities such as recess is common in grade school and preferable for COVID-19 control since outdoor air has greater mixing and dilution ventilation. The school will take an inventory of all separate outdoor spaces that will support recreational activities. The inventory will include all playground equipment present. The school will develop a scheduling process for cohorts to use these outdoor spaces. This will avoid the mixing of different cohorts and encourage social distancing while outdoors. Any playground equipment contact surfaces have to be disinfected between users.
Appendix P- Extracurricular Activities and Use of Facilities Outside of School Hours

The Calais school will limit extracurricular activities and the use of facilities outside of school hours when possible.

If it is determined that any activities will take place, all extracurricular activities will comply with applicable social distancing requirements and hygiene protocols.

External community organizations that use school facilities must follow school guidance on health and safety protocols.
Appendix Q: Academic, Social, and Behavioral Supports

In addition to taking steps to protect students’ and educators’ physical health, The Calais school will also consider the impact of social isolation on both educators and students.

The Calais school will incorporate the following elements in either in-person or remote platforms to meet the needs of students and staff.

- **Social Emotional Learning (SEL) and school Climate and Culture** – Social emotional learning (SEL) will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. To this end, the school will plan around the well-being of educators so they can support the social and emotional well-being and learning needs of their students, acknowledge and prepare for the potential trauma that staff and students have faced during the COVID-19 school closures, and recognize and empower educators’ and staff’s strengths.

- **Multi-Tiered Systems of Support (MTSS)** – MTSS is a systematic approach to prevention, intervention, and enrichment in grades PK-12 for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support.

- **Wraparound Supports** – Wraparound services differ from traditional school-based services in their comprehensive approach to addressing the academic, behavioral, and social-emotional needs of students with interventions both inside and outside of the school environment. These include mental health support, primary health and dental care, family engagement, expanded before-school and after-school and summer learning time, and mentoring programs. The Calais School will consider providing these supports, where appropriate and applicable.
Appendix R- Scheduling Plan

The Calais School has prepared varied approaches to scheduling that can be implemented with flexibility and respond to the changing conditions that drive state requirements. As the ongoing input of stakeholders is acquired about the needs of all students and the realities faced by each unique family, further adjustment may occur.

In all samples, students will remain self-contained in cohorts. Specific spaces of the school will be designated areas accessible only to the assigned cohort and necessary staff members.

Current available sample schedules are as follows:

Lower School:

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<thead>
<tr>
<th>Room 1</th>
<th>Room 2 (OT)</th>
<th>Room 3</th>
<th>Room 4</th>
<th>Room 5</th>
<th>Room 6</th>
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<tbody>
<tr>
<td>5 8th graders</td>
<td>2 students</td>
<td>5 Students</td>
<td>5 Students</td>
<td>5 8th graders</td>
<td>5 Students 8th graders</td>
</tr>
</tbody>
</table>

High School
Sample A: Room and Zoom

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<th>Art Room 200</th>
<th>Room 202</th>
<th>Media Room 204</th>
<th>Room 205</th>
<th>Room 206</th>
<th>Room 207</th>
<th>Apartment, Kitchen, Dog Room?</th>
<th>Room 20</th>
<th>Room 209</th>
</tr>
</thead>
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<tr>
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<td>Grade 9 5 students</td>
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<td>Grade 10 6 students</td>
<td>Grade 11 5 students</td>
<td>Grade 11 6 students</td>
<td>Grade 12 9 students</td>
<td>Grade 12 6 student</td>
<td>Grade 12 7 student</td>
</tr>
<tr>
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<td>Spanish I</td>
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<td>PE</td>
<td>21st</td>
<td>21st</td>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra I</td>
<td>Algebra I</td>
<td>Physical Sci</td>
<td>Physical Sci</td>
<td>Art/Music</td>
<td>Art/Music</td>
<td>Computers</td>
<td></td>
<td></td>
</tr>
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<td>21st</td>
<td>Geometry</td>
<td>Geometry</td>
<td>Earth Sci</td>
<td>Earth Sci</td>
<td>Art/Music</td>
<td></td>
<td></td>
</tr>
<tr>
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Appendix S- Staffing

The Calais school will clearly communicate with teachers regarding expectations and support for student learning. School reopening plans and decision-making throughout the school year will consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns. Staff roles will also have to expand to accommodate new health and safety regulations.

The Calais school will consider leveraging staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules may also include designated time to support school building logistics required to maintain health and safety requirements.

Teachers serve as the number one in-school factor impacting student learning. Regardless of the environment, teachers should clearly understand expectations and be supported and held accountable for student learning. The Calais school will consider access and equity for all staff to ensure continuity of student learning.

When making staffing scheduling and assignments, the Calais school will comply with all applicable employment laws including but not limited to the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable state law. Additionally, prior to finalizing any COVID related changes for the 2020-21 school year, the school will consult with the local bargaining units and legal counsel.

As schedules are adjusted, educators must maintain quality instruction for students, therefore the school and educators will abide by the minimum requirements set forth in NJDOE regulation.
Appendix T- Athletics

Calais School will suspend any extracurricular athletics during the 2020-2021 school year.
Appendix U- Floor Plans (Optional)
Appendix V - Contingency Plan for Emergency Operations for School Closure (Optional)

The NJDOE recommends adopting contingency plans for emergency operations in the event facility closure becomes necessary. To facilitate this, the Calais school will do the following as recommended by Omega Environmental Services.

1. Define early group metrics using CDC guidelines on determining an “outbreak cluster”.
2. Determine an unsafe rate of infection that would trigger in school closure, requires local DOH input, and develop the procedure to communicate school closure information to parents.

If necessary, The Calais school is prepared to revert to fully remote learning and delivery of services and supports to students and staff.
Appendix W– References (Optional)

NJDOE The Road Back- https://www.nj.gov/education/reopening/

Coronavirus Disease 2019 (COVID-19) Considerations for schools (CDC)
COVID-19 RISK MANAGEMENT PLAN

CLIENT/SITE: The Calais School
45 Highland Ave
Whippany, NJ 07981

SCOPE OF WORK: COVID-19 Planning

CLIENT CONTACT(S): David Leitner

SITE EVALUATION CONDUCTED: 6/22/2020

PLAN DATE: 7/21/2020

PLAN PREPARED BY: Kadeem Hill

REPORT REVIEWED BY: Gary Mellor, CIH
Veronica Kero CIH, P.E.

{Omega Project#: 20-1146}
The Calasis School Covid-19 Risk Management Plan {Omega Project #: 20-1146}

Omega Environmental Services, Inc.

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Appendix 7- UV-c Information
Disclaimer

This report is intended to offer guidance regarding best practices for the general operation of The Calasis School in an effort to reduce the risk of disease transmission, specifically novel coronavirus SARS-CoV-2 and the disease it causes, COVID-19. Adherence to any information included in this report will not ensure successful treatment in every situation, and The School acknowledges that there is no “zero risk” scenario. Furthermore, the report is in no way intended to override or supersede guidance from government and health organizations, including, without limitation, the Centers for Disease Control and Prevention, the World Health Organization, the United States Government, and or New Jersey Department of Health or education. The information contained herein reflects the available information at the time the report was created. The School should recognize that details and information are changing daily, and new information and/or the results of future studies may require revisions to the report (and the general guidance contained therein) to reflect new data.
1.0 Plan

The goal of this document is to limit and prevent the spread of COVID-19 at The Calais School through the use of combined administrative and engineering controls. From this point forward, The Calais School will be referred to as the “The School”

(1.1) Approximate School Population:

- 90 students
- 60 employees, 1 nurse, 3 cleaning crew members
2.0 COVID-19 Transmission Overview

*The following section was extracted from The Harvard School of Public Health Risk Reduction Strategies for Reopening Schools.*

How is COVID-19 Transmitted?

COVID-19 is the disease caused by the SARS-CoV-2 coronavirus. Before we talk about specific reopening strategies, it is useful to recall how the COVID-19 virus spreads so we can understand when and how a specific intervention might be effective. There are three routes of transmission for COVID-19 that are supported by models and case studies of outbreaks.

**Close-contact transmission** can occur via droplets (> 5 μm in diameter) or aerosols (tiny droplets< 5 μm in diameter, also called droplet nuclei). Close contact transmission by droplets refers to close-range transmission of virus by sometimes-visible droplets that are coughed or sneezed by an infectious person directly onto the eyes, mouth, or nose of a nearby person. Droplet transmission can be minimized by, among other things, physical distancing and universal non-medical cloth mask-wearing. Close contact transmission by aerosols refers to transmission of virus in tiny, invisible droplets that are generated when an infectious person exhales, speaks, sneezes, or sings, and that are then inhaled by another nearby person, allowing the virus to deposit directly on the surfaces of their respiratory tract. This close contact aerosol transmission can also be minimized by, among other things, physical distancing and mask-wearing.

**Long-range transmission** refers to transmission of virus in aerosols, which may be generated when an infectious person exhales, speaks, sneezes, or coughs and then travels out of the immediate 6-foot vicinity of the infectious person via airflow patterns. This airborne virus can remain aloft for more than an hour indoors to infect people who are not interacting closely with the infectious person. Long-range airborne transmission can be minimized by, among other things, increasing outdoor air ventilation to dilute the concentration of airborne virus or filtering air recirculating in a room or building.

**Fomite transmission** refers to viral transmission via inanimate objects, like desks, tables, playground equipment, or water fountains that are contaminated with the virus. A surface could become contaminated in many ways, for example, after a person coughs directly onto an object or after they sneeze into their hand and then touch the surface. Individuals who touch the fomite while the virus remains viable, and then touch their eyes, nose, or mouth before washing their hands, could be exposed to the virus. How long the virus can be detected on fomites depends on the type of surface and the environmental conditions. Under some conditions, the COVID-19 virus can be detected up to 72 hours after deposition on hard, shiny or plastic surfaces or up to 24 hours after deposition on more porous surfaces, but the risk posed by these day(s)-later detections is much lower than the initial risk because the amount of the detectable infectious virus decreases rapidly over time. Fomite transmission of a virus can be minimized through frequent cleaning and disinfection.
of commonly-touched objects, through use of automatic or touchless alternatives (e.g., automatic doors), and through frequent hand washing.

What Factors Determine Exposure?

There are three components of exposure – intensity, frequency, and duration. In general, more intense, more frequent, and/or longer duration exposures have the potential to cause more harm. In the case of COVID-19, we can reduce the risk of illness through interventions that reduce any or all of these three characteristics:

**Intensity** of exposure to SARS-CoV-2 may be minimized by physical distancing because the amount of SARS-CoV-2 in the environment around an infectious person is highest closest to the infectious person. Additionally, infectious people following respiratory etiquette (i.e., cover nose/ mouth when coughing or sneezing) and wearing masks reduces exposure intensity to people nearby.

**Frequency** of exposure to SARS-CoV-2 may be minimized by reducing how often someone is in close contact with individuals outside the home who may be infectious.

**Duration** of exposure to SARS-CoV-2 may be minimized by spending less overall time inside in close contact with others.

What Factors Determine Risk?

While exposure is largely a function of intensity, frequency, and duration, risk is determined by many additional factors. Most importantly, personal risk is dependent on individual susceptibility. For example, this may be a function of age, gender, pre-existing conditions, or genetics. For these reasons, two people with the same exposure may have very different risk. Discussions of risk can also be subjective, in that they depend on personal risk tolerance. Last, risk is a function of factors outside of the individual, including the local healthcare capacity, the efficacy of available treatments, and the extent of spread in the underlying community.
3.0 Site-Specific Facility Description

(3.1) HVAC System:

Omega identified four (4) different air handling units within the school. The two primary rooftop units serve the majority of the building with heating/cooling HVAC. One unit located in the Life Skills classroom serves the Vocational Lab and the Life Skills classroom. One unit located in the plenum of the second floor serves rooms 213, 212, 203, 201, 119, 06 and 05. The School should disable the temperature variant response on all the AHUs (air handling units) so that fresh air is always supplied to the supported areas.

Primary Air Handling Units

1. To provide additional dilution ventilator, Omega recommends increasing the percentage of fresh air supply air from 20% to at least 40%. The school should consult with their HVAC specialist to pre-verify first capacity before proceeding.
2. Omega recommends the installation of a MERV 13 filter on both rooftop air handling units. The School should follow manufacture recommendations regarding filter change out schedule.
3. Omega recommends the installation of an in-line UV-C system in the supply ducts of both rooftop air handling units. The School must provide the volume air flow in the supply ducts before the installation of the UV-C system.
4. The current HVAC return air system is open plenum (ductless) design. In order to minimize cross-air flow between rooms, it is important that the system is maintained balanced with no stagnant low-pressure zones that could have increased virus concentration. Omega recommends running the HVAC system 24/7 to reduce backflow from the return air plenum down to occupied space.

Life Skills Room and Vocation Lab Air Handling Unit

1. Since the air handling unit presently uses 100% recycled air, Omega recommends the installation of a MERV 13 filter on the unit. If a MERV 13 filter will not fit, use the highest rating filter that will fit but a minimum MERV-11 rating is recommended for virus control. The filter should be changed at least once a month or when overloaded.
2. Omega recommends the installation of an in-line UV-C system in the supply ducts of the air handling unit. Please note, The School must provide the volume air flow in the supply ducts before the installation of the UV-C system.

Air Handling Unit for Rooms 213, 212, 203, 201, 119, 06 and 05

1. The air handling unit present uses 100% recycled air, Omega recommends the installation of a MERV 13 filter on the unit. If a MERV 13 filter will not fit use the highest rating filter that will fit. The filter should be changed at least once a month.
2. Omega recommends the installation of an in-line UV-C system in the supply ducts of both air handling units. Please note, The School must provide the volume air flow in the supply ducts before the installation of the UV-C system.
Optimizing HVAC Temperature/Relative Humidity Set-Point Temperatures for Coronavirus Control

1. Omega recommends The School refer to the Department of Homeland Security (DHS) “Predicting SARS-CoV-2 Virus Stability” model calculator when adjusting temperature setting indoors. This model will allow The School to verify that indoor air Temperature and Relative Humidity set-point temperatures are not further enhancing potential Coronavirus stability. For example, cold dry conditions that are known to enhance virus stability on surfaces should be avoided. The link to the DHS model calculator is listed below.

(3.2) Building Entrances

1. The School should maximize social distancing, utilize staggered start times, and multiple entrances and egress (at least 3) for arriving and departing students. The sketch below illustrates the different entrance options available.
2. The School should implement a COVID-19 screening protocol for arriving students and staff members. Please refer to the student and staff section for specific COVID-19 screening recommendations.
3. Preferably, any cohort groups should arrive and depart together with no intermingling with other groups.

(3.3) Outdoor Spaces

The use of outdoor spaces for recreational activities such as recess is common in grade school and preferable for COVID-19 control since the outdoor air has greater mixing and dilution ventilation. The School should take an inventory of all separate outdoor spaces that will support recreational activities. The inventory should include all playground equipment present. The School should develop a schedule for cohorts to use these outdoor spaces. This schedule should avoid the mixing of different cohorts and encourage social distancing while outdoors. Any playground equipment and contact surfaces should be disinfected between users.

(3.4) Indoor Spaces

The School should utilize four mechanisms to limit the spread of COVID-19 indoors:

- The first is the use of personal protective (PPE), please refer to the student and staff section for specific recommendations on PPE.
- The second is social distancing, students and staff members should maintain a distance of 6 feet whenever possible.
- The third mechanism is dilution by increasing fresh air flow indoors.
- The last mechanism is filtrations by the installations of HEPA and UV-C filtering devices.

(3.5) Building Water System

After a prolonged shutdown, stagnant water inside a building’s plumbing system can become unsafe to drink due to biological and metals contamination including legionella bacteria and lead. EPA and CDC guidelines recommend inspecting plumbing components, performing preventative maintenance, and flushing hot and cold-water lines. Water testing for bacteria and metals can be performed as part of a water management plan to verify the safety of potable water.

(3.6) Dilution Ventilation:

As previously stated, dilution of virus, dust and other contaminants occurs by increasing fresh air flow into an area. The American Society of Heating, Refrigerating and Air conditioning Engineers (ASHRAE) Ventilation for Acceptable Indoor Air Quality Standard recommends at least 15 cubic feet per minute (CFM) of fresh air per person in classroom setting. The School can use three mechanisms to accomplish the ASHRAE recommended fresh air flow.

1. During warmer weather, the School can open windows to increase fresh air flow into rooms, as long as water/mold damage does not become an issue.
2. Many of the rooms are equipped with a unit ventilator; the model present is the 57228 NR1W NesbittAire Ventilator. This model is equipped with a fresh air dampener. Opening the damper and running the unit will increase fresh air flow into a room. It should be noted,
the air ventilator primarily uses recycled air from inside the room, only a small portion of the supply air will be fresh air. Please see the image below for an illustration of the damper mechanism. The use of a unit ventilator to increase fresh air flow should be combined with opening a window or a dual hose portable air conditioning and heating unit.

3. In areas with marginal ventilation rates, to increase fresh air flow into an area, the use of a dual hose portable air condition/heater could apply. A similar model to the Haier model HPND14XHT, or the Whynter model ARC-14SH is recommended. According the manufacture manual this model is capable of heating or cooling and can deliver 190 CFM (253 CFM for ARC-14SH) of fresh air on the highest fan setting.

(3.7) Common Corridors and Lobby

1. The School should post relevant COVID-19 warning signs (face covering, social distancing) in multiple locations throughout the hallways and lobby.
2. Due to the layout of the building, The School cannot implement one-way direction hallways. However, the School should mark-out a divider lines down the center of hallways and directional arrows on either side. The arrows should dictate the flow of foot traffic. Staff members and students should be required to adhere to these directional arrows and maintain a distance of at least 6ft from others while in the hall.
3. Omega recommends the placement of stickers on the ground 6 ft apart in areas where students/staff tend to form a line, such as outside of classrooms, bathrooms or counselors’ offices.
4. Students should form lines on one side of the hallway only to increase the amount of social distancing space.
5. If students are required to wait in line, they should stand 6 ft apart against the wall, facing outwards, to prevent the blocking of foot traffic.
6. The School should install multiple hand sanitizing stations in multiple locations throughout the hallways. The hand sanitizer product should contain at least 60% Ethanol. Young children and students with a mental disability should be supervised while using the hand sanitizer.
7. The School should replace all current water fountains with water fountains that are equipped with contactless bottle fillers. Paper cups should be available at each water fountain. Drinking from water fountains directly should be prohibited. The use of a reusable water bottle is strongly encouraged as well.

(3.8) Bathrooms

1. The School should ensure that all bathrooms have a working exhaust fan. The exhaust fans should run throughout the duration of the day while the building is occupied.
2. The School should limit the number of students and staff members in each bathroom to one (1) or close every other bathroom stall and sink, so that the social distancing can occur while in the bathroom.
3. The School should ensure that anti-bacterial soap is present at all handwashing locations.
4. The School should ensure that all toilets have lids to prevent the spread of particulates during flushing in the bathroom.
5. The School should replace the toilet flush handles, faucets, and paper towel dispensers, found in public bathrooms, with contactless devices.
6. The School should install foot-operated door openers in public bathrooms to prevent direct contact with door handles. Foot operated door openers signs should be placed in each bathroom with a foot opener.

(3.9) Gym/Cafeteria

1. The School should prohibit the use of this space for Physical Education and Cafeteria dining at the same time since face coverings must be removed in order to eat/drink.
2. Whenever possible, Physical Education should be moved to an outdoor recreation area.
3. There is a large exhaust fan and fresh air intake located on the roof of the gym. When this space is in use, the exhaust fan should be operational, and the fresh air take should be open to increase fresh air flow into the space to as close to outdoor air conditions as possible.
4. If the fresh air intake and exhaust cannot be used, Omega recommends the use of 3 air filtering devices capable of filtering 500 CFM.
5. For recommendations on cleaning gym equipment please refer to the housekeeping section.

(3.10) Physical/Occupational Therapy Room

1. The School should limit the occupancy in the OT Room to two (2) students.
2. The room should be equipped with a portable dual hose AC/heating unit and an air filtering device that is vented to the outside and equipped with a HEPA Filter. Both items should remain running while the room is in use, the air filtration device should remain running for at least 30 minutes after the room is used.
3. Please refer the housekeeping section for recommendations regarding surface cleaning of equipment between students.
4. Please refer to the staff section for recommendations regarding PPE for Physical and Occupational Therapist.

(3.11) Music Room

1. Omega recommends the relocation of music class to an outdoor location whenever possible since singing and use of blowing instruments is higher risk for aerosolization scenario.
2. The opening of windows and the installation of a portable AC/heating unit and air filtering device vented to the outsides is recommended.
3. The school should prohibit the sharing of instruments between students; if instruments must be shared the instruments should be disinfected after each student use.
4. The School should prohibit the use of wind instruments indoors.
5. If the School decides to allow wind instruments, Omega recommends creating a solo room. The solo room should be equipped with an air filtering device that is vented to the outside. The student should face the air filtering device when playing a wind instrument or signing so that any particulates released are more likely to be captured. Please see the image below for an illustration of the solo room.

(3.12) Room 14, Dog Playroom

1. According to the CDC, dogs (and cats) can potentially become infected with COVID-19. However, current studies suggest that it is unlikely that dogs can transfer the virus to humans. Omega recommends that the School coordinate with their dog contractor to ensure that dogs are monitored for COVID-19 symptoms, and isolated if they do become symptomatic.
2. Dog activities should be moved to an outdoor location whenever possible.
3. Room 14 does not have a unit ventilator. To provide fresh air flow into the room, Omega recommends opening the windows whenever possible, and the installation of portable AC/heating unit and an air filtering device.
4. Omega recommends a maximum of five (5) students in this space. Note: occupancy suggestion assumes suggestion controls listed above are in place.

(3.13) Room 119: Safe Space Area

1. Room 119 is connected to house HVAC AC that uses 100% recycled air and does not have an existing unit ventilator. To facilitate fresh air movement into the area, Omega recommends opening the window, whenever possible, and the installation of portable AC/heating unit and a non-vented air filtering device.
2. The School should limit the occupancy in this space to one (1) student.
3. All surfaces in the “safe area” of this room should be disinfected with an EPA-approved biocide.

(3.14) Staff Break Room

1. The Staff Break Room is not connected to house HVAC and does not have a unit ventilator. To facilitate fresh air movement into the area Omega recommends opening the windows, whenever possible, and the installation of portable AC/heating unit.
2. Since staff members do not wear a mask while eating, Omega recommends the installation of vented air filtering device to create a negative pressure environment in the space.
3. Omega recommends a maximum occupancy of four (4) people. Occupancy can be increased to 7 with the replacement of group furniture with individual furniture that will facilitate social distancing and all staff members facing the direction of the filtering device in the room.
   
   Note: An un-ventilated space should not be used for eating/drinking or any group gatherings.

(3.15) Multi-Use Room

1. Because speech therapy can potentially involve spewing out of aerosols, Omega recommends relocating all speech therapy and social worker sessions to the Multi-purpose Room located on the lower level, whenever possible. Most of the speech therapy and social worker rooms viewed were small, narrow, and had limited air circulation. Changing the location of the sessions to the larger multipurpose room with greater social distancing should decrease the likelihood of infection via inhalation of airborne droplets.
2. Consider installing plexiglass barrier between the student and the therapist.
3. For larger gatherings greater than 15 people Omega recommends the use of a HEPA or UV-C air filtering device.

(3.16) Speech Therapy and Social Workers Rooms

1. As stated above, Omega recommends the relocation of these sessions to the Multi-Purpose Room located on the lower level of the building or to an outdoor location.
2. If the School decides to utilize these rooms for sessions, Omega recommends opening the window whenever possible and the installation of a HEPA or UV-c air filtering device. The filtering device should remain active while the session is in progress.

(3.17) Office Spaces

1. Omega recommends that The School implement a policy of social distancing in all office settings. Staff members should maintain social distancing at least 6 feet apart. When at a desk, 6 ft. is measured from the center of each chair.

(3.18) Classrooms

1. Omega recommends that The School implement a policy of social distancing in all rooms. Students and staff members should maintain social distancing at least 6 feet apart. When at a desk, 6 ft. is measured from the center of each chair. The use of smaller individual student desks, instead of larger group desks may be required to achieve this goal. Omega acknowledges this may be an issue for younger age groups, where the use of physical barriers may be needed as well.
2. In order to facilitate social distancing and deep cleaning, Omega recommends the removal of non-essential furniture. For example, if students are given individual computers, removing the desktop computer in the room is suggested.
3. To ensure HVAC air exchange, classroom corridor doors should remain closed when room occupied.
4. Supplemental air filtering devices also require corridor doors to be closed so that the add-on unit is only capturing air from the room, not the corridor and other spaces which dilutes efficacy.
5. The School should implement a policy that requires all desks to face the same direction.
6. The image below illustrates and classroom with social distancing and suggested locations for an air filtering device and a portable AC/heating unit. Note: the teacher should not stand perpendicular to the air filtering device, there position should be offset so that they are not directly in the stream of the air filtering device.
7. Section 3.19 displays specific recommendations for each room
### 3.19 Field Measured Existing Ventilation Rates (July 2020)

<table>
<thead>
<tr>
<th>Room</th>
<th>Ft²</th>
<th>Ft³</th>
<th>Heating/Cooling</th>
<th>Flow Rate</th>
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</tr>
</thead>
<tbody>
<tr>
<td>210</td>
<td>675</td>
<td>6,412</td>
<td>Central HVAC</td>
<td>+482 CFM</td>
<td>+96.4 CFM</td>
<td>6 students, 2 staff</td>
<td>Meter data indicates that this room is under positive pressure, which means air will flow from the room into the hallways if the door is open. Since students may periodically take off their mask, the door to this room should remain shut whenever the room is occupied. Omega recommends cracking open the windows to increase fresh airflow movement into the room, but not overpressuring which open windows can cause.</td>
<td>Approx. 3 air exchanges per hour measured (marginal). Recommended occupancy is based on the furniture present during the inspection and a HVAC system with 40% fresh air intake damper setting.</td>
</tr>
<tr>
<td>209</td>
<td>638</td>
<td>6,056</td>
<td>Central HVAC</td>
<td>+808 CFM - 437 CFM</td>
<td>+323 CFM</td>
<td>12 Students, 3 Staff</td>
<td>Please refer to Room 210 information for recommendations.</td>
<td>Approx. 4 air exchanges per hour measured. Omega recommends removing non-essential furniture to accommodate social distancing and rapid deep cleaning. Recommended occupancy is based on a HVAC system 40% fresh air intake damper setting.</td>
</tr>
<tr>
<td>208</td>
<td>550</td>
<td>5,225</td>
<td>Central HVAC</td>
<td>+684 CFM - 350 CFM</td>
<td>274 CFM</td>
<td>9 Students, 3 Staff</td>
<td>Please refer to Room 210 information for recommendations.</td>
<td>Approx. 4 air exchanges per hour. The removal of non-essential furniture will increase recommended occupancy from 9 students to 11 students. Recommended occupancy is based on a HVAC system 40% fresh air intake damper setting.</td>
</tr>
<tr>
<td>205</td>
<td>182</td>
<td>2,093</td>
<td>Central HVAC</td>
<td>N/A</td>
<td>N/A</td>
<td>4 people</td>
<td>The HVAC system was not running during the July 2020 inspection. It is assumed that airflow is necessary to support occupancy. Please refer to Room 210 for recommendations once fresh air supply is restored.</td>
<td>No measurable airflow from/to supply or returns was measured during the July inspection. The room should not be occupied until ventilation is restored to mitigate potential virus clouds. Re-occupancy is a non-ideal scenario, because individuals will have to face one another. Omega strongly recommends virtual meetings whenever possible.</td>
</tr>
</tbody>
</table>
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<tbody>
<tr>
<td></td>
<td>117</td>
<td>625</td>
<td>HVAC</td>
<td>+694 CFM</td>
<td>+277 CFM</td>
<td>12 Students, 3 Staff</td>
<td>Positive pressure environment, please refer to Room 210 for recommendations.</td>
<td>Approx. 3 air exchanges per hour is marginal. Recommended occupancy is based on the furniture present during the inspection and a HVAC system with 40% outside air intake damper setting. Occupancy recommendation is based on small student desk furniture found in other rooms.</td>
</tr>
<tr>
<td></td>
<td>113</td>
<td>147</td>
<td>HVAC</td>
<td>+120 CFM</td>
<td>+48 CFM</td>
<td>4 People</td>
<td>Omega recommends the installation of supplementary UV-C or HEPA air filtering device in the cot room.</td>
<td>Approx. 4 air exchanges per hour. Note: Air exchange estimate based on supply-side only readings since return was inoperable during the inspection. Omega recommends consulting an HVAC specialist to restore airflow to the two non-operational returns. Whenever possible, the amount of people in this space should be limited.</td>
</tr>
<tr>
<td>Nurses Office</td>
<td>114</td>
<td>98</td>
<td>HVAC</td>
<td>+60 CFM</td>
<td>+24 CFM</td>
<td>1 Person</td>
<td>Good air exchange recorded.</td>
<td>Approx. 19 air exchanges per hour. Omega recommends the removal of non-essential equipment to facilitate social distancing and cleaning. Occupancy recommendation is based on the dimensions of the room.</td>
</tr>
<tr>
<td>(Cot Room)</td>
<td>81</td>
<td>769.5</td>
<td>HVAC</td>
<td>+87 CFM</td>
<td>34.8 CFM</td>
<td>1 Person</td>
<td>Good air exchange recorded.</td>
<td>Approx. 12 air exchanges per hour.</td>
</tr>
<tr>
<td>Admin Kitchenette</td>
<td>133</td>
<td>1,250</td>
<td>HVAC</td>
<td>+100 CFM</td>
<td>+40 CFM</td>
<td>2 People</td>
<td>Good air exchange recorded.</td>
<td>Approx. 13 air exchanges per hour. No return present in the area. Omega recommends installing a return in the area. An HVAC specialist should be consulted before doing this.</td>
</tr>
<tr>
<td>Admin Main Area</td>
<td>188</td>
<td>1,786</td>
<td>HVAC</td>
<td>+387 CFM</td>
<td>+154 CFM</td>
<td>2 People</td>
<td>Good air supply recorded, but return air required to remove virus.</td>
<td>Approx. 1 air exchange per hour. Recommended occupancy is based on the furniture present during the inspection and an HVAC system 40% outside air intake damper setting.</td>
</tr>
<tr>
<td>Multi Use Room</td>
<td>1,250</td>
<td>13,125</td>
<td>HVAC</td>
<td>+1,108 CFM</td>
<td>+443 CFM</td>
<td>Approx. 30 people</td>
<td>Due to low measured air exchange, for large gatherings and events, the use of a UV-C or HEPA filtering device is recommended.</td>
<td>Approx. 1 air exchange per hour. Recommended occupancy is based on the furniture present during the inspection and an HVAC system 40% outside air intake damper setting.</td>
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<tr>
<td>Life Skills Classroom</td>
<td>398.6</td>
<td>3,189</td>
<td>Separate HVAC Unit</td>
<td>+1,100 CFM</td>
<td>N/A</td>
<td>8 People</td>
<td>Installations of a MERV 13 filter on the AHU intake, installation of an air filtering unit in the space to provide exhaust mechanism.</td>
<td>100% recycled air in this area. Return air is required for virus control. 3 supplies present but only one was functioning at the time of inspection.</td>
</tr>
<tr>
<td>Vocational Lab</td>
<td>709.92</td>
<td>5,679.36</td>
<td>HVAC</td>
<td>+460 CFM - 40 CFM</td>
<td>N/A</td>
<td>8 Students, 2 Staff</td>
<td>Installations of a MERV 13 filter on the AHU intake, installation of an air filtering unit in the space.</td>
<td>The same unit that services the Life Skills Room services this area, 100% recycled air. A canopy hood is present in the lab, students and staff members should avoid standing in front of the canopy hood when it is operational because it will pull a hood strongly pulls recycled air over and out.</td>
</tr>
<tr>
<td>204</td>
<td>688</td>
<td>6,397</td>
<td>Window AC/Unit Ventilator</td>
<td>N/A</td>
<td>N/A</td>
<td>6 Students without a center aisle, 8 Students with a center aisle</td>
<td>Opening windows to increase fresh air movement into the area is a possible option to improve ventilation. If the windows cannot be opened, another option is to run the unit ventilator, installing a portable AC/heating unit in combination with the use of an UV-C or HEPA air filtering device.</td>
<td>Large student desk present in the room during inspection. Recommend occupancy based on open windows in the area or a portable unit supplying 190 CFM of fresh air in combination with an air filtering device.</td>
</tr>
<tr>
<td>204A</td>
<td>98</td>
<td>1018</td>
<td>Window AC/Unit Ventilator</td>
<td>N/A</td>
<td>N/A</td>
<td>1 Person</td>
<td>Omega recommends opening the window to increase fresh air movement into the area. If the school decides to use this space for sessions, a supplementary portable AC heating unit and air filtering device should be installed.</td>
<td>Because this room is less than 4 feet wide, for this reason Omega recommends single occupancy in this room.</td>
</tr>
<tr>
<td>205</td>
<td>720</td>
<td>7270</td>
<td>Window AC/Unit Ventilator</td>
<td>N/A</td>
<td>N/A</td>
<td>9 Students without center aisle, 12 Students with center aisle</td>
<td>Opening the windows to increase fresh air movement into the area is a possible option to improve ventilation. If the windows cannot be opened, another option is to run the unit ventilator, installing a portable AC/heating unit in combination with the use of an UV-C or HEPA air filtering device.</td>
<td>Large student desk present in the room during inspection. Recommended occupancy based on open windows in the area or a portable unit supplying 190 CFM of fresh air in combination with an air filtering device.</td>
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<tr>
<td>206</td>
<td>740</td>
<td>7400</td>
<td>Window AC/Unit Ventilator</td>
<td>N/A</td>
<td>N/A</td>
<td>12 Students, 2 Staff</td>
<td>Omega recommends opening the windows to increase fresh air movement into the area. If the windows cannot be opened, Omega recommends running the unit ventilator, installing a portable AC/heating unit in combination with the use of an UV-C or HEPA air filtering device.</td>
<td>Approx. 2 tiles from chair to chair. Recommended occupancy based on open windows in the area or a portable unit supplying 190 CFM of fresh air in combination with an air filtering device.</td>
</tr>
<tr>
<td>206A</td>
<td>229</td>
<td>2290</td>
<td>Window AC/Unit Ventilator</td>
<td>N/A</td>
<td>N/A</td>
<td>3 People</td>
<td>Opening windows to increase fresh air movement into the area is a possible option to improve ventilation. If the windows cannot be opened another option is to run the unit ventilator, installing a portable AC/heating unit in combination with the use of an UV-C or HEPA air filtering device.</td>
<td>Width of the room was the limiting factor in occupancy recommendation.</td>
</tr>
<tr>
<td>207</td>
<td>630</td>
<td>6300</td>
<td>Window AC/Unit Ventilator</td>
<td>N/A</td>
<td>N/A</td>
<td>5 Students with current furniture, 9 with smaller desk, 12 Students if auxiliary furniture is removed</td>
<td>Opening windows to increase fresh air movement into the area is a possible option to improve ventilation. If the windows cannot be opened another option is to run the unit ventilator, installing a portable AC/heating unit in combination with the use of an UV-C or HEPA air filtering device.</td>
<td>Recommend occupancy based on open windows in the area or a portable unit supplying 190 CFM of fresh air in combination with an air filtering device.</td>
</tr>
<tr>
<td>Bathroom Near 205</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>1 Person</td>
<td>Omega recommends installing a local exhaust unit in the bathroom which is required to expel lines during/after toilet flushing.</td>
<td>No bathroom exhaust noted during time of inspection.</td>
</tr>
<tr>
<td>203</td>
<td>106</td>
<td>1060</td>
<td>HVAC AC/Unit Ventilator</td>
<td>N/A</td>
<td>N/A</td>
<td>1 Person</td>
<td>Omega recommends opening the windows to increase fresh air movement into the area. If the school decides to use this space for sessions a portable AC/heating unit an air filtering device should be installed.</td>
<td>Recommended occupancy based on room dimensions</td>
</tr>
<tr>
<td>Room</td>
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<tr>
<td>202</td>
<td>708</td>
<td>8700</td>
<td>Window AC/Unit Ventilator</td>
<td>N/A</td>
<td>N/A</td>
<td>With current furniture 6 Students, With individual desks 12 students.</td>
<td>Opening windows to increase fresh air movement into the area is a possible option to improve ventilation. If the windows cannot be opened another option is to run the unit ventilator, installing a portable AC/heating unit in combination with the use of an UV-C or HEPA air filtering device.</td>
<td>Recommended occupancy based on open windows in the area or a portable unit (Whynter model) supplying 253 CFM of fresh air in combination with an air filtering device.</td>
</tr>
<tr>
<td>212</td>
<td>186</td>
<td>2100</td>
<td>HVAC AC/ Baseboards</td>
<td>N/A</td>
<td>N/A</td>
<td>2 people</td>
<td>Omega recommends the opening the windows to increase fresh air movement into the area.</td>
<td>The conference room appears to be used as an office.</td>
</tr>
<tr>
<td>201</td>
<td>239</td>
<td>2150</td>
<td>HVAC AC/ Baseboards</td>
<td>N/A</td>
<td>N/A</td>
<td>6 students 3 staff</td>
<td>Omega recommends opening the windows to increase fresh air movement into the area during warmer months. Since the HVAC that services this room uses 100% recycled air, Omega recommends the installation of an HEPA or UV-C air filtering device and a portable dual hose AC/heating unit to increase fresh air movement into the area when the windows cannot be opened.</td>
<td>The computers in the back of the room should be removed to achieve desired social distancing. The installation of the portable dual hose AC/heating unit will require the removal of the window AC unit. Recommended occupancy based on open windows in the area or a portable unit (Whynter model) supplying 253 CFM of fresh air in combination with an air filtering device.</td>
</tr>
<tr>
<td>200</td>
<td>750</td>
<td>9200</td>
<td>Window AC/Unit Ventilator</td>
<td>N/A</td>
<td>N/A</td>
<td>5 students with current furniture, 12 Students with individual desks</td>
<td>Omega recommends opening the windows to increase fresh air movement into the area during warmer months. If the windows cannot be opened, Omega recommends running the unit ventilator, installing a portable AC/heating unit in combination with the use of an UV-C or HEPA air filtering device.</td>
<td>Large student desk present during at time of inspection. Recommended occupancy based on open windows in the area or a portable unit (Whynter model) supplying 253 CFM of fresh air in combination with an air filtering device.</td>
</tr>
<tr>
<td>213</td>
<td>260</td>
<td>3,000</td>
<td>HVAC AC/ Electric Heat</td>
<td>N/A</td>
<td>N/A</td>
<td>2 People</td>
<td>Omega recommends the opening the window to increase fresh air movement into the area.</td>
<td>A small and hard to reach window is present. Staff members may need a tool to assist them in opening the window.</td>
</tr>
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</tr>
<tr>
<td>4B</td>
<td>109</td>
<td>1115</td>
<td>HVAC AC/ Baseboard</td>
<td>N/A</td>
<td>N/A</td>
<td>1 Person</td>
<td>Omega recommends opening the windows to increase fresh air movement into the area. If the school decides to use this space for sessions a portable AC/heating unit and an air filtering device should be installed.</td>
<td>Recommended occupancy based on room dimensions.</td>
</tr>
<tr>
<td>5</td>
<td>708</td>
<td>8700</td>
<td>HVAC AC/ Radiator</td>
<td>N/A</td>
<td>N/A</td>
<td>12 Students with individual desks</td>
<td>Since the HVAC that services this room uses 100% recycled air Omega recommends opening the windows to increase fresh air movement into the area during warmer months. Omega recommends the installation a portable dual hose AC/heating unit to increase fresh air movement into the area when the windows cannot be opened.</td>
<td>Recommended occupancy based on open windows in the area or a portable unit (Whynter model) supplying 253 CFM of fresh air.</td>
</tr>
<tr>
<td>6</td>
<td>750</td>
<td>9200</td>
<td>HVAC AC/ Radiator</td>
<td>N/A</td>
<td>N/A</td>
<td>12 Students with individual desks</td>
<td>Since the HVAC that services this room uses 100% recycled air Omega recommends opening the windows to increase fresh air movement into the area during warmer months. Omega recommends the installation a portable dual hose AC/heating unit to increase fresh air movement into the area when the windows cannot be opened.</td>
<td>Recommended occupancy based on open windows in the area or a portable unit supplying 190 CFM of fresh air.</td>
</tr>
<tr>
<td>119</td>
<td>245</td>
<td>2386</td>
<td>HVAC AC/ Radiator</td>
<td>N/A</td>
<td>N/A</td>
<td>1 Student, 2 Staff</td>
<td>Please refer to section 3.12 for recommendations.</td>
<td>“Safe Space room” recommended occupancy based on intended use of the room.</td>
</tr>
<tr>
<td>4</td>
<td>720</td>
<td>7560</td>
<td>Window AC/Unit Ventilator</td>
<td>N/A</td>
<td>N/A</td>
<td>12 Students</td>
<td>Opening windows to increase fresh air movement into the area is a possible option to improve ventilation. If the windows cannot be opened, another option is to run the unit ventilator, installing a portable AC/heating unit in combination with the use of an UV-C or HEPA air filtering device.</td>
<td>Recommended occupancy based on open windows in the area or a portable unit supplying 190 CFM of fresh air in combination with an air filtering device.</td>
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<tr>
<td>4A</td>
<td>98</td>
<td>1018</td>
<td>Window AC/Unit Ventilator</td>
<td>N/A</td>
<td>N/A</td>
<td>1 Person</td>
<td>Omega recommends opening the windows to increase fresh air movement into the area. If the school decides to use this space for sessions a portable AC/heating unit an air filtering device should be installed.</td>
<td>The room is less than 4 feet wide, for this reason Omega recommends single occupancy in this room.</td>
</tr>
<tr>
<td>3</td>
<td>720</td>
<td>7270</td>
<td>Window AC/Unit Ventilator</td>
<td>N/A</td>
<td>N/A</td>
<td>12 Students</td>
<td>Opening windows to increase fresh air movement into the area is a possible option to improve ventilation. If the windows cannot be opened another option is to run the unit ventilator, installing a portable AC/heating unit in combination with the use of an UV-C or HEPA air filtering device.</td>
<td>The bathroom attached to the room does not have a local exhaust unit installed. Recommended occupancy based on open windows in the area or a portable unit (Whynter model) supplying 253 CFM of fresh air in combination with an air filtering device.</td>
</tr>
<tr>
<td>2</td>
<td>650</td>
<td>6850</td>
<td>Window AC/Unit Ventilator</td>
<td>N/A</td>
<td>N/A</td>
<td>2 Patients</td>
<td>Please refer to section 3.9 for recommendations.</td>
<td>Room 02 occupancy suggestion based on the indented use of the room.</td>
</tr>
<tr>
<td>1</td>
<td>630</td>
<td>6300</td>
<td>Window AC/Unit Ventilator</td>
<td>N/A</td>
<td>N/A</td>
<td>12 Students with individual desks</td>
<td>Omega recommends opening the windows to increase fresh air movement into the area during warmer months. If the windows cannot be opened Omega recommends running the unit ventilator, installing a portable AC/heating unit in combination with the use of an UV-C or HEPA air filtering device.</td>
<td>Recommended occupancy based on open windows in the area or a portable unit (Whynter model) supplying 253 CFM of fresh air in combination with an air filtering device.</td>
</tr>
<tr>
<td>2A</td>
<td>229</td>
<td>2290</td>
<td>Window AC/Unit Ventilator</td>
<td>N/A</td>
<td>N/A</td>
<td>3 People</td>
<td>Omega recommends opening the windows to increase fresh air movement into the area. If the windows cannot be opened Omega recommends running the unit ventilator, installing a portable AC/heating unit to facilitate fresh air movement into the area.</td>
<td>The width of the room was the limiting factor in occupancy recommendation.</td>
</tr>
</tbody>
</table>
### 3.19 Field Measured Existing Ventilation Rates (July 2020)

<table>
<thead>
<tr>
<th>Room</th>
<th>Ft²</th>
<th>Ft³</th>
<th>Heating/ Cooling</th>
<th>Flow Rate</th>
<th>Fresh Air Flow Rate</th>
<th>Recommended Occupancy</th>
<th>Recommended Controls</th>
<th>Notes and Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Room</td>
<td>690</td>
<td>6000</td>
<td>Window AC/Radiator</td>
<td>N/A</td>
<td>N/A</td>
<td>5 Students</td>
<td></td>
<td>Recommended occupancy based on intended use of the room and open windows in the area or a portable unit supplying 190 CFM of fresh air in combination with a vented air filtering device.</td>
</tr>
<tr>
<td>Proposed Solo Room</td>
<td>170</td>
<td>1580</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>1 Student</td>
<td></td>
<td>Recommended occupancy based on intended use of the room and open windows in the area or a portable unit supplying 190 CFM of fresh air in combination with a vented air filtering device.</td>
</tr>
<tr>
<td>14</td>
<td>620</td>
<td>5450</td>
<td>Window AC/Unit Ventilator</td>
<td>N/A</td>
<td>N/A</td>
<td>5 Students</td>
<td></td>
<td>Please refer to section 3.10 for recommendations.</td>
</tr>
<tr>
<td>Staff Break Room</td>
<td>400</td>
<td>3340</td>
<td>Window AC/Electric Heat</td>
<td>N/A</td>
<td>N/A</td>
<td>4 Staff Members</td>
<td></td>
<td>Please refer to section 3.10 for recommendations.</td>
</tr>
<tr>
<td>Basement Reading Room</td>
<td>133</td>
<td>1000</td>
<td>Ductless AC/Baseboard</td>
<td>N/A</td>
<td>N/A</td>
<td>2 Students</td>
<td></td>
<td>This area is a proposed isolation room, please refer to the COVID response section for more detail. Due to the limited occupancy, Omega does not recommend an air filtering device.</td>
</tr>
<tr>
<td>Communication and Marketing</td>
<td>133</td>
<td>1000</td>
<td>Ductless AC/Baseboard</td>
<td>N/A</td>
<td>N/A</td>
<td>2 Students</td>
<td></td>
<td>If this area is not used as an isolation room. Omega recommends opening the windows to increase fresh air movement into the area during warmer months. If the windows cannot be opened, Omega recommends installing a portable AC/heating unit.</td>
</tr>
</tbody>
</table>

Please refer to section 3.10 for recommendations.

Please refer to section 3.10 for recommendations.

Recommended occupancy based on intended use of the room and open windows in the area or a portable unit supplying 190 CFM of fresh air in combination with a vented air filtering device.

This area is a proposed isolation room.
### 3.19 Field Measured Existing Ventilation Rates (July 2020)

<table>
<thead>
<tr>
<th>Room</th>
<th>Ft²</th>
<th>Ft³</th>
<th>Heating/ Cooling</th>
<th>Flow Rate</th>
<th>Fresh Air Flow Rate</th>
<th>Recommended Occupancy</th>
<th>Recommended Controls</th>
<th>Notes and Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation Office</td>
<td>203</td>
<td>1600</td>
<td>Ductless AC/ Baseboard</td>
<td>N/A</td>
<td>N/A</td>
<td>3 Staff Members</td>
<td>Omega recommends opening the windows, to increase fresh air movement into the area during warmer months.</td>
<td>A local exhaust unit is present in the office, Omega recommends turning on the unit whenever the office is occupied. Note: the unit should not be turned on if the isolation room next door is in use.</td>
</tr>
<tr>
<td>Speech Room/ Old Nurses Office</td>
<td>128.9</td>
<td>1010</td>
<td>Window AC/ Electric Space Heater</td>
<td>N/A</td>
<td>N/A</td>
<td>2 People</td>
<td>If this area is not used as an isolation room. Omega recommends opening the windows to increase fresh air movement into the area during warmer months. If the windows cannot be opened Omega recommends running the unit ventilator, installing a portable AC/heating unit.</td>
<td>One window present in the room which is located in the bathroom. This area is a proposed isolation room, please refer to the COVID response section for more detail. Due to the limited occupancy Omega does not recommend an air filtering device.</td>
</tr>
</tbody>
</table>

Note: In an ideal situation all recommended air filtering devices would vent to the outside to create a negative pressure environment. However, when heating cost are taken into consideration Omega concluded it is not feasible for The School to exhaust that volume of air.
4.0 Routine Housekeeping

The following section describes housekeeping recommendations to limit the spread of COVID-19.

[Cleaning and Disinfection Objectives for COVID-19 Management]

- Achieve fog for virus fill using EPA-approved disinfection product(s) with correct contact time (typically 2-5 minutes).
- Achieve adequate thoroughness of surface disinfection especially in highest risk bathrooms spaces where virus clouds have been detected at other sites (hospital bathrooms, etc.).
- If a room is dusty, dust accumulation can interfere with cleaning products, dusty surfaces should be HEPA-vacuumed first prior to disinfection.
- A typical infection control (IC) room sequence is to work from the back of each room towards the corridor for where higher risk bathrooms yet treated first so there is longer contact time.
- Electrostatic or other aerosol fogging of disinfectant(s):
  - (Advantages) – helpful to drop virus out of air, thoroughness.
  - (Disadvantages) – deep surface clean still required, room/area must be vacant.
- Up-front removal of as many non-essential contents (clutter) as possible recommended so that cleaning involves less obstructions.
- Isolation of each student’s supplies is recommended so that a large Rubbermaid container can be cleaned versus small boxes of crayons and other items that may not have been touched that day. If a student has reported symptoms, then it may be more cost-effect to discard and replace their container-sized supplies versus individual item disinfection.
- Coronavirus stability on various time periods are not 100% known, researchers have documented patterns where Coronavirus lives the longest on cold metal, plastic and possibly wood, with shorter survival on sheetrock and dust.

(4.1) Outdoor Areas

If State of NJ approves the use of outdoor playground equipment, The School should clean and disinfect the equipment after each use. The School should develop an inventory of the outdoor equipment before the start of the school year to aid in the cleaning process.

(4.2) Entire facility

Since special needs students may potentially make contact with surfaces and touch their nose and/or mouth, maintaining contact surfaces disinfection is especially important in this setting. On a weekly basis or after a positive occupancy case is reported, deep cleaning with fogging is recommended to disinfect surfaces.
(4.3) Common Corridors and Lobby

1. The School should clean and disinfect high touch point areas, such as handrails, at least three (3) times a day. The School should develop and inventory of high touch point areas to aid in the cleaning process.
2. The School should adopt a policy that requires an area to be isolated and disinfected after the large uncontrolled release of bodily fluids or after it is accessed by a person with reported or visible symptoms such as cough, fever, or stomach issues.
3. The School should mop the floors with an EPA approved biocide, at the end of each school day.

(4.4) Bathrooms

1. Omega recommends that the School increase the frequency of bathroom cleaning to at least two times a day and after access by a person with reported or visible symptoms such as cough fever or stomach issues.
2. The School should isolate and disinfect a bathroom after a large uncontrolled release of bodily fluids or after it is accessed by someone who is displaying COVID-19 symptoms.

(4.5) Gym/Cafeteria

1. The School should clean and disinfect lunch tables after each use.
2. The School should isolate and disinfect the Gym/Cafeteria after a large uncontrolled release of bodily fluids or after it is accessed by a person with reported or visible symptoms such as cough fever or stomach issues.
3. If the School provides students with individual gym equipment, the equipment should be cleaned and disinfected after each use.
4. If the School decides to use group gym equipment, Omega recommends they adopt the following cleaning protocol. The School should supply the gym teacher with two sets of gym equipment. After the completion of the 1st period, the gym equipment used in that period should be removed, cleaned, and disinfected. The second set of equipment should be used for the second period. After the completion of the second period, the second set of equipment should be removed, cleaned and disinfected. The first set of equipment should be used for the third period. This cycle should continue for the entire day, after school the gym teacher should disinfect all the equipment used that day.
5. The School could also consider requiring students to wear disposable gloves during gym to avoid frequent disinfecting of the gym equipment. In order for this to work, The School would have to ensure that students do not touch their eyes, nose, or mouth while wearing the gloves. Equipment should still be disinfected at the end of the day or after a student uses the equipment after touching their eyes, nose, or mouth.
6. The School should mop the floors of the Gym/Cafeteria with an EPA approved biocide at the end of each day.
(4.6) Physical/Occupational Therapy Room

1. Omega recommends the School clean and disinfect all equipment used after each therapy session.
2. Surfaces that a student touched during the session should also be cleaned and disinfected before another session starts.
3. If a Therapist’s personal protective equipment (PPE) becomes soiled with a student’s bodily fluids, it should be removed and replaced before the start of the next session. If the PPE is reusable, it should be washed and disinfected before it is used again.
4. If the soilage increases the likelihood of dermal exposure to the student’s bodily fluids the PPE should be removed and replaced immediately.
5. The School should isolate and disinfect the Therapy Gym after a large uncontrolled release of bodily fluids or after it is accessed by a person with reported or visible COVID-19 symptoms such as cough fever or stomach issues.
6. The School should HEPA vacuum or mop the floors with an EPA approved biocide, whichever is applicable, at the end of each day.
7. If there’s an apparent risk of spitting, coughing, or sneezing, Plexiglass barrier shields should be installed.

(4.7) Music Room

1. The School should require the disinfection of music equipment after each use.
2. The School should prohibit the sharing of instruments.
3. When students are playing the piano, The School should consider requiring students to wear gloves. It is well documented that the efficacy of cleaning keyboards with traditional methods (disinfecting wipes or sprays) is low.
4. The School should consider cleanable silicone keyboard covers.
5. The School should isolate and disinfect the music room after a large uncontrolled release of bodily fluids or after it is accessed by a person with reported or visible COVID-19 symptoms such as cough fever or stomach issues.
6. The School should HEPA vacuum or mop the floors with an EPA approved biocide, whichever is applicable, at the end of each day.
7. Many of the suggested cleaning products are corrosive, The School should ensure that the cleaning products used to disinfect the music instruments will not damage them.

(4.8) Room 119: Safe Space Area

1. Room 119 is equipped with padded walls, which The School should clean and disinfect after each use by a student (walls, floors, and high touchpoints).
(4.9) Staff Break Room

1. The School should clean and disinfect lunch tables after each use.
2. The School should isolate and disinfect the break room after a large uncontrolled release of bodily fluids or after it is accessed by a person with reported or visible COVID-19 symptoms.
3. The School should HEPA vacuum or mop the floors with an EPA approved biocide, whichever is applicable, at the end of each day.

(4.10) Classrooms, Multi-Use Room, and Therapy/Guidance Rooms

1. If students travel from classroom to classroom, The School should clean and disinfect all desk and high touch point areas in the classroom after each period or after each session with a student.
2. If The School opts to assign classrooms to cohort groups, the cleaning and disinfecting of desk and high touch point areas should occur at least twice a day.
3. The School should prohibit the sharing of supplies such as pencils and pens. Each student should have their own supply kit. If an item is shared it should be disinfected directly after it is used. If a student is confirmed positive, their kit should be discarded and replaced which is typically more cost effective than disinfecting pencils and pens.
4. The School should cover public keyboards with a cleanable or person-specific silicone cover. Cleaning should occur after a person is done using a keyboard that will be used by another individual.
5. The School should isolate and disinfect a classroom after a large uncontrolled release of bodily fluids or after it is accessed by a person with reported or visible COVID-19 symptoms.
6. The School should HEPA vacuum or mop the floors with an EPA approved biocide, whichever is applicable, at the end of each day.
7. The School should cover all porous furniture surfaces such as bean bags and sofas with nonporous cleanable covering (couch cover, bean bag cover). The covers should be removed and disinfected at least once a week or after an incident where an uncontrolled release of bodily fluids occurs.
(4.11) Housekeeping Quality Control and Quality Assurance

To ensure the efficacy of the cleaning being performed, Omega recommends routine, ATP monitoring and periodic COVID-19 environmental sampling for QA/QC purposes. Please see below for a summary of ATP monitoring and COVID-19 environmental testing. We are referencing the SGS Galson COVID-19 Testing Guide below:

ATP Monitoring- ATP, or Adenosine Triphosphate is the energy molecule found in the cells of all living organisms. Therefore, the presence of ATP on a surface can be used as a metric of cleaning efficiency. If cleaning has been properly executed and is adequate to remove ATP, it is consequently considered a reasonable proxy for removal of human-borne microbial matter. ATP testing can only be an indirect measure of cleaning efficiency and not as a marker for viral presence, as viruses do not use ATP for metabolism. Also, the presence of ATP does not mean the presence of virus. It can only mean the presence of cellular matter from living organisms.

COVID-19 Environmental testing is a lab-based testing for the presence of SARS-CoV-2, the virus responsible for COVID-19 on environmental surfaces and air samples. Testing for the presence of SARS-CoV-2 viral RNA is the most direct and definitive test for ensuring completeness of disinfection procedures. The COVID-19 virus analysis is based on the Centers for Disease Control and Prevention, adapted and validated for environmental samples in consideration of test equipment and consumables. Especially in critical high-risk scenarios, and for targeted testing of areas of known contamination, appropriately validated RT-qPCR methods can provide the highest level of confidence.

(4.12) COVID-19 Wastewater

The School can utilize COVID-19 wastewater testing for an overall assessment of The School’s community. COVID-19 Wastewater testing is lab-based method for the presence of SARS-COV-2 the virus responsible for COVID-19. Wastewater testing offers a way to evaluate the prevalence of the SARS-COV-2 in The School in a non-intrusive way that doesn’t infringe upon personal health privacy. This method is an early warning screening tool that predicts potential COVID-19 clusters and future outbreaks. Samples are collected with the use of an ISO-water sampler, which collects a predetermined volume of water from the wastewater line every hour for 24 hours. Afterwards the samples are shipped to an independent lab where they are analyzed. Trace positive findings would be expected using this method, so the focus would be significant-high outliers that would trigger increased surveillance.

5.0 Staff

The following section outlines the recommendations for staff members to limit the potential spread of COVID-19:
(5.1) **Recommendations for all Staff Members**

1. The School should require staff members to consult a medical professional before the start of the school year regarding their fitness to return to work.
2. The School should require staff members to obtain a COVID-19 test to confirm their status before the start of the school. Testing should be done as close to the reopening of school as possible.
3. Before the start of the school year, The School should develop teacher cohort groups. The School should limit the movement of these cohort groups within the building so that in the event of a staff member becoming infected with COVID-19, the square footage of areas that will require disinfection is limited.
4. The School should consider routine weekly COVID-19 testing of a small percentage (10%) of their staff members. Note: different staff members should be tested each week.
5. The School should require employees to complete a COVID-19 questionnaire before the start of each workday (examples of questions include are you displaying COVID-19 symptoms including: fever, respiratory irritation, loss of smell, infected family members).
6. The School should require all employees to take their temperature at home before leaving for work. A temperature above 100°F or 1.5°F above normal resting temperature is considered elevated. Employees with an elevated temperature should not report to work until they consult a medical professional.
7. Upon arrival at work, The School should require employees to take their temperature on the wall-mounted infrared thermometer and record their temperature, time, and date in the logbook. The thermometer should be equipped with data login capabilities so that the nurse can verify self-reported temperatures later in the day.
8. The School should prohibit employees from shaking hands, hugging, or coming into physical contact with one another or students. Omega acknowledges this may not always be possible due to the age and disabilities certain students have.
9. The School should encourage staff members to hold virtual meetings whenever possible.
10. The School should require employees to maintain a social distance of 6 feet from others whenever possible.
11. The School should ensure all reusable PPE is cleaned and disinfected at least once a week.
12. The client should require staff members to wash their hands with antibacterial soap or clean their hands with hand sanitizer multiple times a day or after their hands come into physical contact with a student or another staff member.
13. The School should adopt a face-covering policy that requires staff members to wear face covering in common areas, while engaged with students or in a room with someone else. If a staff member has a medical condition that prevents them from wearing a mask, they should utilize a clear face shield instead. Face covering should be at least 3-ply thick and should not contain an unfiltered exhaust valve.
14. The School should provide staff members with at least one (1) 3-ply surgical mask every two days or as needed.
15. Staff members should clean and disinfect common areas such as tables and computers after each use.
16. The School should provide staff member with training on how to correctly use personal protective equipment (PPE) before the start of the school year.
17. When performing tasks related to disinfection, gloves, face-covering, and eye protection should be worn to reduce dermal exposure, as well as face and eye coverings.
(5.2) Teachers and Administrative Staff

1. The School should require teachers and administrative staff to wear face-covering while in common areas, interacting with students, or in occupied rooms. If a staff member has a medical condition that prevents them from wearing a mask, they should utilize a clear face shield instead. Face covering should be at least 3-ply thick and should not contain an unfiltered exhaust valve.

2. Teachers may utilize a clear face shield instead of a facemask while teaching a class if social distanced.

3. Before the start of each day, teachers should ensure that the control put in place in their classroom are working as intended. If a problem exists, the teacher should notify the maintenance staff. If the problem cannot be corrected before the start of the school day, The School should consider relocating classes assigned to that room until the problem can be corrected.

(5.3) Medical Staff Members

1. Medical staff members include staff members assigned to screen students as they arrive.

2. Medical Staff member should undergo contact tracing training before the start of the school year.

3. The school should require medical staff members to wear personal protective equipment (PPE). Medical Staff should wear gloves, an acceptable mask, face shield, and a full-body lab coat. Gloves should be sanitized with hand sanitizer or replaced after physical contact is made with a student. PPE should be removed once the medical-related task is complete. Lab coats should be washed and disinfected at least once a week or after they are soiled. Masks should be at least 3-ply thick, The School should provide medical staff with at least one (1)N95 mask a week, if N95 masks cannot be acquired the school should provide a KN95 mask or a surgical mask that is replaced at least once every two days.

4. If a student has an elevated temperature and/or other symptoms related to COVID-19, The School should require that staff members responsible for chaperoning the to wear PPE. The PPE should include a disposal gown, N95 respirator, gloves, and a face shield. The gown, gloves, and respirator should be disposed of once the task is complete. The face shield should be disinfected. If a reusable lab coat is worn, it should be immediately washed and disinfected.

(5.4) PT/OT Staff

1. When an Occupational and/or Physical Therapists session is in progress, The School should require the Therapist to wear an acceptable face-covering, gloves, a full-body lab coat, and a face shield. Lab coats should be washed and disinfected at least once a week or after they become soiled.
(5.5) Maintenance Staff

1. The School should supply the Maintenance Staff with multiple reusable work jumpsuits. Members in this department should be required to wear these jumpsuits while at work. At the end of each workday, the jumpsuits should be removed and placed in a hamper. The washing and disinfection of the work jumpsuits should occur at least once a week. Jumpsuits should not be used again unless they have been cleaned and disinfected. If a suspected contaminated area is cleaned by the maintenance staff, the jumpsuit should be removed, washed, and disinfected immediately after completing the task.

2. The School should require the maintenance staff to wear a 3-ply surgical mask, KN95 mask, or a N95 respirator when completing disinfection tasks. If a maintenance staff member has to disinfect an area due to COVID-19 concerns, a N95 mask or a half-face respirator equipped with P100 filters and a face shield should be worn. (Please note the use of a half-face requires fit testing per OSHA rules and regulations.)

3. The maintenance staff should use disposable glove and footwear covers or spray their footwear and gloves with biocide after leaving a potentially COVID-19 room/area.
6.0 Recommendations for Students

1. The School should require students to consult a medical professional before the start of the school year regarding their fitness to return to school.
2. The School should require all students to obtain a COVID-19 test to confirm their status within 15 days before the start of the school.
3. Before the start of the school year, The School should develop student cohort groups. The School should control the movement of these cohorts within the building to reduce intermingling. In the event of an asymptotic student case, the number of areas that will require disinfection would be more limited.
4. The School should require parents of students to complete a COVID-19 questionnaire before the start of each school day (examples of questions to include: are you displaying COVID-19 symptoms such as fever, respiratory irritation, loss of smell, infected family members?)
5. The School should require baseline temperature reporting before the start of the school year. A proposed procedure for baseline reporting would require parents to take the temperature of their child three days in a row and report it to the school. The self-reported temperatures will serve as a baseline for determining if a student has an elevated temperature since a person-specific baseline temperature varies.
6. The School should require parents of students to take their child’s temperature at home before leaving for school. A temperature above 100°F or 1.5°F above normal resting temperature is considered elevated. Students with an elevated temperature should not report to school until they consult a trained medical professional.
7. The School should implement a staggered start and stop time for different student cohort groups.
8. The School should adopt a policy that recommends students avoid hugging, shaking hands, or any other physical contact with other students and staff members. Students should wash or sanitize their hands after coming into direct contact with another student.
9. The School should require students to wash their hands with antibacterial soap or disinfect their hands with hand sanitizer multiple times a day. Young students and students with mental disabilities should be supervised while using hand sanitizer.
10. The School should implement assigned seating for students in classrooms and at lunch tables. Assigned seats for students will aid in contact tracing if there is a confirmed COVID-19 positive case.
11. The School should adopt a face-covering policy that requires students to wear face covering in common areas such as corridors.
12. The School should ensure all students follow directional arrows in the corridors.
13. The School should adopt a face-covering policy that encourages students to wear face-covering while in classrooms. The School should, however, reserve time in class where students are not required to wear a face covering. Mask fatigue is a common issue especially amongst young children, reserving mask free time may increase the likelihood of compliance with the mask policy in common areas. When students are not wearing masks in class, The School should ensure all the suggested controls in the area are in place.
7.0 Recommendations for Visitors

1. The School should limit visitors to the greatest extent possible. Outside contractor maintenance work should be done off-hours when the building is not occupied.
2. The school should require all visitors to wear an approved face covering while in the building.
3. The school should adopt a policy that prohibits guests from coming within 6 feet of staff members and students unless the student is their own child.
4. The school should implement a medical screening policy for visitors. Medical Screening should include a questionnaire and temperature taking.

(7.1) Community Outreach

1. The School should develop a procedure for informing parents about positive COVID-19 cases. It is recommended that the school sends out a weekly update regarding information related to COVID-19.
8.0 Specific COVID-19 Recommendations:

(8.1) Isolation Selection/Quarantine Room

Option 1

*It should be noted that a Quarantine Room selection is based upon available HVAC and physical isolation, as well as direct routing to outside the building.*

The School can utilize the former Nurse’s Office/Speech Room on the ground floor as the primary Quarantine Room, with minor modifications. First, the carpet should be removed and replaced with a non-porous material such as a cleanable tile or linoleum. Second, unnecessary furniture and wall decorations should be removed, so that the room can undergo rapid fogging and deep cleaning when necessary. Third, The School should install an air scrubber that is vented to the outside (negative air machine) to create a negative pressure environment in the room. Once the room is verified to be under negative pressure, virus and other contaminants cannot migrate or re-circulate to other areas of the building. The negative air scrubber should operate at the highest air flow rate possible.

If the school decides to utilize this area as an isolation room, potentially sick students should be transported to this space via the outdoor walkways and the entrance located nearest to the room. The bathroom located in this proposed option 1 Isolation Room should be utilized as the isolation bathroom. Quarantined student(s) should not traverse the interior of the school. While a student is being held in the Isolation Room, they should enter the room first, sit closest to the air scrubbers, and the chaperone staff member should sit at least six (6) feet from the student, closer to the entrance of the room. So that any aerosols released by the student migrate away from the staff member towards the negative air machine. Another option is to install a door with a see-through glass panel to observe the student from the corridor. Please see the figure below for illustration. It should be noted that the proposed isolation room will only accommodate one (1) student and one (1) staff member at a time. If the school decides to use this plan, a secondary isolation room should be selected from options 2 and 3.

Please note drawing does not depict office adjacent to the proposed isolation room.
Option 2

The School can also potentially utilize the “Reading Room” on the ground floor as the primary Quarantine Room with minor modifications. The carpet present should be removed and replaced with a non-porous material such as cleanable tile or linoleum. Second, unnecessary furniture and wall decorations should be removed so that the room can undergo rapid fogging and deep cleaning when necessary. Third, The School should install an air scrubber that is vented to the outside (negative air machine) to create a negative pressure environment in the room. Once the room is verified to be under negative pressure, virus and other contaminants cannot migrate or re-circulate to other areas of the buildings. The negative air scrubber should operate at the highest air flow rate possible.

If the school decides to utilize this area as an isolation room, potentially sick students should be transported to this space via the outdoor walkways and the entrance located nearest to the room. The bathroom located next to the isolation room should be utilized as the isolation bathroom. Quarantined students should not traverse the interior of the school. While a student is being held in the isolation room, they should sit closes to the air scrubbers, while the chaperoning staff member should sit at least 6 feet apart closer to the entrance of the room. So that any aerosols released by the student will migrate away from the staff member towards the negative air machine. Another option is to install a door with a see-through glass panel to observe the student from the corridor. Please see the figure below for illustration. It should be noted that, the proposed isolation room will only accommodate one (1) student and one (1) staff member at a time. If the school decides to use this plan, a secondary isolation room should be selected from options 1 and 3.

Option 3

The School can also potentially utilize the Communications and Marketing Room on the ground floor as the primary Quarantine Room with minor modifications. First, the carpet present should be removed and replaced with a non-porous material such as cleanable tile or linoleum. Second, unnecessary furniture and wall decorations should be removed so that the room can undergo rapid fogging and deep cleaning when necessary. Third, The School should install an air scrubber that is vented to the outside (negative air machine) to create a negative pressure environment in the room. Once the room is verified to be under negative pressure, virus and other contaminants cannot migrate or re-circulate to other areas of the building. The negative air scrubber should operate at the highest air flow rate possible.

If the school decides to utilize this area as an isolation room, potentially sick students should be transported to this space via the outdoor walkways and the entrance located nearest to the room. The bathroom located next to the isolation room should be utilized as the isolation bathroom. Students should not traverse the interior of the school. While a student is being held in the isolation room, they should sit closes to the air scrubbers, while the chaperoning staff member should sit at least 6 feet apart closer to the entrance of the room. So that any aerosols released by the student migrate away from the staff member towards the negative air machine. Another option is to install a
door with a see-through glass panel to observe the student from the corridor. Please see the figure below for illustration. It should be noted that the proposed isolation room will only accommodate one (1) student and one (1) staff member at a time. If the school decides to use this plan, a secondary isolation room should be selected from options 1 and 2.

Option 4

The School can potentially utilize the “Platinum Lounge” and “Flower Room” as the primary and secondary isolation rooms. The installation of an air scrubber in each room would be necessary for this plan. **Unlike the other options, these rooms do not have windows.** Therefore, a vent connecting the air scrubbers to the roof would be necessary to create the desired negative pressure environment. **For this reason, Omega recommends the school choose one of the previous three options.** If the school does decide to utilize these areas as isolation rooms, the single bathroom located on the second floor near room 119 near the stairwell should be utilized as the isolation bathroom. Students should be transported to the isolation rooms via the outdoor walkways and the entrance located nearest to the room. Students should not traverse the interior of the school. While a student is being held in the isolation room, they should sit closes to the air scrubbers, while the chaperoning staff member should sit at least six (6) feet apart closer to the entrance of the room. So that any particulates released by the student will flow away from the staff member towards the negative air machine.
(8.2) What to Do In The Event of An Elevated Student Temperature Reading:

1. If a student has an elevated temperature recorded, but no other COVID-19 symptoms, it is recommended that the student be placed in one of the proposed isolation/quarantine rooms with the suggested controls in place until their parent or guardian can pick them up. As previously stated, the student should use outside walkways to travel to the isolation room and should wear a mask until they leave the building. Once the student has left, the isolation room should remain vacant for a day with an air filtering device. Afterward, the house maintenance staff should clean and disinfect all surfaces with an EPA approved biocide. Upon the School’s request for QA/QC purposes, Omega can perform cleaning verification testing (ATP Testing) and COVID-19 testing to verify the safety of the room before re-occupancy.

(8.3) A Student with An Elevated Temperature In Addition to Other COVID Symptom(s):

1. Note: This procedure assumes the student’s elevated temperature was captured upon arrival at the school. It is recommended that the student be placed in one of the proposed isolation/quarantine rooms with the suggested controls in place until their parent or guardian can pick them up. As previously stated, the student should use outside walkways to travel to the isolation room and should wear a mask until they leave the building. Once the student leaves the building, the School has two options. The School can leave the effected spaces vacant for 24 hours with a recommended air filtering device running. Afterward, the house maintenance staff should clean and disinfect all surfaces with an EPA approved biocide. The second option is to hire a cleaning contractor to perform UV deep cleaning in the isolation/quarantine area and any other potentially impacted areas (common lobby, etc.). “Deep cleanings” should include aerosol fogging of disinfectant and the cleaning and disinfecting of all surfaces. Upon The School’s request, Omega can perform cleaning verification testing for QA/QC Purposes (ATP Testing) and COVID-19 testing to verify the safety of the room before re-occupancy.

2. In this situation, it is recommended that The School perform contact tracing to determine possible contacts of the sick student. In the event that the student’s sickness is confirmed as COVID-19, the contacts of the student should be closely monitored for symptoms related to COVID-19.

(8.4) What to Do in The Event of A Confirmed Case That Was Not Isolated

1. In the event of a confirmed COVID-19 case that was not isolated. It is recommended that The School review what areas of the building the student accessed during the previous two weeks, the affected areas should be closed for operation until a terminal cleaning of the entire building can be performed by a cleaning Contractor. It is also recommended that Omega performs cleaning verification testing (ATP Testing) and COVID-19 testing to verify the safety of the room before re-occupancy.

2. The School should perform contact tracing to determine possible contacts of the case. So that the parents of the students can be informed. The sick student’s cohort group should self-quarantine at home, for two (2) weeks or until a negative medical test results is provided.
(8.5) Letter of Compliance

Upon request, Omega can issue a letter of compliance to The School. In order to receive this letter, Omega must perform an inspection of the building to ensure all of the recommended controls are in place. Any deviations away from Omega’s recommendations will be documented in the letter of compliance.
Appendix 1

Product Examples
Air filtering device

Dri-Eaz, F284 Defendair


BlueDri BD-AS-550-BL

https://www.amazon.com/BlueDri-Industrial-Commercial-Purifier-Negative/dp/B01JHI66VC/ref=sr_1_3?dchild=1 &keywords=air+scrubber+hepa&pd_rd_r=14b0336f-eeed-41d0-9ad7-b986063a66f4&pd_rd_w=5m1mT&pd_rd_wg=oZP9F&pf_rd_p=ff875a9e-7810-43da-bae9-ec4c363817ac&pf_rd_r=AMNFT85GM55FHP5FPJFT&qid=1593431161&sr=8-3

MOUNTO AF500

https://www.amazon.com/MOUNTO-Industrial-Scrubber-Filtration-Negative/dp/B086L65T11/ref=sr_1_5?dchild=1 &keywords=air+scrubber+hepa&pd_rd_r=14b0336f-eeed-41d0-9ad7-b986063a66f4&pd_rd_w=5m1mT&pd_rd_wg=oZP9F&pf_rd_p=ff875a9e-7810-43da-bae9-ec4c363817ac&pf_rd_r=AMNFT85GM55FHP5FPJFT&qid=1593431161&sr=8-3
Ducting for air filtering device

OdorStop Flexible Duct (8”x25’)

Note, 8” exhaust duct size correct for only Dri-Eaz model, exhaust duct sizes not available for Mounto and Bluedri Models. The School should verify duct size of other models before purchasing this product.

https://www.amazon.com/OdorStop-Flexible-Various-Lengths-Connecting/dp/B013RU635A/ref=pd_sim_328_6/144-0053211-4746377?_encoding=UTF8&pd_rd_i=B013RU635A&pd_rd_r=d58f2b45-1a6c-4cfa-bcfe-1cd14f3eb36&pd_rd_w=MiX0v&pd_rd_wg=xax2gM&pf_rd_p=3c412f72-0ba4-4e48-ac1a-886797981bd&pf_rd_r=V5WN6ZVGD47J2CH46XDA&refRID=V5WN6ZVGD47J2CH46XDA&th=1

HEPA Filter Replacement

Dri-Eaz, Hepa Filter, F321, MERV-16 (Metal Frame Filter)


Filter for Dri-Eaz HEPA 500 Air Scrubber (OEM) (F321) (Plastic Frame)

https://www.jondon.com/high-efficiency-hepa-filter-for-dri-eaz-hepa-500.html#product.info.attributes
Cleaning and Disinfecting Products

**LYSOL Max Cover Disinfectant Mist**


**Lysol Disinfectant Spray**


**Arm & Hammer Essentials™ Disinfecting Wipes**

https://www.mercato.com/item/arm-hammer-wipes-renewing-rain-80-c/t/1044471?featuredStoreId=1217&utm_source=google&utm_medium=cpc&utm_campaign=ML_PLA_All_Products_US_Smart%20Shopping&utm_content=&gclid=EAlaIQobChMlq_nj_4zc6gIVaDICh1Zmw_tEAQYBCABEgiJ7zfD_BwE

**Clean Cide Wipes**

https://www.wexfordinnovations.com/products/cleancide-wipes/
Lysol Bathroom Cleaner


Clorox Disinfecting Wipes


Clorox Ultra Clean Disinfecting Wipes


Clorox Disinfecting Wipes with Micro-Scrubbers, Bleach Free Cleaning Wipes

Clorox Clean-Up All Purpose Cleaner


Clorox® Clean-Up® Cleaner + Bleach

https://www.homedepot.com/p/Clorox-Clean-Up-128-oz-All-Purpose-Cleaner-Bleach-Refill-4460031122/206289492

Clorox® Performance Bleach

https://www.walmart.com/ip/Clorox-Performance-Liquid-Bleach-with-CloroMax-121-Fl-Oz-3-Ct/616772141

Clorox® Scentiva® Disinfecting Wet Mopping Cloths

LEXX™ Liquid Sanitizer and Cleaner Concentrate

https://www.katom.com/217-265003.html?gclid=EAIaIQobChMI1p3lyLjc6gLIVkEDICh2u9QgIEAQYASABEgKFw_D_BwE

Shark Rotator Professional Upright (NV501)


Door Openers

Foot Operated Door Opener

Portable AC and Heating Unit

Haier model HPND14XHT

https://www.amazon.com/Haier-HPND14XHT-Dual-Hose-Portable-Conditioner/dp/B06ZXWHFRW

Whynter ARC-14SH

Personal Protective Equipment

Disposable Isolation Suit

https://www.amazon.com/aislamiento-desechable-antipicante-antimanchas-infecciones/dp/B08772TMB/ref=sr_1_8?crid=LYW6O3AAZD&dchild=1&keywords=full+body+lab+suit&qid=1595267181&s=hi&sprefix=full-body+lab+%2Ctools%2C149&sr=1-8

UltraSource Disposable Poly Lab Coats

https://www.amazon.com/UltraSource-Disposable-Poly-Coats-Medium/dp/B00MJZ7534/ref=sr_1_3?dchild=1

https://www.amazon.com/Utopia-Wear-Professional-Lab-Coat/dp/B00NWHKWHF/ref=sr_1_3?dchild=1&keywords=lab+coat&qid=1595267571&sr=8-3

Dickies Men's Long Sleeve Deluxe Blended Twill Coverall

Safety Face Shield


Kn95 Mask

https://bonafidemasks.com/Powecom-kn-95/

Disposable 3-Layer Mask


https://www.walmart.com/ip/50Pcs-Disposable-3-Layer-Breathable-Disposable-Earloop-Face-Mask-General-Use-By-Necano/1044630767?wpa_bd=&wpa_pg_seller_id=4B5771C055E24182BF23461BB6B23B08&wpa_ref_id=wpqgs:LbZpoyvfzmTClcw1qMtkK4h4vnXQLB2co_mdkjXefx3QKtOAsC5SPOGQFHL073j3M7xsNz4VRXGNJSEpxcLdYQQ82VDGBWKe2tUTXW9zBd-FB1kYyWiqiEVvKN5_9VdpjfrUz_VAYDOcaTqOaB2qGQWYUXlx7qWGf_NjzWZijnujn_H42MOUqPrkrk45R1RgXTd0rQjixZBSQJ9KHVag&wpa_tag=&wpa_aux_info=&wpa_pos=3&wpa_plmt=1145x1145_T-C-IG_TI_1-2_HL-INGRID-GRID-NY&wpa_aduid=72fdb3b9-4bf1-4770-8804-61a73837e8d7&wpa_pg=browse&wpa_pg_id=976760_2571007_4919160&wpa_st=Surgical%2BFace%2BMasks&wpa_tax=976760_2571007_4919160&wpa_bucket= _bkt___
Appendix 2
Sign Examples
Before caring for patients with confirmed or suspected COVID-19, healthcare personnel (HCP) must:

- Receive comprehensive training on when and what PPE is necessary, how to don (put on) and doff (take off) PPE, limitations of PPE, and proper care, maintenance, and disposal of PPE.
- Demonstrate competency in performing appropriate infection control practices and procedures.

**Preferred PPE – Use N95 or Higher Respirator**

- Face shield or goggles
- N95 or higher respirator (When respirators are not available, use the best available alternative, like a facemask.)
- One pair of clean, non-sterile gloves

**Acceptable Alternative PPE – Use**

- Face shield or goggles
- Facemask (N95 or higher respirators are preferred but facemasks are an acceptable alternative.)
- One pair of clean, non-sterile gloves
- Isolation gown

**Donning (putting on the gear):**

More than one donning method may be acceptable. Training and practice using your healthcare facility’s procedure is critical. Below is one example of donning.

1. Identify and gather the proper PPE to don. Ensure choice of gown size is correct (based on training).
2. Perform hand hygiene using hand sanitizer.
3. Put on isolation gown. Tie all of the ties on the gown. Assistance may be needed by another HCP.
4. Put on NIOSH-approved N95 filtering facepiece respirator or higher (use a facemask if a respirator is not available).
   - If the respirator has a nosepiece, it should be fitted to the nose with both hands, not bent or twisted. Do not pinch the nosepiece with one hand. Respirator/facemask should be extended under chin. Both your mouth and nose should be protected. Do not wear respirator/facemask under your chin or store in scrubs pocket between patients. *
   - Respirator: Respirator straps should be placed on crown of head (top strap) and base of neck (bottom strap). Perform a user seal check each time you put on the respirator.
   - Facemask: Mask ties should be secured on crown of head (top tie) and base of neck (bottom tie). If mask has loops, hook them appropriately around your ears.
5. Put on face shield or goggles. When wearing an N95 respirator or half facepiece elastomeric respirator, select the proper eye protection to ensure that the respirator does not interfere with the correct positioning of the eye protection, and the eye protection does not affect the fit or seal of the respirator. Face shields provide full face coverage. Goggles also provide excellent protection for eyes, but fogging is common.
6. Put on gloves. Gloves should cover the cuff (wrist) of gown.
7. HCP may now enter patient room.

**Doffing (taking off the gear):**

More than one doffing method may be acceptable. Training and practice using your healthcare facility’s procedure is critical. Below is one example of doffing.

1. Remove gloves. Ensure glove removal does not cause additional contamination of hands. Gloves can be removed using more than one technique (e.g., glove-in-glove or bird beak).
2. Remove gown. Untie all ties (or unsnap all buttons). Some gown ties can be broken rather than untied. Do so in gentle manner, avoiding a forceful movement. Reach up to the shoulders and carefully pull gown down and away from the body. Rolling the gown down is an acceptable approach. Dispose in trash receptacle.*
3. HCP may now exit patient room.
4. Perform hand hygiene.
5. Remove face shield or goggles. Carefully remove face shield or goggles by grabbing the strap and pulling upwards and away from head. Do not touch the front of face shield or goggles.
6. Remove and discard respirator (or facemask if used instead of respirator).* Do not touch the front of the respirator or facemask.
   - Respirator: Remove the bottom strap by touching only the strap and bring it carefully over the head. Grasp the top strap and bring it carefully over the head, and then pull the respirator away from the face without touching the front of the respirator.
   - Facemask: Carefully untie (or unhook from the ears) and pull away from face without touching the front.
7. Perform hand hygiene after removing the respirator/facemask and before putting it on again if your workplace is practicing reuse.

*Facilities implementing reuse or extended use of PPE will need to carefully follow CDC and state guidelines and those practices.
How to Safely Wear and Take Off a Cloth Face Covering

WEAR YOUR FACE COVERING CORRECTLY

• Wash your hands before putting on your face covering
• Put it over your nose and mouth and secure it under your chin
• Try to fit it snugly against the sides of your face
• Make sure you can breathe easily
• Do not place a mask on a child younger than 2

USE THE FACE COVERING TO HELP PROTECT OTHERS

• Wear cloth face coverings in public settings and when around people who don't live in your household, especially when other social distancing measures are difficult to maintain
• Don't put the covering around your neck or up on your forehead
• Don't touch the face covering, and, if you do, clean your hands

FOLLOW EVERYDAY HEALTH HABITS

• Stay at least 6 feet away from others
• Avoid contact with people who are sick
• Wash your hands often, with soap and water, for at least 20 seconds each time
• Use hand sanitizer if soap and water are not available

TAKE OFF YOUR CLOTH FACE COVERING CAREFULLY, WHEN YOU’RE HOME

• Untie the strings behind your head or stretch the ear loops
• Handle only by the ear loops or ties
• Fold outside corners together
• Place covering in the washing machine
• Wash your hands with soap and water

Cloth face coverings are not surgical masks or N-95 respirators, both of which should be saved for health care workers and other medical first responders.

For instructions on making a cloth face covering, see: cdc.gov/coronavirus
Please wear a cloth face covering.

Maintain a distance of 6 feet whenever possible.

cdc.gov/coronavirus
Facemask Do’s and Don’ts
For Healthcare Personnel

When putting on a facemask
Clean your hands and put on your facemask so it fully covers your mouth and nose.

- **DO** secure the elastic bands around your ears.
- **DO** secure the ties at the middle of your head and the base of your head.

When wearing a facemask, don’t do the following:

- **DON’T** wear your facemask under your nose or mouth.
- **DON’T** allow a strap to hang down. **DON’T** cross the straps.
- **DON’T** touch or adjust your facemask without cleaning your hands before and after.
- **DON’T** wear your facemask on your head.
- **DON’T** wear your facemask around your neck.
- **DON’T** wear your facemask around your arm.

When removing a facemask
Clean your hands and remove your facemask touching only the straps or ties.

- **DO** leave the patient care area, then clean your hands with alcohol-based hand sanitizer or soap and water.
- **DO** remove your facemask touching ONLY the straps or ties, throw it away*, and clean your hands again.

*If implementing limited-reuse: Facemasks should be carefully folded so that the outer surface is held inward and against itself to reduce contact with the outer surface during storage. Folded facemasks can be stored between uses in a clean, sealable paper bag or breathable container.

Additional information is available about how to safely put on and remove personal protective equipment, including facemasks:


cdc.gov/coronavirus
When you put on a disposable respirator
Position your respirator correctly and check the seal to protect yourself from COVID-19.

Cup the respirator in your hand. Hold the respirator under your chin with the nose piece up. The top strap (on single or double strap respirators) goes over and rests at the top back of your head. The bottom strap is positioned around the neck and below the ears.

Place your fingertips from both hands at the top of the metal nose clip (if present). Slide fingertips down both sides of the metal strip to mold the nose area to the shape of your nose.

Place both hands over the respirator, take a quick breath in to check the seal. Breathe out. If you feel a leak when breathing in or breathing out, there is not a proper seal.

Select other PPE items that do not interfere with the fit or performance of your respirator.

Do not use a respirator that appears damaged or deformed, no longer forms an effective seal to the face, becomes wet or visibly dirty, or if breathing becomes difficult.

Do not allow facial hair, jewelry, glasses, clothing, or anything else to prevent proper placement or to come between your face and the respirator.

Do not wear a respirator that does not have a proper seal. If air leaks in or out, ask for help or try a different size or model.

Do not touch the front of the respirator during or after use! It may be contaminated.

When you take off a disposable respirator

Remove by pulling the bottom strap over back of head, followed by the top strap, without touching the respirator.

Discard in a waste container.

Clean your hands with alcohol-based hand sanitizer or soap and water.

Employers must comply with the OSHA Respiratory Protection Standard, 29 CFR 1910.134, which includes medical evaluations, training, and fit testing.

Additional information is available about how to safely put on and remove personal protective equipment, including respirators:

cdc.gov/coronavirus
GermS are all around you.

Stay healthy.
Wash your hands.

www.cdc.gov/handwashing
Wash Your Hands!

1. Wet
2. Get Soap
3. Scrub
4. Rinse
5. Dry

Hands that look clean can still have icky germs!
KEEP CALM AND WASH YOUR HANDS
Slow the Spread of COVID-19

- Wash your hands often
- When out with your friends, wear a cloth face covering
- Cover your coughs and sneezes with a cloth or tissue
- Clean frequently touched objects
- Stay home if you are sick
- Do not touch your eyes, nose, and mouth
- Stay 6 feet apart from others
- Stay 60% alcohol

CDC.gov/coronavirus
Wear a Cloth Face Covering to Protect You and Your Friends

**PUT ON**

- **WASH YOUR HANDS**
- **PLACE OVER NOSE AND MOUTH**
- **MAKE SURE YOU CAN BREATHE EASILY**

**TAKE OFF**

- **TAKE OFF YOUR FACE COVERING**
- **FOLD OUTSIDE CORNERS TOGETHER**
- **PUT ASIDE FOR WASHING**
- **WASH YOUR HANDS**

WASH YOUR HANDS OFTEN, WEAR A MASK, AND STAY 6 FEET FROM OTHERS.

cdc.gov/coronavirus

CS 318104-A
07/08/2020
Appendix 3
Example of COVID-19 Questionnaire
COVID-19 SCREENING QUESTIONNAIRE

The safety of our employees is our overriding priority. As the coronavirus (COVID-19) pandemic continues, we are monitoring the situation closely and following the guidance from the Centers for Disease Control and Prevention and local health authorities. In order to prevent the spread of the coronavirus and reduce the potential risk of exposure to our workforce, we are asking everyone to complete and submit this questionnaire prior to entering the worksite. Please do not enter the worksite until your responses have been reviewed and your entry has been approved.

Please respond to each of the following questions truthfully and to the best of your ability. Your participation is important to help us take precautionary measures to protect you and our other employees.

<table>
<thead>
<tr>
<th>Representations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are you currently experiencing, or have you experienced in the past 14 days, any of the following symptoms? <em>(Please take your temperature before you answer this question.)</em></td>
</tr>
<tr>
<td>Yes □ No □ □  Fever (100.4° F/37.8° C or greater as measured by an oral thermometer)</td>
</tr>
<tr>
<td>Yes □ No □ □  Cough</td>
</tr>
<tr>
<td>Yes □ No □ □  Shortness of breath or difficulty breathing</td>
</tr>
<tr>
<td>Yes □ No □ □  Sore throat</td>
</tr>
<tr>
<td>Yes □ No □ □  New loss of taste or smell</td>
</tr>
<tr>
<td>Yes □ No □ □  Chills</td>
</tr>
<tr>
<td>Yes □ No □ □  Head or muscle aches</td>
</tr>
<tr>
<td>Yes □ No □ □  Nausea, diarrhea, vomiting</td>
</tr>
<tr>
<td>2. In the past 14 days, have you been in close proximity to anyone who was experiencing any of the above symptoms or has experienced any of the above symptoms since your contact?</td>
</tr>
<tr>
<td>Yes □ □ No □</td>
</tr>
<tr>
<td>3. In the past 14 days, have you been in close proximity to anyone who has tested positive for COVID-19?</td>
</tr>
<tr>
<td>Yes □ □ No □</td>
</tr>
<tr>
<td>4. Have you been tested for COVID-19 and are waiting to receive test results?</td>
</tr>
<tr>
<td>Yes □ □ No □</td>
</tr>
</tbody>
</table>
### 5 Have you tested positive for COVID-19, or are you presumptively positive for COVID-19 based on your health care provider’s assessment or your symptoms?

Yes ☐ No ☐

**NOTE:** If you have tested positive for COVID-19 or have been presumptively positive for COVID-19 based on your health care provider’s assessment or your symptoms, please contact your manager or human resources representative when: (1) you have had no fever for at least 72 hours (3 full days), without the use of fever-reducing medications; (2) your other symptoms have improved; **and** at least 7 days have elapsed since your symptoms first appeared.

### 6 In the past 14 days, have you been on a commercial flight or traveled outside of the United States?

Yes ☐ No ☐

### 7 In the past 14 days, have you been in close proximity to anyone who has been on a commercial flight or traveled outside of the United States?

Yes ☐ No ☐

### 8 Is there any reason why you feel you are at higher risk of contracting COVID-19 or experiencing complications from COVID-19 by entering the facility? If “yes”, please provide a brief explanation.

Yes ☐ No ☐

Explanation: ____________________________________________

### Certification

I hereby certify that the responses provided above are true and accurate to the best of my knowledge.

Signature: ___________________________ Date: _______________

Note: The information collected on this form will be used to determine only whether you may be infected with COVID-19. The information on this form will be maintained as confidential. Any questions should be directed to your manager or your human resources representative.

Access to worksite (circle one): Approved Denied
Appendix 4

Examples of High Touch Points in a School Setting
# Common Areas

<table>
<thead>
<tr>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stair Railing</td>
</tr>
<tr>
<td>Water fountain Push Bar</td>
</tr>
<tr>
<td>Elevator Call button</td>
</tr>
<tr>
<td>Doorknobs</td>
</tr>
<tr>
<td>Light Switches</td>
</tr>
</tbody>
</table>

# Lunchroom

<table>
<thead>
<tr>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch Tables</td>
</tr>
<tr>
<td>Lunch Trays</td>
</tr>
</tbody>
</table>

# Bathrooms

<table>
<thead>
<tr>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flush Handles</td>
</tr>
<tr>
<td>Faucet Handles (including other parts of the sink)</td>
</tr>
<tr>
<td>Bathroom Stall Door Handles</td>
</tr>
<tr>
<td>Paper Towel dispenser Handle or Sensor</td>
</tr>
</tbody>
</table>

# Classrooms

<table>
<thead>
<tr>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Desk</td>
</tr>
<tr>
<td>Teachers Desk</td>
</tr>
<tr>
<td>Light Switch</td>
</tr>
<tr>
<td>Pensile Sharpener</td>
</tr>
<tr>
<td>Keyboards on Public Computer</td>
</tr>
<tr>
<td>Student Chairs</td>
</tr>
<tr>
<td>White Board Markers and Eraser</td>
</tr>
<tr>
<td>Doorknob</td>
</tr>
<tr>
<td>TV/Computer Remote</td>
</tr>
<tr>
<td>Cabinet Handles</td>
</tr>
</tbody>
</table>
Appendix 5

Example of a HEPA Filter Change out Procedure
NEGATIVE AIR MACHINE HEPA FILTER CHANGE-OUT

Quick Review of Negative Air Machines:

➢ Because an air machine filter system is designed to collect dust, mold, bacteria, and viruses from the air, the filter should be handled as a bio-hazard, with the understanding that once the filter is disinfected (sprayed/soaked with disinfectant followed by contact time) viruses should be easily killed off but mold/bacteria could still be present because much harder to kill.

➢ Most-all negative air machines have a primary HEPA or ultra-HEPA filter, then typically 2 secondary pre-filters which are less costly filters changed out daily or other more frequently. The purpose of the cheaper outer filter(s) is to filter dust and increase the lifespan of the more expensive inner HEPA filter. If you don’t keep up with the changeouts of the outer filters and they blow out of their holder, then the HEPA will have to be replaced earlier than the manufacturer-recommended service life due to dust overload.

➢ The negative air machine industry has, in general, developed their equipment so that each filter can only slide/fit in one way. If each filter isn’t sliding/fitting right in, probably have incorrect one for the model you are servicing.

➢ Because of the concern about Corona living on metal surfaces longer, I just heard that NYS is requiring or recommending the use of plastic HEPA filters, not metal, but the units have to be designed for those filters.

➢ Each negative air make/model has a recommended service life for it’s HEPA filter, plus a gauge on the unit indicating pressure differential (note: P-differential on the unit does not necessarily translate to neg. P differential in the room). Try to get your hands on the service manual for the make/model of the unit you are servicing and use that HEPA service life. If not available, then at least make sure the needle on the unit gauge is showing pressure differential across the filters (should read somewhere in middle). If zero, this means that the unit is not functioning (either clogged or fan not working). If the gauge max’s out, that could mean that there is no filter resistance and the air is circumventing around the filter(s).

➢ Most units require replacement of the HEPA filter once service life expended. If there are no replacement filters available during an emergency, there are individuals who pull out the HEPA, shake off dust in an enclosed back (see below), then soak the filter in diluted alcohol/bleach/hydrogen peroxide to disinfect, then re-use. If replacement HEPA’s are available, then better to keep up with replacing. If not, then check in with your Supervisor on disinfection and re-use because you would need to find a disinfectant product compatible with the filter type.

➢ In terms of servicing and disinfecting, the unit has to be shut-down, so the servicing should be done off-hours when there are no patients in the space the negative air machine unit serves.

➢ Always be aware of secondary issues such as electrical, chemical safety, and flammability issues that PPE will not protect against, but this task can be done safely as long as don’t do something that doesn’t make sense like blitz the unit with disinfectant.

➢ If multiple negative air units are running in space, leave the others running when servicing one unit because the others will pull in airborne contaminants while one being serviced.

➢ Do not open windows or vents in a negative air space because that creates positive pressure that can blow segregated space air into adjoining occupied areas.

➢ If a portable unit can be wheeled outside the building or to a negative pressure shop area, then another viable option is to bring it out to a more ventilation area first, but still need to wear PPE. Since it’s the unit filters that collect contaminants, the unit exterior can be sprayed with a disinfectant before wheeling through the building.

➢ The negative air machine exhaust should have been routed to the outside or an exhaust shaft that discharges on the roof; be careful about being able to restore correct negative air exhaust hose routing to outside after filter change-out since opening a window/vent without a manifold 100% airtight seal around the hose will result in no-
poor negative pressure in the space. If you have to carefully pull off exhaust hose temporarily, that’s okay, but need to restore post-filter-changeout.

- An overloaded filter filters better than a new clean filter, but it eventually reaches a “tipping point” where it falls out of the holder due to excess weight. However, an overloaded filter situation would provide less negative pressure in the room.

Filter Change-out Supplies Needed:

Make sure you have the required supplies before proceeding to the negative air unit. If something is not available, speak to your Supervisor first.

- PPE: N-95 or approved respirator, double gloves, protective suit with shoe covers or separate shoe covers.
- At a minimum, need an outer secondary filter(s) matching the specific unit; then need to have a primary HEPA also available in case service life exceeded OR outer filters became clogged which resulted in over-loaded HEPA OR need a swap out in the event there’s an emergency need to soak and re-use filter.
- Spray bottle of hospital grade disinfectant.
- Disposable paper towels to disinfect and wipe down filter housing after filter extracted.
- Regular black garbage bag + red biohazard waste bag.
- Screwdriver if the HEPA is a screw-in model.
- Electrical cord with GFIC if no built-in GFIC in the unit.

Personal PPE and Filter Change-out Steps:

1. Verify when the unit(s) can be shut-down (preferably no patients in the zone) and space has been disinfected because turning off negative pressure allows for potential airborne contaminants to escape to adjoining areas (same concept as “dirty utility closet” fan shut-down).
2. Verify that unit can be serviced with no other individuals in the room or you can cordon off at least 10-15 feet because, while you will be protected wearing PPE, between the time the filter is pulled out and sprayed with disinfectant and bagged, dust/mold/bacteria/viruses can fly out.
3. Don (put on) your mask, gloves, and protective suit before entering space. Do not talk on your phone or radio while wearing PPE unless you can hold it away from the face. Because cell phone use is a major cause of cross-contamination, best to have someone else cover other emergencies when doing this filter change-out work.
4. Also need to bring a spray bottle of disinfectant to spray your hands before removing respirator, your shoes if no foot covers, your tools, and the filter after pull out.
5. Check gauge on negative air unit to make sure it’s still showing pressure differential.
6. Turn unit off and unplug.
7. If outer filter(s) visually dirty, remove, spray with disinfectant, and place in the bag.
8. Check HEPA service life; if need to replace, remove from filter housing (could be screwed in/out or a slide in/out cassette).
9. Spray HEPA with disinfectant as soon as possible without spraying any liquid directly into the unit motor. Bag HEPA filter.
10. Put both bagged filters in a red bio-hazard bag and spray outside of the bag.
11. Wipe down filter holder with disinfectant, allow 5 minutes or other specified contact time.
12. Re-install new HEPA making sure it fits/slides incorrectly for the unit model (do not attempt to retro-fit in another model’s filter because the unit won’t work properly if there are no new HEPA filters available due to current emergency, next best available option is to clean and soak, but most manufacturers don’t officially approve re-use).
13. Re-install outer filter(s) – note: these typically always get changed when new HEPA installed.
14. Re-install back cover on the unit.
15. Plug-in unit back in with GFIC and turn back on.
16. Check gauge for close to a full negative pressure reading.
17. Spray gloved hands and shoes if no foot covers.
18. Before removing the mask, remove the suit, shoe covers, and outer layer gloves; place in “dirty” filter bag.
19. Only touch your mask and/or face with a clean inner glove or if 2 sets not available, then make sure glove re-sprayed with a disinfectant before touching mask (very important!!).
20. If wearing single-use N-95, remove with clean hands and discard. If wearing multiple-use ½-face APR, discard cartridges and clean respirator using disinfectant wipes and place in respirator storage bags.
21. If you had to use a cell phone or radio with an outer glove hand, you need to disinfect those items also.
Appendix 6
Useful Links
<table>
<thead>
<tr>
<th><strong>Name</strong></th>
<th><strong>Link</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PPE Donning and Doffing (Video)</td>
<td><a href="https://www.youtube.com/watch?v=t1lxq2OUy-U">https://www.youtube.com/watch?v=t1lxq2OUy-U</a></td>
</tr>
<tr>
<td>CDC Putting on PPE (Video)</td>
<td><a href="https://www.youtube.com/watch?v=Ca66dpjPWZc">https://www.youtube.com/watch?v=Ca66dpjPWZc</a></td>
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<tr>
<td>CDC Taking off PPE (Video)</td>
<td><a href="https://www.youtube.com/watch?v=bZA424c5sWQ">https://www.youtube.com/watch?v=bZA424c5sWQ</a></td>
</tr>
</tbody>
</table>
Appendix 7
UV-C Information
**Commercial**

**Fresh Air in Any Room**

| P900-GX  
Portable UV Air Purifier |
---|---|
All the benefits of the Sanuvox patented whole home system in a Portable UV Air Purifier weighting only 11lbs! Perfect unit for small garbage rooms, beauty salons, daycare centers, small gyms.

**BENEFITS**
- Protects from airborne germs
- Reduces odors
- Helps alleviate allergies and flu symptoms
- Helps control asthma

**FEATURES**
- Patented process including High Intensity 19mm Quartz UVC/UVV 'J' Lamp
- Weight 11 lbs
- 9 electronically controlled speeds
- Touch-pad digital controls with count-down timer
- Easily wall mountable
- Stand and handle included

**WARRANTY**
- Lamp: 3 years
- Ballast: 3 years
- Motor: 1 year
**BlueCalc™**

AIR DISINFECTION ANALYSIS - REPORT

Customer / Project: **Calais School RTU-1**

### Duct Data
- **Duct Width**: 30 in
- **Duct Height**: 20 in
- **Airflow**: 4500 CFM
- **Air Velocity**: 1080 ft/min
- **Duct Wall Material**: Galvanized duct - smooth

### UVGI Lamp Data
- **Model**: TUV-ADS-246H-HO
- **Number of Units**: 1
- **Number of Lamps per Unit**: 6
- **Lamp Length**: 1148 mm
- **UVGI Power per Lamp**: 34 W
- **Electrical Power per Lamp**: 100 W
- **Electrical Power per Module**: 600 W
- **Electrical Power (Total)**: 600 W
- **Teflon coating**: Yes

### Irradiation Data
- **Avg germicidal UV dose delivered**: 4287 µJ/cm²
- **Air temperature increase**: 0.2 °C
- **Exposure time**: 0.19 s

### Inactivation (sterilization) rates after 18000 hours

<table>
<thead>
<tr>
<th>Microorganism</th>
<th>Minimum</th>
<th>Average</th>
<th>LOG Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coronavirus</td>
<td>&gt; 99.99%</td>
<td>&gt; 99.99%</td>
<td>&gt; 4</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>&gt; 99.99%</td>
<td>&gt; 99.99%</td>
<td>&gt; 4</td>
</tr>
<tr>
<td>Influenza A virus</td>
<td>&gt; 99.99%</td>
<td>&gt; 99.99%</td>
<td>&gt; 4</td>
</tr>
<tr>
<td>Adenovirus</td>
<td>99.99%</td>
<td>&gt; 99.99%</td>
<td>&gt; 4</td>
</tr>
</tbody>
</table>

### UVC dose inside the duct after 18000 hours (mJ/cm²)
Note: 4-log inactivation equals 99.99%. Higher than 4-log inactivation are achieved in real-life scenarios but the exact predictions/model would be inaccurate because the UV disinfection analysis utilises single stage decay data and equations.

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