The D.C.P.S COVID-19 Preparedness, Protection, and Recovery (PPR) Plan Policy Analysis

The Greater Good Initiative

May 2020

Directors: Haerin So, Iona Volynets
Fellows: Catherine Kane, Ivy Chen, Sadie Rose Honchock

TABLE OF CONTENTS

POLICY BRIEF

There are two main ways for COVID-19 to be transmitted: respiratory and contact[1]. Since children are as susceptible to contracting COVID-19 as other age groups, it is pertinent to consider how school sanitation will affect communities, especially in densely populated areas like the Washington D.C. metropolitan area[2]. D.C. is being heavily impacted by the COVID-19 pandemic, with 6,871 confirmed cases and 975 deaths as of May 15[3]. It is important to establish proper sanitation measures within schools to prevent an unmanageable resurgence of the pandemic when D.C. public schools reopen in the Fall of 2020. 11.1% of children under the age of 18 live in homes where their grandparents are the primary householders, and 38.5% of these grandparents are over the age of 60.[4] 88.7% of these grandparents are African-American and 24.7% are in poverty,[5] meaning that they are among the most vulnerable[6] to COVID-19[7]. Because of the strong evidence indicating that there will be a second wave in the Fall,[8] there

---

[1] Water, sanitation, hygiene and waste management for COVID-19. (2020, March 19). World Health Organization. Retrieved from https://www.who.int/publications-detail/water-sanitation-hygiene-and-waste-management-for-covid-19

[2] Van Beusekom, M. (2020, March 19). Children's COVID-19 risks unique, Chinese studies find. Retrieved April 22, 2020, from https://www.cidrap.umn.edu/news-perspective/2020/03/childrens-covid-19-risks-unique-chinese-studies-find

[3] Coronavirus Data. (2020, May 1). Retrieved May 1, 2020, from https://coronavirus.dc.gov/page/coronavirus-data

[4] GRANDFACTS, STATE FACT SHEETS FOR GRANDFAMILIES. (2017, May). Retrieved April 22, 2020, from https://www.grandfamilies.org/Portals/0/State%20Fact%20Sheets/Grandfamilies-Fact-Sheet-District-of-Columbia.pdf

[5] GRANDFACTS, STATE FACT SHEETS FOR GRANDFAMILIES. (2017, May). Retrieved April 22, 2020, from https://www.grandfamilies.org/Portals/0/State%20Fact%20Sheets/Grandfamilies-Fact-Sheet-District-of-Columbia.pdf

[6] Thompson, D. (2020, April 1). The Coronavirus Will Be a Catastrophe for the Poor. Retrieved from https://www.theatlantic.com/ideas/archive/2020/03/coronavirus-will-supercharge-american-inequality/608419/

[7] Portnoy, J., Sullivan, P., & Olivo, A. (2020, April 27). Coronavirus in the DMV: What you need to know. Retrieved from https://www.washingtonpost.com/dc-md-va/2020/03/07/maryland-virginia-dc-coronavirus/?arc404=true

[8] Coyne, M. (2020, April 2). The U.S. May Be Heading To A Second (Or Even Fourth) Wave Of The Coronavirus Epidemic. Here's What That Means. Retrieved May 1, 2020, from https://www.forbes.com/sites/marleycoyne/2020/04/02/the-us-may-be-heading-to-a-second-or-even-fourth-wave-of-the-coronavirus-epidemic-heres-what-that-means/#2305e39616a0

must be standardized measures put in place to promote healthy and safe practices within schools. Such sanitation practices include but are not limited to: incorporating masks as a mandatory part of the dress code, improving hygiene in bathrooms and school classrooms, installing sanitation stations outside of the school for students to use before entering, mandating lunches to be eaten in classrooms rather than the cafeteria, providing materials for students to disinfect their desks before leaving the classroom, and creating an educational program to teach children, teachers, and other faculty how to limit the spread of COVID-19 and practice safe hygiene. Students who meet one or more of the four criteria to qualify for or apply for free lunches[9] should be given masks free of charge. Lastly, it is equally as important to provide Personal Protective Equipment (PPE) for other DCPS staff, including cafeteria workers, janitors, administration, and bus drivers. Furthermore, these parameters could contribute to a larger Pandemic Preparedness Plan or other emergency protocol in place to protect and prevent the spread of an outbreak like COVID-19 in D.C. Public Schools in the coming months or perhaps years to come. In addition to the existing 9 factors used to calculate each school's allocation[10], a 10th factor should be added that calculates the cost of implementing these COVID-19 prevention and protection measures given the school's population and possible existing shortfalls in health and sanitation measures. This factor should be in place until a vaccine is developed and administered to every student and staff member enrolled in and working for DCPS schools. At that point, these measures can be re-evaluated.

[9] Free and Reduced Price Meals (FARM). (n.d.). Retrieved May 1, 2020, from https://dcps.dc.gov/farm

[10] Learn the Process & Analyze the Data. (n.d.). Retrieved May 1, 2020, from https://www.dcpsdatacenter.com/budget_process.html

PRELIMINARY REPORT

What is the problem that you're trying to fix?

With the spread of COVID-19 at hand, issues this policy aims to fix and combat against include the primary concern the Preparedness, Protection, and Recovery Plan is addressing how to prevent school closures again. For decades, there has been evidence that classroom learning designed to get students to participate in the learning process produces better educational outcomes and success than virtual learning does. For instance, according to a 2019 study in Proceedings of the National Academy of Sciences, students learn more than they do in traditional courses because of the ability of taking part in classrooms and the hands-on examples and interactions in a classroom environment.[11] The benefits of traditional learning outweigh online learning, with advantages that include, but are not limited to face-to-face learning, which allows students and teachers to get to know each other better as it allows teachers to pick up on physical nuances and behaviors that would go practically unnoticed during an online setting, as well as creating a good scheduled school routine as it establishes important routines and sets them up for success as a working adult[12]. A hands-on environment is more realistic and possible with traditional learning, as it is a crucial element for education because it enables students to have the opportunity to witness real life examples of their learning since they can touch and interact with others[13]. Traditional learning teaches beneficial social skills as students are put into a classroom

[11]Reuell, P. (2019, September 4). Lessons in learning. Retrieved May 6, 2020, from https://news.harvard.edu/gazette/story/2019/09/study-shows-that-students-learn-more-when-taking-part-in-classrooms-that-employ-active-learning-strategies/

[12] Paduraru, C. (n.d.). The Advantages of Traditional Classroom Learning. Retrieved May 6, 2020, from https://classroom.synonym.com/advantages-traditional-classroom-learning-7964781.html

[13] What Are The Benefits Of Hands-On Learning? (n.d.). Retrieved May 6, 2020, from https://newschoolarch.edu/blog/what-are-the-benefits-of-hands-on-learning/

environment with people of different backgrounds and beliefs that allows for countless social opportunities that would not happen in an online format. Additionally, an analysis released from EmpowerK12 analyzed education data according to DC students' score on the Partnership for Assessment of Readiness for College and Careers exams (PARCC) and explained that distance learning could decrease student's academic performance as virtual schooling has demonstrated little evidence of success, especially for students from low-income families and students with disabilities.[14] As evidence points in the direction of in-person schooling being highly beneficial as opposed to a virtual learning environment, it is crucial that we prevent school closures again to allow students to reap the benefits of a traditional environment. In order to achieve this as safely as possible, current sanitary measures in DC schools must be improved by ensuring that schools receive enough funding to implement standardized safety measures that must be put in place to promote sanitary and safe practices within schools. Likewise, it is important to address the concerns of youth and children where their grandparents are the primary householders since those over the age of 65, according to the Center for Disease Control and Prevention (CDC), are the most vulnerable to COVID-19[15]. With these concerns in place, the policy will limit the spread of COVID-19 within schools to protect the health and well-being of students, teachers, and staff. Additionally, the Preparedness, Protection, and Recovery Plan works to address the sanitary issues in schools and to ensure the implementation of standard procedures will decrease the

---

[14] Truong, D. (2020, April 7). Achievement Could Drop In D.C. Schools During Coronavirus Closures, Study Finds. Retrieved May 6, 2020, from https://wamu.org/story/20/04/07/heres-how-much-achievement-could-drop-in-d-c-schools-during-coronavirus-closures/

[15] People Who Are at Higher Risk for Severe Illness. (n.d.). Retrieved May 6, 2020, from https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-higher-risk.html

dangerous health concerns at school. The policy also works to decrease the danger of the pandemic from being transmitted from schools to surrounding communities, therefore protecting the entire society at large and establishing beneficial conditions to limit the spread of COVID-19. Furthermore, this plan will ensure that the sanitary practices set in place will contribute to the health and wellness of the community and secure that there will be no threats to students and the faculty.

What is the solution proposed?

To address sanitation concerns in schools, there must be standardized procedures implemented to insure the safety of students, teachers, staff, and the community at large. Some of these measures include mandating masks as a part of the dress code, having lunches in classrooms rather than the cafeteria, providing greater sanitary equipment for classrooms and bathrooms, installing sanitation stations outside the school for use before entering and exiting the building, and implementing an educational program for students, teachers, and other faculty on the spread of COVID-19 and best practices to prevent the spread. Masks should be provided free of charge to students that meet the criteria for free and reduced lunch[16]. These are steps that can be taken to mitigate a possible influx of cases upon the returning to schools. Furthermore, it is imperative to provide Personal Protective Equipment (PPE) to non-instructional staff working on the front lines such as cafeteria workers, janitors, administrators, and bus drivers that are essential to the smooth reopening and operation of DCPS schools. The allocation of school

[16] Free and Reduced Price Meals (FARM). (n.d.). Retrieved May 1, 2020, from https://dcps.dc.gov/farm

funding should include an additional 10th[17] factor that gauges the cost of the implementation of COVID-19 protection and prevention methods considering existing sanitation measures and population at each school. New funding procedures should be in place until a vaccine can be administered to all students and faculty. At that time, the additional allocation factor can be re-evaluated. These parameters could be worked into a larger Pandemic Preparedness Plan to prevent and protect in the event of an outbreak of COVID-19 in the next coming months or years for DCPS.

Why was this specific issue chosen?

Due to the highly contagious and unpredictable nature of COVID-19[18] and the issue of schooling access for students in the DC area, measures to protect students while still providing them with the best education possible are necessary. Students need access to an in-person academic environment for a number of reasons from the recent increase in domestic violence since lockdown[19] to the fact that in-person learning is generally proven to be more beneficial to students[20]. However, sending students back to school unprotected in the midst of a pandemic--particularly just before the predicted second wave[21]-- would be risky for students and

---

[17] Learn the Process & Analyze the Data. (n.d.). Retrieved May 1, 2020, from https://www.dcpsdatacenter.com/budget_process.html

18 Sanche, S., Lin, Y. T., Xu, C., Romero-Severson, E., Hengartner, N., & Ke, R. (2020, April 7). Early Release - High Contagiousness and Rapid Spread of Severe Acute Respiratory Syndrome Coronavirus 2 - Volume 26, Number 7-July 2020 - Emerging Infectious Diseases journal - CDC. Retrieved May 7, 2020, from https://wwwnc.cdc.gov/eid/article/26/7/20-0282_article

19 Campbell, A. M. (2020, April 12). An increasing risk of family violence during the Covid-19 pandemic: Strengthening community collaborations to save lives. Retrieved May 7, 2020, from https://reader.elsevier.com/reader/sd/pii/S2665910720300384?

20 {See footnote 4}

21 Leung, K., Wu, J. T., Liu, D., & Leung, G. M. (2020). First-wave COVID-19 transmissibility and severity in China outside Hubei after control measures, and second-wave scenario planning: a modelling impact assessment. Lancet, 1–12. Retrieved from https://reader.elsevier.com/reader/sd/pii/S0140673620307467?token=735D046C995D750A6D9DCAAD361F5B3CC7F975FD71357BB948359D291EA1A3E288C2BD1A1D67978DACBD7A706FB4B043

faculty at best. In order to prepare students and schools to resume schooling with minimal interference from COVID-19 while still ensuring the safety and security of students and school faculty, the aforementioned sanitation policy is being proposed. Sanitation has been specifically selected due to the fact that the DCPS School Emergency Response Plan and Management Guide are not updated to handle an issue like the COVID-19 pandemic and students and faculty need to be protected from direct contact with COVID-19 at all times.[22] This policy will allow students to return to school and continue their education in-person while still following procedures that ensure the safety of students and faculty.

What were the broad questions that guided research into this issue?

Questions that guided this research include: What types of sanitary measures can be put in place to ensure a healthy and safe school environment?; How can schools implement safety measures to establish a hygienic environment for students and staff?; How can we address school sanitation practices in densely populated areas?; How can school closures be avoided in the event of another pandemic or in the event of a second wave of COVID-19?; What are the concerns regarding COVID-19 affecting schools and how do they affect a student's learning abilities?; How can we respond to the evidence indicating a second wave of COVD-19 in the fall[23]?; When

22 Infection prevention and control during health care when novel coronavirus (nCoV) infection is suspected. (2020, March 19). Retrieved May 11, 2020, from https://www.who.int/publications-detail/infection-prevention-and-control-during-health-care-when-novel-coronavirus-(ncov)-infection-is-suspected-20200125

23 Coyne, M. (2020, April 2). The U.S. May Be Heading To A Second (Or Even Fourth) Wave Of The Coronavirus Epidemic. Here's What That Means. Retrieved May 1, 2020, from https://www.forbes.com/sites/marleycoyne/2020/04/02/the-us-may-be-heading-to-a-second-or-even-fourth-wave-of-the-coronavirus-epidemic-heres-what-that-means/#2305e39616a0

will schools be able to reopen and under what circumstances? As a result of these questions pertaining to COVID-19, it is necessary to conduct research and implement a policy that focuses on preparedness, protection, and recovery in the education sector.

What is the relevance of the issues to the District of Columbia and its citizens?

The COVID-19 pandemic has had widespread and devastating effects on the DC economy, healthcare system, and public school system. Considering evidence that there is likely to be a second wave of infections in the fall[24], it is in the interest of DCPS and the people it serves to plan for a new influx upon returning to school. DCPS is posed with a unique challenge in that 77% of its students are economically disadvantaged[25] and preliminary data has shown that COVID-19 has a particularly devastating effect on families and communities of lower income[26]. In addition, 11% of DCPS students live with grandparents[27] who are an at risk group for the virus. The risk of students exposing members of their households and community is a direct consequence of these students being exposed in schools. New and improved sanitation and social distancing practices in schools will help to keep students in school and prevent school closures. Social distancing measures that have forced school closures are causing chaos and havoc on the academic year and especially on the education of low income and special needs students[28]. For so

[24] Sun, L. (2020, April 21). CDC director warns second wave of coronavirus is likely to be even more devastating. The Washington Post, Health. Retrieved from https://www.washingtonpost.com/health/2020/04/21/coronavirus-secondwave-cdcdirector/

[25] DCPS. (n.d.). DCPS at a Glance: Enrollment. Retrieved April, 2020, from https://dcps.dc.gov/page/dcps-glance-enrollment

[26] Thompson, D. (2020, March 20). The Coronavirus Will Be a Catastrophe for the Poor. The Atlantic. Retrieved from https://www.theatlantic.com/ideas/archive/2020/03/coronavirus-will-supercharge-american-inequality/608419/

[27] DCPS. (2017, May). DCPS at a Glance: Enrollment. Retrieved April, 2020, from https://dcps.dc.gov/page/dcps-glance-enrollment

[28] Yglesias, M. (2020, April). Prolonged school closures could be very costly for America's students. Vox. Retrieved from https://www.vox.com/2020/4/21/

many, school is a refuge, a place to escape unfavorable situations at home[29], have a social life, and gain access to educational needs that cannot be met in the home[30]. The longer and more frequently schools are closed, the more students who are already at risk will suffer. The COVID-19 pandemic has already had an immense impact on the 2019-2020 academic year and most likely will be carried with students for the rest of their academic career. Therefore, it is in the interest of not only public health of the community and school, but also the education of its members, to design and implement standard sanitation measures in schools.

Why is this an issue that requires governmental response?

This is an issue that requires governmental response, since only the government has the ability to standardize and regulate these methods that are being proposed. Government regulation would allow all schools to universally receive access to masks, sanitation equipment, COVID-19 educational posters, and the capacity to maintain social distancing. Funding to handle safety concerns, sanitary supplies, and PPE such as masks need to be provided by the government so they may be distributed in an equitable manner so that no student or faculty member contracts a preventable case of COVID-19 as a result of unequal or unregulated cleaning methods.

What are the arguments for the creation of the programmatic or policy response to issues that will be proposed?

Arguments for the implementation of this programmatic response include addressing the concern that schools won't be able to receive enough resources or funding to implement safety

21223585/school-closure-impact-students-children

[29] Safai, Y., Dr. (2020, April). How school closures put children at risk. ABC News. Retrieved from https://abcnews.go.com/US/school-closures-put-children-risk/story?id=70329613

[30] All Things Considered [Radio program transcript]. (2020, March 27). NPR.

measures to keep their students protected from COVID-19. As a result, the policy will ensure that schools have enough funding to utilize standardized safety measures and enough funding to provide Personal Protective Equipment (PPE) for DCPS staff and workers. In addition, the implementation of this policy includes its ability to combat the danger of students living with their grandparents, since those over the age of 65 are the most vulnerable to COVID-19[31] and ensuring that students are not contracting or spreading COVID-19 in the event that they are in contact with other students during the day. Since there is strong evidence indicating that there will be a second wave in the fall[32], and the fact that these safety recommendations proposed by this policy follow the CDC and DCPS Pandemic Preparedness Plan, the policy works to ensure the safety and wellbeing of students and the educational environment.

What is the basic form of your policy response?

This policy would be to update Section 2: Unit 4 and 5 of the School Emergency Response Plan and Management Guide and Section 209.3 of Chapter 2 of Subtitle B of Title 2 of the District of Columbia Municipal Regulations (DCMR). Currently, the Response Plan and Management Guide has not been updated since October 2009 and only addresses an influenza pandemic and the response for employees, not students.[33] The policy proposed would suggest best practices for schools in returning to classes for the 2020-2021 academic school year. This

---

[31] People Who Are at Higher Risk for Severe Illness. (n.d.). Retrieved May 6, 2020, from https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-higher-risk.html

[32] Coyne, M. (2020, April 2). The U.S. May Be Heading To A Second (Or Even Fourth) Wave Of The Coronavirus Epidemic. Here's What That Means. Retrieved May 1, 2020, from https://www.forbes.com/sites/marleycoyne/2020/04/02/the-us-may-be-heading-to-a-second-or-even-fourth-wave-of-the-coronavirus-epidemic-heres-what-that-means/#2305e39616a0

[33] DCPS. (2009, October). School Emergency Response Plan & Management Guide. Retrieved May 8, 2020, from https://esa.dc.gov/page/school-emergency-response-plan-management-guide

policy closely mirrors the CDC's guide for how to reduce transmission in the school settings (as outlined in the 'Implementation of Mitigation Strategies for Communities with Local COVID-19 Transmission'). The guidelines include the evaluation of at risk staff and parents, general sanitation procedures, reviewing and updating emergency response guides, and education on the signs, symptoms, and spread of COVID-19.[34] The policy will also be following closely with other government agencies' guidelines like the Occupational Safety and Health Administration's (OSHA) PPE guidelines. In addition, the policy seeks to better prepare DCPS for future outbreaks of COVID-19 and other pandemic illnesses.

What ongoing questions do you have?

It is necessary to find out what percentage of students rely on public transport to get to school and how many individuals they would interact with so the risk of students either contracting or spreading the virus can be calculated and applied to schools accordingly. How much these systematic changes would cost and how to make them cost effective without reducing the protections they offer is also key to the implementation of this policy. In order to plan for the future there also needs to be a plan on how to proceed in the event of a vaccine for COVID-19 being unable to be completed. Another, more present, issue is how to handle absenteeism in faculty and students to maximize the safety of students and faculty as well as the effectiveness of the education for students.

[34] CDC. (2020, March 19). Interim Guidance for Administrators of US K-12 Schools and Child Care Programs. Retrieved May 8, 2020, from https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html

POLICY PROPOSAL AND ANALYSIS

What is the programmatic or policy response to the problem that was chosen?

The policy response is a series of sanitary and protective measures designed to prevent the spread of COVID-19 within schools and the communities of students and faculty. Such sanitation practices include incorporating masks as a mandatory part of the dress code, improving hygiene in bathrooms and school classrooms, and installing sanitation stations outside of the school for students to use before entering. These stations could either be hand sanitizer or hand washing stations, depending upon the cost of stations and the estimated time it would take for each student to use a station. Students who meet one or more of the four criteria to qualify for or apply for free lunches[35] should be given masks free of charge. The policy also includes mandating lunches to be eaten in classrooms rather than the cafeteria so that students are not standing in line together and sharing tables with masks off, and preventing students from being within 6 feet of each other with no protective equipment. The recommendations also include providing materials for students to disinfect their desks before leaving the classroom and creating an educational program to teach children, teachers, and other faculty how to limit the spread of COVID-19 and practice safe hygiene. This educational program should include using the COVID-19 mask use[36] and misinformation[37] infographics published by the World Health Organization to create posters. Any additional means of education, including additions to the

---

[35] Free and Reduced Price Meals (FARM). (n.d.). Retrieved May 1, 2020, from https://dcps.dc.gov/farm

[36] "When and How to Use Masks." *World Health Organization*, World Health Organization, www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/when-and-how-to-use-masks.

[37] "Myth Busters." *World Health Organization*, World Health Organization, www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/myth-busters.

health curriculum, videos, and social media posts should reflect the CDC's information on how to protect yourself from the virus[38] and what to do if you are sick.[39]Lastly, it is equally as important to provide Personal Protective Equipment (PPE) for other DCPS staff, including cafeteria workers, janitors, administration, and bus drivers. Furthermore, these parameters could contribute to a larger Pandemic Preparedness Plan or other emergency protocol in place to protect and prevent the spread of an outbreak like COVID-19 in DCPS in the coming months or perhaps years to come. In addition to the existing 9 factors used to calculate each school's allocation[40], a 10th factor should be added that calculates the cost of implementing these COVID-19 prevention and protection measures given the school's population and possible existing shortfalls in health and sanitation measures. This factor should be in place until a vaccine is developed and administered to every student and staff member enrolled in and working for DCPS schools. At that point, these measures can be re-evaluated.

Outline the process your policy proposal will take once implemented. Explain any systems that will be in place, administrative changes, agency authority changes, etc.

Currently, the DCPS School Emergency Response Plan and Management Guide has not been updated since October 2009. The only sections that include sanitation measures amidst a pandemic is in "Section 2: Executive Support: E. Alternative Operating Facility/Emergency

[38] "How to Protect Yourself & Others." *Centers for Disease Control and Prevention*, Centers for Disease Control and Prevention, 24 Apr. 2020, www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html.
[39] "What to Do If You Are Sick | CDC." *Center for Disease Control and Prevention*, Center for Disease Control and Prevention, 6 May 2020, www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html.
[40] "Learn the Process & Analyze the Data." *Learn the Process - DCPS Interactive Data Center*, District of Columbia Public Schools, 2020, www.dcpsdatacenter.com/budget_process.html.

Relocation[41] Site (ERS)," however, the section only focuses on the influenza virus and focuses heavily on employees rather than students. In light of such absence, a major result of this proposal would be the inclusion of emergency sanitation protocol for students in "Section 2: Executive Support Planning Unit 4: Pandemic Flu Response Planning, Command and Control," ; our recommended policy additions are below in bold:

Upon notification that a pandemic is occurring, the EST and affected facility SERTs must do the following:

- Set up prominent notices at all entry points to facility, advising staff, students, and visitors not to enter if they have symptoms of influenza.
- Educate employees, students, parents, and visitors on how to stop the spread of the virus. Notices may be placed around the school (including entrances, notice boards, meeting rooms, and restrooms). Notices should contain information regarding hand hygiene, covering coughs and sneezes, and student spacing. **More promising educational measures include educational programs using school technology through morning news shows, mandatory 5-minute educational videos to be shown at one point during the day, or health and physical education classes. Such measures will vary based on individual school resources.**
- **Adapt masks into DCPS dress code. For students without access to masks or mouth coverings, DCPS will provide these students with such masks or mouth coverings based on the criteria of free and reduced lunches. This addition is not permanent,**

[41] Note: spelled as "relecotion" in guide

but to be activated at the discretion of the D.C. mayor and DCPS superintendent and officials.

- Ensure adequate supplies of tissues, hand sanitizing gels, soap, water, and cleaning supplies are available for employees and students. **These sanitation measures must follow CDC guidelines[42] including use of any alcohol-based hand sanitizer must contain at least 60% alcohol, and also comply with OSHA's standards on Bloodborne Pathogens, including proper disposal of regulated waste, and PPE.**
- **Ensure mandatory Personal Protective Equipment (PPE) for ALL DCPS staff including but not limited to: teachers, administration, cafeteria workers, bus drivers, etc.**
- The EST and SERT should ensure that employee, student, and parent education includes a pandemic influenza fact sheet containing information regarding stopping the spread of the virus and performing effective student spacing.
- Shared work areas such as desktops, tables, door knobs, stair rails, etc., should be cleaned with a disinfectant at least daily, more often if possible. **Upon return to schools after emergency leave, all shared work areas must be disinfected at the end of each period, and otherwise maintained periodically throughout the day.**
- Consider and prepare for how the school may function with 30 percent of the workforce absent.
- Consider alternatives such as staggered school times, changes in busing, and telecommunications.

---

[42] "Cleaning and Disinfecting Your Facility | CDC." *Center for Disease Control and Prevention*, Center for Disease Control and Prevention, 2020, www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html.

- Consider establishing policies and procedures for implementing containment measures (canceling sports events and other mass gatherings).
- Consider developing alternative procedures to assure continuity of instruction, distance learning methods (web-based, telephone trees, mailed lessons and assignments, and instruction via local radio and TV stations) in the event of widespread absenteeism or school closure. **Start transitioning into online learning at early stages of possible emergency to ease the situations at home with technology to come.**
- Depending on the significance of the outbreak, as a last resort and in consultation with public health officials, consider if/when the school will close. School closures may actually increase disease transmission if not orchestrated correctly.
- Provide education, communication, and guidance to the community that closing schools is a last resort and is only effective for disease containment if the staff and students are directed to stay at home during the school closure. **If there is a school closure, ensure daily updates surrounding the crisis to students and families through various use of technology and traditional methods. These include but are not limited to: social media, email newsletters, local TV, or phone calls.**

Furthermore, “Section 5: Recovery, Unit 1: Recovery” allows for sections to cover physical/structural recovery, business/fiscal recovery, academic recovery, and emotional recovery. However, there are no concrete guidelines around the sanitation protocols upon recovery in schools. Thus, our policy proposes the addition of a “health and sanitation recovery” section as follows:

Health and Sanitation Recovery

Upon the return to schools post-emergency, health and sanitation of students, staff, and other faculty must be prioritized to prevent further spread and contamination. Ensuring there is adequate supplies and resources for anyone interacting with a physical school building is important to maintain health standards within DCPS.

Considerations for Physical Recovery:

- **Mandating sanitation periods throughout the day**
- **Incorporating masks as a mandatory part of the dress code**
- **Improving hygiene in bathrooms and school classrooms and installing sanitation stations outside of the school for students to use before entering**
- **Mandating lunches to be eaten in classrooms rather than the cafeteria**
- **Providing materials for students to disinfect their desks before leaving the classroom**
- **Creating an educational program to teach children, teachers, and other faculty how to limit the spread of COVID-19 and practice safe hygiene**
- **Providing Personal Protective Equipment (PPE) for all DCPS staff, including cafeteria workers, janitors, administration, and bus drivers.**

Furthermore, Section 209 of Chapter 2 of Subtitle B of Title 2 of the District of Columbia Municipal Regulations (DCMR), which pertains to communicable diseases contracted by

students as was implemented in November 2014[43], must be amended to include COVID-19.

Section 209.3 must be amended as follows:

Each school shall contact the parent or guardian of a minor student who exhibits any of the following symptoms, which may indicate the beginning of a communicable disease, for possible referral for medicinal examination:

a. Sore throat;

b. Runny eyes;

c. Headache;

d. Nausea;

e. Vomiting;

f. Diarrhea;

g. Fever;

h. Chills;

i. Severe or chronic cough;

j. Rash;

k. Jaundice;

l. Weeping or draining sores that cannot be covered; **and**

m. Difficulty breathing not caused by physical exertion or exercise.

Section 209.6 must be amended as follows:

[43] *Department of Health Notice of Final Rulemaking*. District of Columbia Register, 28 Nov. 2014, doh.dc.gov/sites/default/files/dc/sites/doh/release_content/attachments/DCMR%2022-B209%20Communicable%20Diseases%20Contracted%20By%20Students%20rev.pdf.

A school shall inform the Director of the Department of Health within two (2) hours when any student has contracted any of the following diseases:

a. Measles;

b. Meningococcal meningitis;

c. Mumps;

d. Pertussis;

e. Rubella;

f. Tuberculosis;

g. Hepatitis A or any other food-borne illness; **or**

h. COVID-19

Section 209.4, which dictates the amount of time that must pass since the end of an illness before a student may return and any other measures that must be taken, should be amended to include recommendations for COVID-19 that should be written in conjunction with COVID-19 experts.

Lastly, the Health Operations Director of DCPS will be in charge of implementing such measures in schools based on the specific resources of each school and the District of Columbia Department of Health must complete check-ups, frequency at their discretion, in all DCPS schools to ensure the proper implementation of health standard protocols.

<u>Why is this something that should be addressed at the district level?</u>

It is important for all public schools to follow a standard procedure to ensure that all students and faculty across the District of Columbia receive the same level of protection from

COVID-19. Given the strong evidence indicating there will be a second, potentially worse wave in the Fall,[44] every D.C. public school should be equally prepared for a COVID-19 outbreak and equipped to protect its students. It is important that each school follows the CDC's guidelines for school safety, and this must be mandated at the city level in order to ensure no school neglects a measure or lacks the funding to implement all the guidelines. Furthermore, a recent study found that P.A.R.C.C. scores this year are likely to be far lower than previously estimated due to the disruption of distance learning.[45] As such, uneven protective and preventive measures across schools could result directly in lower performance and test scores for certain schools if they are forced to engage in distance learning due to a COVID-19 outbreak. It could also result in certain regions of D.C. more affected than others by COVID-19. This must be addressed by the D.C. Board of Education rather than individual schools because it requires additional funding to be sent to schools to afford sanitation stations, larger supplies of soap and hand sanitizer, Personal Protective Equipment, informational posters, cleaning supplies, and any administrative costs that may be associated with implementing these new procedures. This funding and allocation of resources must be equitably distributed to equally protect all schools and communities in D.C. As such, DCPS must act on a city-wide level to ensure *all* schools receive the funding necessary to protect their students and staff and remain open upon return for the 2020-2021 school year.

---

[44] Coyne, M. (2020, April 2). The U.S. May Be Heading To A Second (Or Even Fourth) Wave Of The Coronavirus Epidemic. Here's What That Means. Retrieved May 1, 2020, from https://www.forbes.com/sites/marleycoyne/2020/04/02/the-us-may-be-heading-to-a-second-or-even-fourth-wave-of-the-coronavirus-epidemic-heres-what-that-means/#2305e39616a0

[45] Truong, D. (2020, April 7). Achievement Could Drop In D.C. Schools During Coronavirus Closures, Study Finds. Retrieved from https://wamu.org/story/20/04/07/heres-how-much-achievement-could-drop-in-d-c-schools-during-coronavirus-closures/

Are there alternative responses that should be taken into account?

In regards to the safety and health concerns of DCPS, there are no outside measures that can be taken that protects students, staff, and faculty. The only alternative response to consider is simply recommending and encouraging schools to adopt these measures, rather than mandating. Although that may be more feasible for DCPS in the short-run, it's equally important to consider the imposing health risks if there is no specific mandate in regards to the health and sanitation aspect of return to schools. Another feasible option could be taking no action and resuming with the current DCPS School Emergency Response Plan and Management Guide. However, this document was written and published in October 2009, and has not been updated for the public since. In light of COVID-19 as an emergency crisis that affected DCPS greatly this past year, it is important to update this plan with specific and updated guidelines that comply with current governmental agencies (like the CDC or OSHA) standards with COVID-19, in order to prevent preventable school closures and more COVID-19 related cases and deaths.

Why is the policy you have proposed the appropriate/best response to the problem you have identified?

This policy is the best response to the problem identified because it creates a standardized preparedness protocol with guidelines which have a high likelihood of being effective in all areas of D.C. Furthermore, the policy implements the CDC's COVID-19 school guidelines. These guidelines include posting the signs and symptoms of COVID-19, cleaning surfaces that are frequently touched, limiting events and meetings that require close contact, and assessing if

community members are at higher risk and planning accordingly.[46] This policy implements these guidelines through the educational program to teach students how to recognize and limit the spread of COVID-19, the cleaning supplies provided to wipe down desks after the end of each class, the enforcement of lunch in the classroom, and the calculation of how much COVID-19 funding each school should get based on the size of the school and the vulnerability of the students, faculty, and their communities. Furthermore, many of these guidelines build on existing parts of D.C.'s influenza pandemic response plan. COVID-19 differs from the flu and thus requires its own tailored measures, but it shares the viral and infectious nature of the flu. Under this plan, existing measures like educational programs, increased supplies of sanitary equipment, and cleaning surfaces more frequently and effectively[47] are implemented and adjusted to target COVID-19 in particular.

What are the resources that will be needed to carry out this programmatic or policy response?

The costs of this policy will vary in accordance with CDC and other governmental agencies' guidelines at the time of recovery. While the costs of distributing masks, establishing sanitation stations, providing disinfecting wipes for masks, and printing informational WHO posters may vary based on business connections and evolving CDC guidelines, it is possible to make an approximate estimate given the available data.

It is essential to provide Personal Protective Equipment for all students and faculty in need. The approximate cost of $25 per person - this includes 5 masks to rotate with throughout

[46] "School Settings." *Centers for Disease Control and Prevention*, Centers for Disease Control and Prevention, 30 Apr. 2020, www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html.
[47] *School Emergency Response Plan and Management Guide*. Emergency and Safety Alliance, Jan. 2010, esa.dc.gov/sites/default/files/dc/sites/esa/publication/attachments/school_emergency_response_plan-1-5-10.pdf.

the week to prevent further exposure for the virus. 77% of DCPS students are economically disadvantaged[48], making a total of 38,512 of the estimated 50,016 students in DCPS[49] eligible for free masks. Paired with the entirety of DCPS faculty[50], who are also given free masks under this plan, the total number of people who would be given free masks amounts to approximately 43,152 people, making the total initial cost of masks $1,078,800. Additional costs may arise depending on new information about how long masks are effective and how often students and faculty lose masks.

The number of sanitation stations each school should receive should follow the ratio of one station per 50 students. This is low enough to limit any disruption to learning caused by students having to line up outside of schools to use sanitation stations before entering. The combined cost of a Purell sanitizer station stand[51] and the hand sanitizer dispenser itself[52] is around $144. With a ratio of one sanitation station outside of the school per 50 students and faculty, this is approximately 1,100 sanitation stations needed for all 55,000 students[53] and faculty.[54] This would result in a cost of approximately $158,400 to provide sanitation stations to every public school in DC. These stations serve 40oz of sanitizer[55], and each student and faculty member should use the recommended amount of .1010z (3ml) of sanitizer. This means each

[48] DCPS at a Glance: Enrollment. (n.d.). Retrieved from https://dcps.dc.gov/page/dcps-glance-enrollment
[49]FY20 Budget Update. (2019, April). Retrieved from https://dcps.dc.gov/sites/default/files/dc/sites/dcps/page_content/attachments/FY20 Budget_Public Deck.pdf
[50]Our Schools. (n.d.). Retrieved from https://dcps.dc.gov/page/our-schools
[51] PURELL LTX or TFX Touch-Free Dispenser Floor Stand, Lt Gray, 23 3/4 x 16 3/5 x 5 29/100 (2424DS). (n.d.). Retrieved from https://www.officecrave.com/purell-2424ds.html
[52] PURELL LTX-12 Touch-Free Dispenser, 1200mL, White (192004). (n.d.). Retrieved from https://www.officecrave.com/purell-192004.html
[53] FY20 Budget Update. (2019, April). Retrieved from https://dcps.dc.gov/sites/default/files/dc/sites/dcps/page_content/attachments/FY20 Budget_Public Deck.pdf
[54] Our Schools. (n.d.). Retrieved from https://dcps.dc.gov/page/our-schools
[55] PURELL LTX-12 Touch-Free Dispenser, 1200mL, White (192004). (n.d.). Retrieved from https://www.officecrave.com/purell-192004.html

station would run out every 8 school days, and would have to be refilled around 22.6 times[56] throughout the school year. This sanitizer is 70% alcohol[57], meeting the NFID[58] and CDC[59] recommendations. A refill costs $34[60], and refilling all 1,100 stations roughly 23 times a year would cost $846,175. This would result in a combined cost of approximately $1,004,575 to provide sanitation stations outside of all DCPS schools that students and faculty must use before entering.

Furthermore, this plan includes wiping down every desk between classes. The Diversey™ Oxivir TB Disinfectant Wipes comply with both the OCP sustainable purchasing guidelines and with the DCPS Green Cleaning Purchasing Guidelines[61], and are specifically disinfecting wipes rather than all-purpose cleaning wipes. While each school has a different schedule, these calculations will estimate that each student will wipe down an average of 6 desks a day. With 60 wipes per pack[62], this means each student will go through a canister of wipes every 10 school days, resulting in approximately 18 canisters per student. These canisters can be bought in packs of 12 for $87 (7.25 per canisters). 18 canisters per student for 50,016 students at a cost of 7.25 per canister yields an overall cost of $6,527,088 for the 2020-2021 school year.

---

[56]2019-2020 School Year Calendar. (2020, April 29). Retrieved from https://dcps.dc.gov/publication/2019-2020-school-year-calendar

[57] PURELL Advanced Hand Sanitizer Foam, LTX-12 1200 mL Refill, Clear (190502EA). (n.d.). Retrieved from https://www.officecrave.com/purell-190502ea.html

[58] Frequently Asked Questions About Novel Coronavirus (COVID-19). (2020, May 8). Retrieved from https://www.nfid.org/infectious-diseases/frequently-asked-questions-about-novel-coronavirus-2019-ncov/

[59] Frequently Asked Questions About Novel Coronavirus (COVID-19). (2020, May 8). Retrieved from https://www.nfid.org/infectious-diseases/frequently-asked-questions-about-novel-coronavirus-2019-ncov/

[60] PURELL Advanced Hand Sanitizer Foam, LTX-12 1200 mL Refill, Clear (190502EA). (n.d.). Retrieved from https://www.officecrave.com/purell-190502ea.html

[61] These products comply with the OCP Sustainable Purchasing Guidelines and the DCPS Green Cleaning Purchasing Guidelinese. (n.d.). Retrieved from https://dcps.dc.gov/sites/default/files/dc/sites/dcps/publication/attachments/Short List of Approved Green Cleaning Products.pdf

[62] Diversey™ Oxivir TB Disinfectant Wipes, 6 x 7, White, 60/Canister, 12 Canisters/Carton. (n.d.). Retrieved from https://www.wbmason.com/ProductDetail.aspx?ItemID=DVO5388471&uom=CT&se=1

This price does seem steep. However, since COVID-19 can last on hard surfaces for up to 72 hours,[63] it is vitally important to keep surfaces clean to prevent the spread of the virus.

Finally, the cost of implementing physical sanitation education posters would be dependent on current DCPS partnerships with office supply or resource companies. A rough estimate for a laminated poster the size of 12"x18" is $13.99[64], while a laminated poster the size of 18"x24" is approximately $26.72[65]; these prices can be discounted by rising quantity. Following the same ratio as sanitation stations, one poster per 50 students, the total cost of these education posters to DCPS would be from $15,389 to $29,392.

Based on these calculations, the total cost of providing masks, sanitation stations, disinfecting wipes, and educational WHO posters for all DC public schools for the 2020-2021 school year would be approximately $8,625,853 to $8,655,245 USD. However, these are approximations, and as aforementioned, in addition to the existing 9 factors used to calculate each school's allocation, a 10th factor should be added that thoroughly calculates the cost of implementing these COVID-19 prevention and protection measures given the school's population and possible existing shortfalls in health and sanitation measures. These costs can also be decreased through pre-existing DCPS partnerships with businesses and the formation of new partnerships to provide masks and sanitation stations to students and faculty. Local organizations[66] to consider are: MedSupplyDrive, an initiative launched by Georgetown medical

---

[63] Aubrey, A. (2020, March 18). How Long Can Coronavirus Survive On Hard Surfaces? Retrieved from https://www.npr.org/2020/03/18/817934601/how-long-can-coronavirus-survive-on-hard-surfaces

[64] Posters: Custom Posters: Staples®. (n.d.). Retrieved from https://www.staples.com/services/printing/posters/

[65] Custom Posters. (n.d.). Retrieved from https://www.vistaprint.com/signs-posters/posters?couponAutoload=1&GP=05/08/2020+11:58:04&GPS=5675785735&GNF=0

[66] Recker, J. (2020, March 27). Here's How You Can Get Face Masks to Healthcare Workers. Retrieved from https://www.washingtonian.com/2020/03/23/heres-how-you-can-get-face-masks-to-healthcare-workers/

students; GetUsPPE, a national organization with DC area connections; Hack the Pandemic, a crowdsourcing platform for PPE equipment. Furthermore, these costs would constitute a minute increase to DCPS's $1,052,000,000 FY20 budget,[67] and would contribute to saving countless lives and protecting the health of DC's students, faculty, and vulnerable communities.

What criteria are you using to determine if your policy is successful?

This policy will be considered successful primarily if no schools must close due to a COVID-19 outbreak. As aforementioned, the Health Operations Director of DCPS will be in charge of implementing such measures in schools based on the specific resources of each school and the District of Columbia Department of Health must complete check-ups, frequency at their discretion, in all DCPS schools to ensure the proper implementation of health standard protocols. Completely eliminating all COVID-19 cases within D.C. public schools is a near impossibility due to the highly infectious nature of the virus[68], the probability of a second wave[69], and the highly dense and metropolitan nature of DC. However, if these cases are kept to a small enough number and are handled efficiently enough that school closures aren't necessary, this makes the policy successful. Another measurement of success is to compare the rates of infection within DC public schools with the rates of infection in DC at large. If the rates within schools are at or below the rates in DC, the policy will be successful. As of April 7, this rate was 172.4 cases per

[67] FY20 Budget Update. (2019, April). Retrieved from https://dcps.dc.gov/sites/default/files/dc/sites/dcps/page_content/attachments/FY20 Budget_Public Deck.pdf
[68] Haelle, Tara. "The COVID-19 Coronavirus Disease May Be Twice As Contagious As We Thought." *Forbes*, Forbes Magazine, 9 Apr. 2020, www.forbes.com/sites/tarahaelle/2020/04/07/the-covid19-coronavirus-disease-may-be-twice-as-contagious-as-we-thought/.
[69] Kelly, Caroline, and Jen Christensen. "CDC Chief Says There Could Be Second, Possibly Worse Coronavirus Outbreak This Winter." *CNN*, Cable News Network, 21 Apr. 2020, www.cnn.com/2020/04/21/politics/second-coronavirus-cdc-director-robert-redfield/index.html.

100,000 population[70], but the rates will likely change and should be monitored in relation to DCPS cases. This policy will further be considered successful if no school is disproportionately impacted by COVID-19. A final measure of success would be if no DCPS student or staff member dies of COVID-19 during the 2020-2021 school year. This would indicate both a successful mitigation of the spread of the disease and effective informational measures that help students and staff know when they should call a doctor or be hospitalized.

What would happen with the problem if no action is taken and the problem were to continue on unchanged and undisturbed?

Bearing in mind the aforementioned statistics of DC citizens and students, families, and communities affected directly by DCPS, if there is no action taken to solve this problem, there is only a greater and concrete risk of transmitting COVID-19 and similar viruses that may arise in the future. Although the population segmentation of DCPS is mostly students, these same students directly reach parents, grandparents, coaches, mentors, and other community members. Likewise, without this policy, there are no active prevention tools that start with a significant root of contact: students. Furthermore, if no action is taken, schools will most likely have to close again, with no new directions yielded by the current DCPS School Emergency Response Plan. In order to maintain the integrity of DCPS and put the lives of the communities affected by COVID-19 as a priority, it is important to devise policy to address pressing matters like sanitation and health in schools upon return.

[70] "Geographic Differences in COVID-19 Cases, Deaths, and Incidence — United States, February 12–April 7, 2020." *Center for Disease Control and Prevention*, Center for Disease Control and Prevention, 17 Apr. 2020, www.cdc.gov/mmwr/volumes/69/wr/mm6915e4.htm#T1_down.

CONCLUSION

Upon passage, the updated DCPS Preparedness, Protection, and Recovery Plan will ensure proper safety measures are taken for all communities affected by DC Public Schools. With adequate sanitation practices and awareness campaigns for students and staff, DCPS will be ensuring that the safety of their faculty and students is their first priority, and further build a community of trust in the education system. This policy takes concrete steps to: **prepare** for a next wave of COVID-19 and any pandemic thereafter, **protect** all members of DCPS (students, staff, extended faculty, and family) from contracting and spreading of COVID-19, and lastly, facilitate **recovery** in DCPS schools and mandate proper instruction on sanitation upon return to schools. By implementing these necessary protocols, DCPS will be taking the appropriate measures to maintain the health of its community and limit preventable COVID-19 cases and deaths.

By making amendments to the DCPS School Emergency Response Plan and Management Guide, which has not been updated since January 2010, DCPS is making an updated safety procedure available to the public. Furthermore, if no action is taken, the 55,000 students and faculty members in direct contact with schools are at risk to contract and spread COVID-19, which is dangerous for not only children and staff, but their families, neighbors, coaches, and more. Leaving DC's schools vulnerable could have a ripple effect into thousands of D.C. households and ultimately into every community. Many of the most vulnerable populations, including people of color, the economically disadvantaged, and the elderly, either attend DCPS schools or are present in the households of DCPS students. Passing the PPR plan will protect not only DCPS students but DC at large.

REFERENCES

POLICY BRIEF:

(2010). Retrieved from https://esa.dc.gov/sites/default/files/dc/sites/esa/publication/attachments/school_emergency_response_plan-1-5-10.pdf

Biggerstaff, M., Cauchemez, S., Reed, C., Gambhir, M., & Finelli, L. (2014, September 4). Estimates of the reproduction number for seasonal, pandemic, and zoonotic influenza: a systematic review of the literature. Retrieved from https://www.ncbi.nlm.nih.gov/pubmed/25186370

Coronavirus (COVID-19) Situational Update. (2020, April 22). Retrieved from https://coronavirus.dc.gov/sites/default/files/dc/sites/coronavirus/page_content/attachments/COVID19-Situational-Update-Presentation_042220.pdf

DCPS at a Glance: Enrollment. (n.d.). Retrieved from https://dcps.dc.gov/page/dcps-glance-enrollment

Geographic Differences in COVID-19 Cases, Deaths, and Incidence - United States, February 12–April 7, 2020. (2020, April 16). Retrieved from https://www.cdc.gov/mmwr/volumes/69/wr/mm6915e4.htm#T1_down

Grandfacts State fact sheets for grand families: District of Columbia. (2017, May). Retrieved from

https://www.grandfamilies.org/Portals/0/State%20Fact%20Sheets/Grandfamilies-Fact-Sheet-District-of-Columbia.pdf

Kelly, C., & Christensen, J. (2020, April 21). CDC chief says there could be second, possibly worse coronavirus outbreak this winter. Retrieved from https://www.cnn.com/2020/04/21/politics/second-coronavirus-cdc-director-robert-redfield/index.html

People Who Are at Higher Risk for Severe Illness. (2020, April 15). Retrieved from https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-higher-risk.html

Portnoy, J., Sullivan, P., & Olivo, A. (2020, April 27). Coronavirus in the DMV: What you need to know. Retrieved from https://www.washingtonpost.com/dc-md-va/2020/03/07/maryland-virginia-dc-coronavirus/?arc404=true

Q&A on coronaviruses (COVID-19). (2020, April 17). Retrieved from https://www.who.int/news-room/q-a-detail/q-a-coronaviruses

School Settings. (2020, April 30). Retrieved from https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html

Thompson, D. (2020, April 1). The Coronavirus Will Be a Catastrophe for the Poor. Retrieved from

https://www.theatlantic.com/ideas/archive/2020/03/coronavirus-will-supercharge-american-inequality/608419/

Truong, D. (2020, April 7). Achievement Could Drop In D.C. Schools During Coronavirus Closures, Study Finds. Retrieved from https://wamu.org/story/20/04/07/heres-how-much-achievement-could-drop-in-d-c-schools-during-coronavirus-closures/

Zhang, S., Diao, M. Y., Yu, W., Pei, L., Lin, Z., & Chen, D. (2020, February 22). Estimation of the reproductive number of novel coronavirus (COVID-19) and the probable outbreak size on the Diamond Princess cruise ship: A data-driven analysis. Retrieved from https://www.ncbi.nlm.nih.gov/pubmed/32097725

PRELIMINARY REPORT:

Reuell, P. (2019, September 4). Lessons in learning. Retrieved May 6, 2020, from https://news.harvard.edu/gazette/story/2019/09/study-shows-that-students-learn-more-when-taking-part-in-classrooms-that-employ-active-learning-strategies/

Paduraru, C. (n.d.). The Advantages of Traditional Classroom Learning. Retrieved May 6, 2020, from https://classroom.synonym.com/advantages-traditional-classroom-learning-7964781.htm

What Are The Benefits Of Hands-On Learning? (n.d.). Retrieved May 6, 2020, from https://newschoolarch.edu/blog/what-are-the-benefits-of-hands-on-learning/

Truong, D. (2020, April 7). Achievement Could Drop In D.C. Schools During Coronavirus Closures, Study Finds. Retrieved May 6, 2020, from https://wamu.org/story/20/04/07/heres-how-much-achievement-could-drop-in-d-c-schools-during-coronavirus-closures/

People Who Are at Higher Risk for Severe Illness. (n.d.). Retrieved May 6, 2020, from https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-higher-risk.html

Free and Reduced Price Meals (FARM). (n.d.). Retrieved May 1, 2020, from https://dcps.dc.gov/farm

Learn the Process & Analyze the Data. (n.d.). Retrieved May 1, 2020, from https://www.dcpsdatacenter.com/budget_process.html

Sanche, S., Lin, Y. T., Xu, C., Romero-Severson, E., Hengartner, N., & Ke, R. (2020, April 7). Early Release - High Contagiousness and Rapid Spread of Severe Acute Respiratory Syndrome Coronavirus 2 - Volume 26, Number 7-July 2020 - Emerging Infectious Diseases journal - CDC. Retrieved May 7, 2020, from https://wwwnc.cdc.gov/eid/article/26/7/20-0282_article

Campbell, A. M. (2020, April 12). An increasing risk of family violence during the Covid-19 pandemic: Strengthening community collaborations to save lives. Retrieved May 7, 2020, from https://reader.elsevier.com/reader/sd/pii/S2665910720300384?token=ACE27956E027FC1

5415292C4A726C98426A3E3D6CDC9609595B79EA0B562F0FE91AD5AEAC5C97B5
4ACE417D785CF75FE

Leung, K., Wu, J. T., Liu, D., & Leung, G. M. (2020). First-wave COVID-19 transmissibility and severity in China outside Hubei after control measures, and second-wave scenario planning: a modelling impact assessment. *Lancet*, 1–12. Retrieved from https://reader.elsevier.com/reader/sd/pii/S0140673620307467?token=735D046C995D750A6D9DCAAD361F5B3CC7F975FD71357BB948359D291EA1A3E288C2BD1A1D67978DACBD7A706FB4B043

Coyne, M. (2020, April 2). The U.S. May Be Heading To A Second (Or Even Fourth) Wave Of The Coronavirus Epidemic. Here's What That Means. Retrieved May 1, 2020, from https://www.forbes.com/sites/marleycoyne/2020/04/02/the-us-may-be-heading-to-a-second-or-even-fourth-wave-of-the-coronavirus-epidemic-heres-what-that-means/#2305e39616a0

Sun, L. (2020, April 21). CDC director warns second wave of coronavirus is likely to be even more devastating. The Washington Post, Health. Retrieved from https://www.washingtonpost.com/health/2020/04/21/coronavirus-secondwave-cdcdirector/

DCPS. (n.d.). DCPS at a Glance: Enrollment. Retrieved April, 2020, from https://dcps.dc.gov/page/dcps-glance-enrollment

Thompson, D. (2020, March 20). The Coronavirus Will Be a Catastrophe for the Poor. The Atlantic. Retrieved from

https://www.theatlantic.com/ideas/archive/2020/03/coronavirus-will-supercharge-american-inequality/608419/

Yglesias, M. (2020, April). Prolonged school closures could be very costly for America's students. Vox. Retrieved from https://www.vox.com/2020/4/21/21223585/school-closure-impact-students-children

Safai, Y., Dr. (2020, April). How school closures put children at risk. ABC News. Retrieved from https://abcnews.go.com/US/school-closures-put-children-risk/story?id=70329613

All Things Considered [Radio program transcript]. (2020, March 27). NPR. CDC. (2020, March 19). Interim Guidance for Administrators of US K-12 Schools and Child Care Programs. Retrieved May 8, 2020, from https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html

DCPS. (2009, October). School Emergency Response Plan & Management Guide. Retrieved May 8, 2020, from https://esa.dc.gov/page/school-emergency-response-plan-management-guide

POLICY PROPOSAL AND ANALYSIS:

Free and Reduced Price Meals (FARM). (n.d.). Retrieved May 1, 2020, from https://dcps.dc.gov/farm

Coyne, M. (2020, April 2). The U.S. May Be Heading To A Second (Or Even Fourth) Wave Of The Coronavirus Epidemic. Here's What That Means. Retrieved May 1, 2020, from https://www.forbes.com/sites/marleycoyne/2020/04/02/the-us-may-be-heading-to-a-second-or-even-fourth-wave-of-the-coronavirus-epidemic-heres-what-that-means/#2305e39616a0

Truong, D. (2020, April 7). Achievement Could Drop In D.C. Schools During Coronavirus Closures, Study Finds. Retrieved from https://wamu.org/story/20/04/07/heres-how-much-achievement-could-drop-in-d-c-schools-during-coronavirus-closures/

Introduction School Emergency Response Plan and Management Guide. Jan. 2010, esa.dc.gov/sites/default/files/dc/sites/esa/publication/attachments/school_emergency_response_plan-1-5-10.pdf.

"When and How to Use Masks." *World Health Organization*, World Health Organization, www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/when-and-how-to-use-masks.

"Myth Busters." *World Health Organization*, World Health Organization, www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/myth-busters.

"How to Protect Yourself & Others." *Centers for Disease Control and Prevention*, Centers for Disease Control and Prevention, 24 Apr. 2020, www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html.

"What to Do If You Are Sick | CDC." *Center for Disease Control and Prevention*, Center for Disease Control and Prevention, 6 May 2020, www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html.

"Learn the Process & Analyze the Data." *Learn the Process - DCPS Interactive Data Center*, District of Columbia Public Schools, 2020, www.dcpsdatacenter.com/budget_process.html.

"Cleaning and Disinfecting Your Facility | CDC." *Center for Disease Control and Prevention*, Center for Disease Control and Prevention, 2020, www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html.

Department of Health Notice of Final Rulemaking. District of Columbia Register, 28 Nov. 2014, doh.dc.gov/sites/default/files/dc/sites/doh/release_content/attachments/DCMR%2022-B209%20Communicable%20Diseases%20Contracted%20By%20Students%20rev.pdf.

"School Settings." *Centers for Disease Control and Prevention*, Centers for Disease Control and Prevention, 30 Apr. 2020, www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html.

School Emergency Response Plan and Management Guide. Emergency and Safety Alliance, Jan. 2010, esa.dc.gov/sites/default/files/dc/sites/esa/publication/attachments/school_emergency_response_plan-1-5-10.pdf.

Berklan, James M. "Analysis: PPE Costs Increase over 1,000% during COVID-19 Crisis - News." *McKnight's Long Term Care News*, 9 Apr. 2020, www.mcknights.com/news/analysis-ppe-costs-increase-over-1000-during-covid-19-crisis/.

Haelle, Tara. "The COVID-19 Coronavirus Disease May Be Twice As Contagious As We Thought." *Forbes*, Forbes Magazine, 9 Apr. 2020, www.forbes.com/sites/tarahaelle/2020/04/07/the-covid19-coronavirus-disease-may-be-twice-as-contagious-as-we-thought/.

Kelly, Caroline, and Jen Christensen. "CDC Chief Says There Could Be Second, Possibly Worse Coronavirus Outbreak This Winter." *CNN*, Cable News Network, 21 Apr. 2020, www.cnn.com/2020/04/21/politics/second-coronavirus-cdc-director-robert-redfield/index.html.

"Geographic Differences in COVID-19 Cases, Deaths, and Incidence — United States, February 12–April 7, 2020." *Center for Disease Control and Prevention*, Center for Disease Control and Prevention, 17 Apr. 2020, www.cdc.gov/mmwr/volumes/69/wr/mm6915e4.htm#T1_down.

2019-2020 School Year Calendar. (2020, April 29). Retrieved from https://dcps.dc.gov/publication/2019-2020-school-year-calendar

Aubrey, A. (2020, March 18). How Long Can Coronavirus Survive On Hard Surfaces? Retrieved from https://www.npr.org/2020/03/18/817934601/how-long-can-coronavirus-survive-on-hard-surfaces

Custom Posters. (n.d.). Retrieved from https://www.vistaprint.com/signs-posters/posters?couponAutoload=1&GP=05/08/2020+11:58:04&GPS=5675785735&GNF=0

Diversey™ Oxivir TB Disinfectant Wipes, 6 x 7, White, 60/Canister, 12 Canisters/Carton. (n.d.). Retrieved from https://www.wbmason.com/ProductDetail.aspx?ItemID=DVO5388471&uom=CT&se=1

Frequently Asked Questions About Novel Coronavirus (COVID-19). (2020, May 8). Retrieved from https://www.nfid.org/infectious-diseases/frequently-asked-questions-about-novel-coronavirus-2019-ncov/

FY20 Budget Update. (2019, April). Retrieved from https://dcps.dc.gov/sites/default/files/dc/sites/dcps/page_content/attachments/FY20Budget_Public Deck.pdf

Guidance for Healthcare Providers about Hand Hygiene and COVID-19. (2020, April 27). Retrieved from https://www.cdc.gov/coronavirus/2019-ncov/hcp/hand-hygiene.html

Our Schools. (n.d.). Retrieved from https://dcps.dc.gov/page/our-schools

Posters: Custom Posters: Staples®. (n.d.). Retrieved from https://www.staples.com/services/printing/posters/

PURELL Advanced Hand Sanitizer Foam, LTX-12 1200 mL Refill, Clear (190502EA). (n.d.). Retrieved from https://www.officecrave.com/purell-190502ea.html

PURELL LTX or TFX Touch-Free Dispenser Floor Stand, Lt Gray, 23 3/4 x 16 3/5 x 5 29/100 (2424DS). (n.d.). Retrieved from https://www.officecrave.com/purell-2424ds.html

PURELL LTX-12 Touch-Free Dispenser, 1200mL, White (192004). (n.d.). Retrieved from https://www.officecrave.com/purell-192004.html

Recker, J. (2020, March 27). Here's How You Can Get Face Masks to Healthcare Workers. Retrieved from https://www.washingtonian.com/2020/03/23/heres-how-you-can-get-face-masks-to-healthcare-workers/

These products comply with the OCP Sustainable Purchasing Guidelines and the DCPS Green Cleaning Purchasing Guidelines. (n.d.). Retrieved from

https://dcps.dc.gov/sites/default/files/dc/sites/dcps/publication/attachments/Short List of Approved Green Cleaning Products.pdf

APPENDIX

A. Code of DCPS School Emergency Response Plan and Management Guide

"Section 2: Executive Support Planning Unit 4: Pandemic Flu Response Planning, Command and Control"

Upon notification that a pandemic is occurring, the EST and affected facility SERTs must do the following:

- Set up prominent notices at all entry points to facility, advising staff, students, and visitors not to enter if they have symptoms of influenza.
- Educate employees, students, parents, and visitors on how to stop the spread of the virus. Notices may be placed around the school (including entrances, notice boards, meeting rooms, and restrooms). Notices should contain information regarding hand hygiene, covering coughs and sneezes, and student spacing. More promising educational measures include educational programs using school technology through morning news shows, mandatory 5-minute educational videos to be shown at one point during the day, or health and physical education classes. Such measures will vary based on individual school resources.
- Adapt masks into DCPS dress code. For students without access to masks or mouth coverings, DCPS will provide these students with such masks or mouth coverings based on the criteria of free and reduced lunches. This addition is not permanent, but to be activated at the discretion of the D.C. mayor and DCPS superintendent and officials.

- Ensure adequate supplies of tissues, hand sanitizing gels, soap, water, and cleaning supplies are available for employees and students. These sanitation measures must follow CDC guidelines including use of any alcohol-based hand sanitizer must contain at least 60% alcohol, and also comply with OSHA's standards on Bloodborne Pathogens, including proper disposal of regulated waste, and PPE.
- Ensure mandatory Personal Protective Equipment (PPE) for ALL DCPS staff including but not limited to: teachers, administration, cafeteria workers, bus drivers, etc.
- The EST and SERT should ensure that employee, student, and parent education includes a pandemic influenza fact sheet containing information regarding stopping the spread of the virus and performing effective student spacing.
- Shared work areas such as desktops, tables, door knobs, stair rails, etc., should be cleaned with a disinfectant at least daily, more often if possible. Upon return to schools after emergency leave, all shared work areas must be disinfected at the end of each period, and otherwise maintained periodically throughout the day.
- Consider and prepare for how the school may function with 30 percent of the workforce absent.
- Consider alternatives such as staggered school times, changes in busing, and telecommunications.
- Consider establishing policies and procedures for implementing containment measures (canceling sports events and other mass gatherings).
- Consider developing alternative procedures to assure continuity of instruction, distance learning methods (web-based, telephone trees, mailed lessons and assignments, and

instruction via local radio and TV stations) in the event of widespread absenteeism or school closure. Start transitioning into online learning at early stages of possible emergency to ease the situations at home with technology to come.

- Depending on the significance of the outbreak, as a last resort and in consultation with public health officials, consider if/when the school will close. School closures may actually increase disease transmission if not orchestrated correctly.
- Provide education, communication, and guidance to the community that closing schools is a last resort and is only effective for disease containment if the staff and students are directed to stay at home during the school closure. If there is a school closure, ensure daily updates surrounding the crisis to students and families through various use of technology and traditional methods. These include but are not limited to: social media, email newsletters, local TV, or phone calls.

"Section 5: Recovery, Unit 1: Recovery, Health and Sanitation Recovery"

Health and Sanitation Recovery

Upon the return to schools post-emergency, health and sanitation of students, staff, and other faculty must be prioritized to prevent further spread and contamination. Ensuring there is adequate supplies and resources for anyone interacting with a physical school building is important to maintain health standards within DCPS.

Considerations for Physical Recovery:

- Mandating sanitation periods throughout the day
- Incorporating masks as a mandatory part of the dress code

- Improving hygiene in bathrooms and school classrooms and installing sanitation stations outside of the school for students to use before entering
- Mandating lunches to be eaten in classrooms rather than the cafeteria
- Providing materials for students to disinfect their desks before leaving the classroom
- Creating an educational program to teach children, teachers, and other faculty how to limit the spread of COVID-19 and practice safe hygiene
- Providing Personal Protective Equipment (PPE) for all DCPS staff, including cafeteria workers, janitors, administration, and bus drivers.

B. Title 2 of the District of Columbia Municipal Regulations (DCMR)

"Section 209.3 of Chapter 2 of Subtitle B of Title 2 of the District of Columbia Municipal Regulations (DCMR)"

Each school shall contact the parent or guardian of a minor student who exhibits any of the following symptoms, which may indicate the beginning of a communicable disease, for possible referral for medicinal examination:

a. Sore throat;

b. Runny eyes;

c. Headache;

d. Nausea;

e. Vomiting;

f. Diarrhea;

g. Fever;

h. Chills;

i. Severe or chronic cough;

j. Rash;

k. Jaundice;

l. Weeping or draining sores that cannot be covered; and

m. <u>Difficulty breathing not caused by physical exertion or exercise.</u>

Section 209.6 must be amended as follows:

A school shall inform the Director of the Department of Health within two (2) hours when any student has contracted any of the following diseases:

a. Measles;

b. Meningococcal meningitis;

c. Mumps;

d. Pertussis;

e. Rubella;

f. Tuberculosis;

g. Hepatitis A or any other food-borne illness; or

h. COVID-19

C. Press Release

Reopening of DCPS: COVID-19 Preparedness, Protection, and Recovery

FAIRFAX COUNTY, Virginia, May 18, 2020 — The highly communicable and sometimes lethal COVID-19 virus has upended public health systems, the economy, family life, and school systems Spreading through contact and respiration, COVID-19 has proved to be one of the greatest challenges our nation has faced in the past decade in the vast effects it has had on every facet of normal life.

Upon the reopening of schools, significant measures will need to be enacted to ensure the safety of students, staff and the community at large. The Greater Good Initiative's DCPS COVID-19 Preparedness, Protection, and Recovery (PPR) Plan seeks to implement measures to mitigate an influx of cases upon the reopening of schools and prepare for the next possible public health emergency. The policy recommends best practices including requiring masks as part of the dress code and supplying them free of charge to those who meet the criteria for free and reduced lunches, installing sanitation stations outside of schools for use upon entering the building, providing sanitation materials and PPE to students and staff, and creating an educational program to provide instruction on stopping the spread of COVID-19. In addition, the policy proposes changes to the DCPS School Emergency Response Plan and Management Guide and the allocation of funding to schools during the COVID -19 crisis.

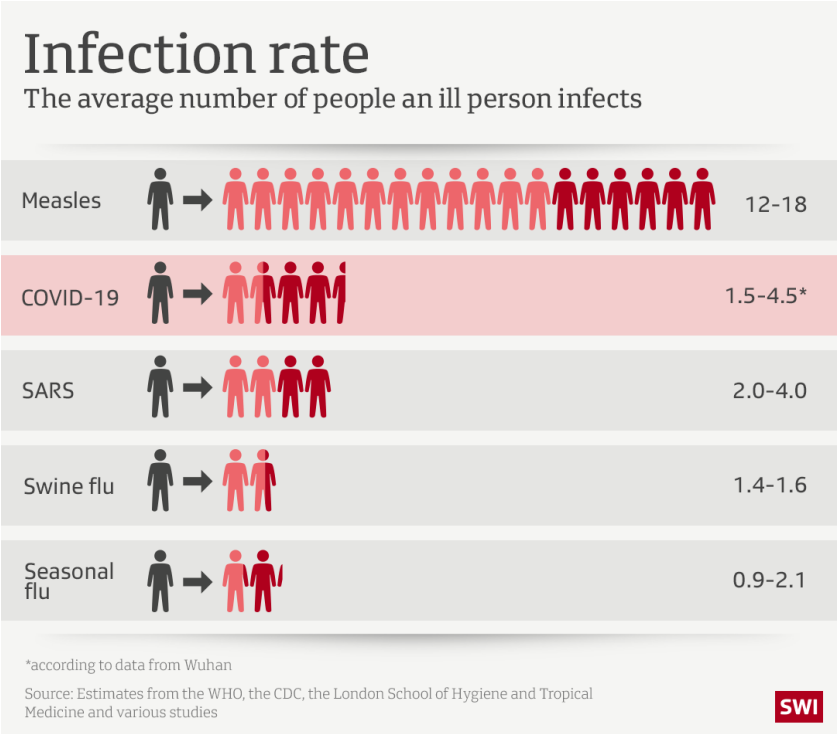
Seniors, communities of color, and low income communities are particularly vulnerable to COVID-19. D.C.P.S. is highly connected to these populations: 11% of children in DC reside with grandparents, 77% of students are economically disadvantaged, and 86% are African American or Latino. Strategic and comprehensive policy put in place now will benefit DC and the future of its citizens.

Standard sanitation procedures and vital support for students and staff are needed in the formative reopening months and possibly years. DCPS has an existing framework for a pandemic response that can be built on and improved to save lives and resume the instruction and social services for its 46,000 students.

About The Greater Good Initiative: The Greater Good Initiative (GGI) is a youth-led, nonpartisan policy think tank working to create sustainable solutions to our nation's most pressing issues. Currently focusing on addressing issues related to COVID-19 in the realms of public health, education, and economy, GGI has coordinated with local, state, and federal legislators, policy professionals, and community leaders to craft realistic and effective policies that actively respond to the public's greatest concerns.

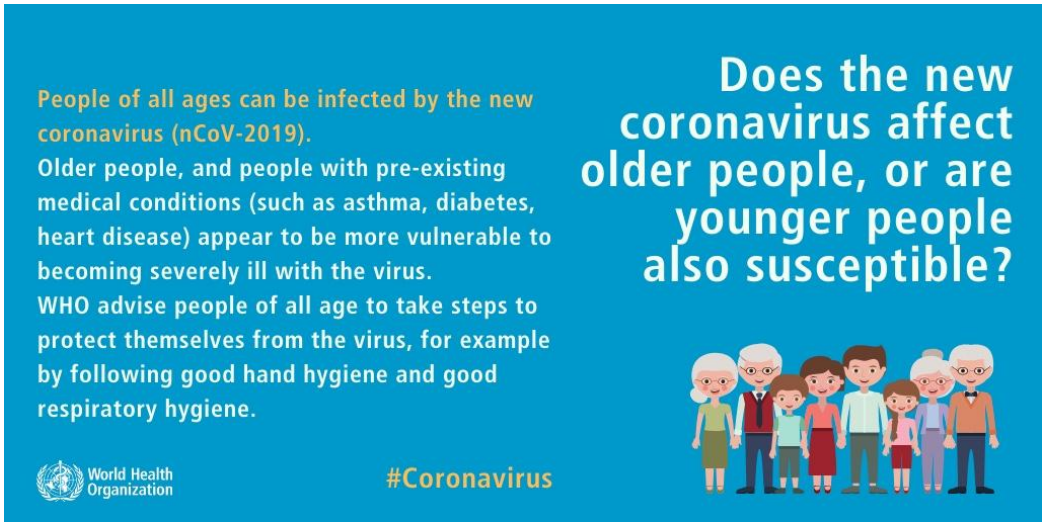
D. Supplementary Materials

Figure 1: COVID-19 Infection rate



Source: Estimates from the WHO, the CDC, and the London School of Hygiene and Tropical Medicine and various studies

Figure 2: An example of the W.H.O. countering misinformation graphics



Source: The World Health Organization