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UNIVERSITY OF CONNECTICUT

HEALTH AND SAFETY RE-ENTRY TASK FORCE RECOMMENDATIONS

University of Connecticut
Health and Safety Re-Entry Task Force
Table of Contents

University of Connecticut
Health and Safety Re-Entry Task Force
Mission Statement and Task Force Members

Mission Statement

To provide recommendations to University Senior Leadership to reduce the rate of transmission of COVID-19 among the University community, and support the physical and psychological health and safety needs of the University community during the recovery and re-entry process. Measures should be sustainable, scalable and agile to meet the changing needs of our population as well as the quickly changing pandemic impact.

Task Force Members

Co-Chairperson: William Perez, Associate Director of Public Safety/Fire Chief

Co-Chairperson: Teresa Dominguez, Director of Environmental Health and Safety

Annmarie Seifert, Campus Director, Avery Point

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Section One: Population Density

1.0 SUMMARY

This area of consideration focuses on how the University can manage its population density across all campuses as a preventative measure against contracting COVID-19. Since the beginning of the pandemic, the World Health Organization (WHO) and the Centers for Disease Control and Prevention (CDC) have adamantly called for social/physical distancing be enforced to help reduce the spread of the virus. This task force agrees and recommends implementing the below strategies to reduce the population of faculty, staff, and students across all campuses whenever possible.

2.0 STRATEGIES

Telecommuting:

Functional Area:

This committee recommends that employees plan to work from home with supervisor approval for positions where telecommuting is possible and appropriate.

Schedule Changes:

Functional Area:

The group suggests that work and class schedules be modified through shifts or days of operation. Staggered shifts or rotational shifts should be encouraged whenever and wherever possible, for students, staff, and faculty. Faculty could offer the option for students to either attend classroom sessions or view live instructions remotely, resulting in fewer students on campus. Additionally, a phased approach to returning students to campus is recommended.

Platooning:

Functional Area:

For some departments, a one week on campus, one week home strategy could be implemented resulting in a population reduction on each campus.

Access Management:

Functional Area:

Restrict access to campuses by visitors and designate single points of entry/exits in each building, whenever possible.

Large Events:

Functional Area:

Currently, large gatherings and events are restricted by state guidance as well as NCAA for sporting events. This committee is recommending continued compliance with both state and NCAA regulations/restrictions.

Building Occupancy Limits:

Functional Area:

Reduce the current occupancy limits by 50%. Install signage for the maximum capacity allowed in classrooms, conference rooms, lecture halls, and huddle rooms. For buildings less frequently used, consider moving classes to these locations. Consider directional signage to optimize pedestrian travel while at the same time keeping physical distancing.

Staff & Faculty Break Rooms/Dining Areas/Private Offices:

Functional Area:

Breaks and lunch times should be staggered to minimize the number of individuals in these areas at the same time. Reduce the number of seating options to avoid large gatherings, particularly in the Student Union. Dining areas will continue to follow state guidance established for restaurants. Private offices that remain vacant due to telecommuting staff could be identified for use by staff that are onsite to reduce population density in a given area or provide improved physical distancing from other workers.

3.0 CONSIDERATIONS

Telecommuting Pros:

- Reduces the overall number of individuals on each campus, particularly during hours of normal operations and peak population times.

Telecommuting Cons:

- Is not an option for everyone and is an additional challenge for supervisors to ensure employees are working when required.

Schedule Changes Pros:

- For staff, amending start and stop times of shifts will help reduce the number of employees in the office at one time.
- For students, the option to view lectures remotely reduces the number of students on campus.

Schedule Changes Cons:

- Managing schedules may be a challenge; HR/Labor Relations/CBAs may have some issues with proposed changes.
- Faculty may not agree with or struggle with technology to offer remote viewing.

Platooning Pros:

- Reduces the number of individuals on campus.

Platooning Cons:

- Same as above with regards to labor issues and managing schedules.

Access Management Pros:

- Implementation would aid in restricting the number of individuals allowed on campus to include public access to certain buildings.

Access Management Cons:

- May be a challenge to regulate.
- Single point of entry may result in “bottlenecking” or situation where physical distancing is not being observed.

Building Occupancy Limits Pros:

- Reduced occupancy will aid in physical distancing and mitigate potential exposures.

Building Occupancy Limits Cons:

- Difficult to enforce and monitor access.

1.0 SUMMARY

The task force examined the process of symptom checking for COVID-19 for all students, staff, faculty, visitors, and vendors at the University. The task force recommends that temperature checking and individual health monitoring would assist in identifying individuals who may have contracted SARS-CoV-2.

2.0 STRATEGIES

Temperature Taking:

Functional Area:

According to the Higher Education Subcommittee Reopen Connecticut Report to the Governor, public health experts currently recommend against daily temperature checks because many of those infected do not register elevated temperatures. The report acknowledges that this recommendation may change. Should this recommendation change, temperature taking could be accomplished through a combination of self-checking prior to departure from one's residence, and staffed temperature screening in areas strategically placed throughout the University, which could assist individuals who do not have access to thermometers.

Temperature taking at staffed screening areas would be optional. Individuals would be encouraged to self-screen prior to leaving their residence.

Health Monitoring:

Functional Area:

Health monitoring can be accomplished by using a health-screening questionnaire, either written or mobile application based.

3.0 EXAMPLES

All students would be encouraged to bring a thermometer when they return to school. This would be included on "Items to Bring" list published by Residential Life.

Strategic temperature-checking areas may include the Student Union, buses, large venues, and highly populated buildings. Only no-touch thermometers should be used.

Health monitoring would be implemented through the "How We Feel" application or through the "myUConn" application.

4.0 CONSIDERATIONS

Temperature Taking Pros:

- Identifies individuals who may be ill
- It is non-invasive
- It is a rapid test
- The equipment is simple to use and affordable
- Training is minimal
- Helps to reinforce the "stay at home when ill" message.
- Could decrease burden on SH&W for students wanting to get their temperature screened
- Equipment is simple to clean

Temperature Taking Cons:

- Staffing the screening area
- Determining locations of screening areas
- The individual may have a false sense of security if afebrile;
- Fever does not occur in 100% of SARS-CoV-2 patients; and the cost of staffing
- Shared thermometers could be a source of infection if not properly sanitized between individual use.

Health Monitoring Pros:

- Help identify people who may be symptomatic but afebrile
- Existing questionnaires and apps are simple to understand
- Cost is minimal for existing questionnaires
- People can track when they began feeling ill or had an exposure
- Will make people more aware of symptoms to monitor for and more aware of their own well-being
- Can send out push notifications through app
- Can update the app as new symptoms are identified by experts
- "How We Feel" app could provide information on the general "health" of our campus community without sharing personal information and raising privacy concerns.
- May help assist in identifying people ill for reasons other than SARS-CoV-2

Health Monitoring Cons:

- Cost of developing questionnaire in myUConn or creating a new app
- Cost of purchasing an existing app, if not developed in myUConn
- People may not want to share their personal information (may be used against them)
- Where does the data go/who is responsible for hosting or monitoring the data
- May cause contractual issue with employees or vendors if mandating use
- "How We Feel" app collects limited demographic information and cannot provide targeted health monitoring of individuals.

1.0 SUMMARY

Education during any critical incident is paramount to gaining understanding, compliance, and efficiency of operations and logistics. The Task Force recognizes that as an institute of higher learning, it will be expected that UConn will provide significant education, centered on the return to campus. We also recognize that there is a lot of new information on this topic some of which is incorrect or unverified information. It will be important to communicate where the university is getting its information, and that all information put out by UConn is consistent across **all** campuses. This will require significant communication to leadership and departments.

The Task Force recognizes that there are two ways this education can be delivered to the community: Web-based and physical/on-site. We recommend that the university utilize many of its proven delivery methods to accomplish the goal of providing accurate, helpful, clear, concise, and appropriate information to all students, staff, facility and visitors.

2.0 STRATEGIES

The Task Force recommends that existing University of Connecticut resources be utilized for the educational communication.

Functional Area:

- New Employee Orientation
- New Student Orientation
- myUConn App
- Environmental Health and Safety Training
- Compliance Training Module

The Task Force recommends that the following topics be covered in web-based training and resource programming:

- General Covid-19 Information
- Covid-19 Symptoms and what they mean
- What UConn is doing to help
    - Mental Health/Psychological Safety
- Personal responsibilities
    - Area Cleaning
- PPE and Cloth Mask Education
    - What is PPE
    - When/What to wear
    - How supplied – UConn, personal

- When to stay home/call a doctor
- Proper Hand Washing
- Proper Cleaning/Disinfection Techniques and Products
- Proper Physical Distancing
- Where to find additional resources
    - Creation of 24/7 on-call information line?
    - Creation of e-mail to handle any issues?
- Community Do's and Don'ts
- Compliance and Consequences

This training would be much like the Annual Compliance Training. This Covid-19 Community Training should be required to be completed by **all** students, staff, and faculty.

- The information in this training could be presented by high-profile UConn faculty/alumni to make it more enjoyable to complete.

The Task Force recommends that the following things be done in a physical/on-site area to increase education:

Functional Area:

- Consistent easy to understand signage at all high traffic areas in an outside of buildings.
    - Specific buildings may have specific information, but general information should be consistent.
- Utilization of QR Codes to link to web-based information

This will also allow for multiple languages to be accommodated.

3.0 EXAMPLES

- Existing compliance training and myUConn App.

4.0 CONSIDERATIONS

Education Pros:

- This should not be expensive.
- Platforms already exist to roll this out.
- Will keep consistent messaging to everyone.
- Will be able to show all the work that has gone into making campuses safe and allow for feedback.

Education Cons:

- This may overwhelm people
- Information overload?
- Would training be mandatory?
    - How to enforce if someone does not take it.
        - Can they come to work?
        - Can they come to school?
- Communication must be perfect – we do not want departments/areas making decisions contrary to overall guidance.
- Apps should default to language setting of the phone and conform to accommodation standards.

1.0 SUMMARY

Measures used by faculty, staff, students, and visitors to prevent the transmission of COVID-19 should follow CDC and CT rules. These include frequent hand washing, or use of hand sanitizer when not available; maintaining physical distancing; cleaning and disinfecting frequently touched items; not touching your eyes, nose, and mouth; and wearing of face coverings in public. The use of PPE to protect the wearer, is limited to higher risk workers such as healthcare providers and first responders. Use of barriers to prevent transmission is a recommended strategy in certain situations.

2.0 STRATEGIES

Face coverings/masks to protect others:

Functional Area:

- Employees - face coverings must be worn in the workplace per CT rules. Currently, they are allowed to be removed once you arrive at your office/cubicle and to eat/drink.
- Non-employees - CT rules require cloth face coverings when people cannot maintain a six foot or more distance from others.
  - **Education on proper use and maintenance:**
    - Face coverings/masks need to be regularly laundered.
    - People have a tendency to fidget with their masks, resulting in unconscious contamination of hands, eyes/exposed nose, or objects, and subsequent exposure to themselves or others.
  - **Supply:**
    - University-supplied to the extent feasible.
    - Employees should be allowed to supply their own or use University-supplied. Provide instructions on how to make them at home.
    - The University should provide an initial baseline of basic face coverings.
    - Locations on campus can be identified for mask pickups for those who need one.
    - Husky nose printed face coverings might build team spirit.
  - **Assess areas and situations where a six foot distance cannot or is difficult to maintain:**
    - Put efforts to provide direction, signage, and supplies of face coverings, to accommodate the needs. This should include busses, dining halls, lecture halls, conference rooms, elevators, and shared hallways of buildings where close contact may be otherwise unavoidable.
  - **Change processes:**
    - Recommend that individuals and departments change processes where they can to limit being within six feet of each other.
  - **Considerations:**
    - Six feet of separation should be maintained whenever possible**.**

Personal Protective Equipment (PPE):

Functional Area:

- **PPE should be used and made available to staff with a valid work-related need:**
  - PPE protects the wearer from hazards. Cloth face coverings are worn to protect other people from an infected wearer and are not considered PPE. CDC and OSHA have guidelines for potentially exposed populations of employees who should wear PPE to protect against COVID-19 and/or cleaning/disinfecting chemical hazards: health care providers, first responders, housekeeping staff, etc.
- **Gloves should not be made generally available:**
  - Gloves worn by the general public can be easily worn or removed improperly, creating a potential for unintentional exposures.
  - Handwashing and hand sanitizer use should be encouraged over glove use.
  - The University should provide information about using gloves safely for those who choose to wear them.
- **N95s should be used by staff who have a valid work related need for N95 level of protection:**
  - Those currently required to wear this level (N-95 masks) will continue to use PPE.
- **Education on what mask is appropriate (N95/cloth/surgical):**
  - Should be based on CDC and OSHA guidelines.

Disinfectants/wipes:

Functional Area:

- Disinfectant wipes for staff to use for their personal workstations and supplement housekeeping efforts is a good practice and recommended.
- Wipes are preferable to sprays for individual use for safety reasons and would require minimum training.
- Education/communication on how to use and which products are acceptable is important.
- The University should provide wipes whenever possible as well as a means to purchase acceptable products through HuskyBuy, or personally supplied alternatives.
- A list of acceptable products. This will help prevent people from inadvertently buying or bringing from home unsafe products (e.g., flammables) or mixtures (e.g., bleach), particularly since products continue to be in limited supply.
- Trash receptacles should be readily available in areas where wipes will be provided.

Physical barriers and devices to prevent transmission:

Functional Area:

- **Plexiglas barriers/screens:**
  - Already installed in the dining halls that are open/prepared to open. Should be installed in other retail locations that will open, reception areas, and information desks.
  - Barriers are better than masks at protecting people especially in areas like dining halls/ food service/retail where you may be exposed to 100 or more people walking by with face coverings of various effectiveness or none at all.
  - If barriers are considered, guidelines on whom we do this for should be very clear and reserved for jobs that cannot be done through telecommuting during these unprecedented times.
- **For shared computer workstations in Student Union, library, elsewhere:**
  - Provide keyboard covers or clear plastic sheets that can be cleaned/disinfected or, alternatively, remove the workstations.
  - Plastic surfaces can be cleaned/disinfected with wipes and changed out as often as needed. Provide disinfectant wipe stations at public computers.
- **Visual Floor Markers**
  - Place six foot demarcations in shared spaces, where feasible, to help individuals assess physical distancing.
- **Touch-free door openers:**
  - Step-and-pull type door openers, especially at bathrooms without paper towels.

Isolation of COVID-19 positive/suspected students:

Functional Area:

- Prepare spaces to accommodate students who have tested positive or are suspected of having COVID-19.
- Provide an isolation area for faculty/staff that test positive until their safe removal from campus.

Travel:

Functional Area:

- Follow COVID-19 related CT rules for travel for faculty, staff, and students.

1.0 SUMMARY

In response to the COVID-19 public health emergency, the CDC recommends that employers implement flexible and supportive policies and practices in order to maintain healthy business practices while reducing risk of transmission.

As the Task Force discussed business practice changes that may be necessary during re-entry, it recognized that existing policies, procedures, and/or guidelines will need to be analyzed and possibly modified. In some instances, new policies, procedures, and/or guidelines will need to be created in response. These policies, procedures, and/or guidelines will cover all Task Force recommendations ultimately adopted by the University.

2.0 STRATEGIES

Policy Review, Revision, and Creation:

Functional Area:

For any Task Force recommendations that are adopted, a multiple step approach will need to occur. Existing policies must be reviewed to identify any discrepancies that may exist. Existing policies may need to be modified to conform to adopted recommendations. New policies may need to be created to address new protocols for which previous policies did not exist.

Upon completion of policy/procedure/guideline review, the University should create an index to identify all policies, procedures, and guidelines that are relevant to the re-entry requirements. An option is to create one overarching COVID-19 policy to specifically address the Task Force recommendations, which may expire when/if normal campus activities resume.

3.0 EXAMPLES

- Create University policy on Temperature Screening
- Review and modify University policies on sick leave to address CDC recommendations for self-quarantining based on type/severity of exposure and return to work parameters

4.0 CONSIDERATIONS

Policy Pros:

- Having documented policies, procedures, and guidelines in place is essential to the University's ability to enforce compliance with adopted recommendations
- A singular COVID-19 policy/procedure would create ease of reference for readers; also, if a COVID-19 policy existed, it would remove the need to revise and then re-revise the numerous policies that may need to be modified.

Policy Cons:

- Modifying existing policies or creating new policies may require bargaining unit negotiations
- Official policies require Executive Policy Committee approval, which takes significant time

1.0 SUMMARY

The operations category for the Task Force includes items to physically combat the spread of SARS-CoV-2. This includes preventative measures for our buildings on campus, busses and transportation systems, campus visitors and guests, and campus deliveries. Preventative measures include strategies for physical distancing, disinfecting more frequently, and processes for immediately following up in areas that have a presumptive and/or confirmed COVID-19 case.

2.0 STRATEGIES

Facility Cleaning/Maintenance

Functional Area:

In order to maintain cleanliness and decrease the potential for cross-contamination by contact with surfaces, additional disinfecting of touch points should be required. The frequency and scheduling of this should be determined based on occupancy. Advanced equipment used to increase efficiency and efficacy of disinfection should be explored.

Hand hygiene is crucial to minimizing spread of diseases. Means for hand hygiene should be bolstered.

Disinfectant wipes and increased cleaning by individuals will greatly aid in preventing cross-contamination by contact with surfaces. A more specific process for areas where a presumptive or confirmed COVID-19 person came in contact with surfaces needs to be developed or enhanced.

Cooperation and participation by faculty, staff, and students in the disinfecting process and engineering controls is key. While the University will be responsible for increased frequency of disinfecting touch points, individuals/departments will be asked to contribute by wiping down their individual work spaces making sure that they are following the safety guidance of EH&S.

Vendor Guidelines:

Functional Area:

Vendors and delivery service personnel should be required to follow the same guidance as faculty, staff, and students. Hands off/electronic signatures are preferred to using potentially contaminated writing utensils. Designated areas should be established for dropping off and picking up packages to limit the contact between University community members and delivery personnel.

Public Transportation:

Functional Area:

Public transportation on campus poses a significant potential for disease transmission. Limiting the number of passengers and physical distancing should be strictly enforced. Drivers and passengers should be required to wear face masks. Buses/vans will need to be disinfected frequently.

Visitation:

Functional Area:

Visitors and guests on campus pose another potential for disease transmission. Visitors and guests should be discouraged from coming to campuses during initial reopening phases, and phased in on the subsequent reopening phases. This includes students' visitors to residence halls. This should be based on CT and federal guidance for maximum number of people allowed to congregate in spaces.

3.0 EXAMPLES

- More frequent cleaning, 2-3 times per day for common touch points, possible “down times” during the day or third shift to allow for cleaning
- Individuals/departments can use the wipes to clean their individual workspaces daily to supplement elevated cleaning frequencies in common areas.
- Electrostatic disinfection should be considered where possible
- Hand sanitizing stations at entrances
- A procurement and distribution strategy for wipes should be considered for use by departments and individuals returning to campus.
- Consider establishing a communication protocol (possibly through BEC list) following HIPAA and privacy guidelines appropriately for follow up disinfection for presumptive or confirmed COVID-19 cases.
- Consider increasing the time in between classes to allow students or staff to clean desk surfaces
- Staff/Faculty can support by taking their individual trash containers and emptying them into common containers on floors and washing their hands before and after doing so
- Buses can be disinfected after each route completion and supported by drivers
- Disinfectant wipes can be made available for passengers on public transportation.
- Once passenger limits are met, the digital signs on the front of the bus can read “Coach Full”
- Electronic/virtual campus tours can continue for as long as feasible

4.0 CONSIDERATIONS

Operations Pros:

- Decrease transmission of disease through contact with contaminated surfaces or individuals
- Based on CT and CDC recommendations
- Fosters cooperation of UConn community members to enhance the well-being of all community members

Operations Cons:

- Availability and cost of disinfecting solutions and apparatus
- Potential need for more vehicles or route changes if number of people allowed on a bus are decreased or while vehicles are out of service to disinfect.
- Changes in established class schedule times to allow for increased disinfecting between students

1.0 SUMMARY

This area of consideration for the University focuses on the testing of faculty, staff, and students to provide diagnosis of individuals within the University community infected with COVID-19. With better recognition of infected individuals, the University can better gauge its response needs. Virus testing should conform to the guidelines issues by CT.

2.0 STRATEGIES

Student Testing:

Functional Area:

According to guidance released by CT, incoming residential students should be tested for COVID-19 as they arrive on campus. Those testing positive should be isolated. If the test results are not available immediately, all students tested should be quarantined in their rooms until the test results are available to avoid the potential of broad transmission as students return to campus. It is likely that a second round of testing, within seven to fourteen days of the first, will be required to detect those who might have registered a false negative result on the first round. A negative test result does not preclude a future positive result. Re-testing may be required throughout the year depending on the underlying infection rate at the time and prevailing public health guidance.

Faculty/Staff Testing:

Functional Area:

The guidance also recommends that faculty and student-facing staff be tested shortly before residential students return to campus, and re-tested periodically as indicated by public health guidance. This is to protect faculty and staff from infecting one another, and also to prevent them from infecting students, among whom contagion is likely to spread more rapidly.

Serology Testing:

Functional Area:

If it is determined that antibodies confer immunity, the University should consider using serology tests to determine which students are immune and no longer need to be considered vulnerable. The same University policies regarding physical distancing and other requirements should apply regardless of an individual's positive or negative antibody test result. Changing policies based on test results could lead to stigma or risky behaviors in order to gain immunity.

3.0 EXAMPLES

- Drive-thru testing currently being done at Student Health and Wellness would continue
- Symptomatic faculty/staff currently can obtain testing without a referral from a primary care physician through the UConn Health COVID-19 Call Center

4.0 CONSIDERATIONS

Testing Pros:

- Testing will provide the ability to detect asymptomatic and mildly symptomatic cases.
- Isolation of individuals who test positive will prevent transmission to others.

Testing Cons:

- Staff testing may need to be negotiated with Labor.
- Staff testing would likely need to be contracted with an outside agency.
- Potential staff test reporting and HIPAA compliance issues
- Increase in staff for SHaW to test students and provide tracking, contact tracing and quarantine monitoring or contract with an outside agency to provide support.
- Expense of repeated rounds of testing.
- Expense of labor required to meet testing and monitoring requirements.
- Logistics of testing staff and students twice within approximately two weeks of student arrival, and ongoing testing as required.
- Provision of meals to students in residential housing during their period of isolation for confirmed or presumed COVID-19 infection.

Note: Without a vaccine, in a best case scenario to reach a minimal herd immunity of 70%, over 200 million Americans would have to be infected. This amount of Americans may not be achieved until 2021 at current rates of infection.

1.0 SUMMARY

This focuses on guidelines and procedures that may be unique to different sites and workplace environments across all campuses. Given the diverse workplace conditions, this group addressed the possibility for some areas to comply with a different set of standards.

2.0 STRATEGIES

Workplace Modifications

Functional Area:

Workplace amendments to the University-wide guidance may be necessary for certain departments. Establishing EHS as a single point of approval for amendments should help ensure that modifications to the guidelines still ensure individual safety, as well as abide by OSHA, CDC, and Safe Workplace guidelines.

3.0 EXAMPLES

In some of the research labs and/or areas of where physical distancing may be unavoidable, stricter guidelines may be necessary and EHS could require N-95 masks rather than surgical masks, or cloth face coverings.

4.0 CONSIDERATIONS

Site Department/ Worker Dependent Decision Making Pros:

- Allowing for some flexibility with regards to potential amendments to established guidance would allow work in support of the university's mission to be carried out while still ensuring local/state/federal guidelines are met. Individual's safety should remain our priority.

Site Department/ Worker Dependent Decision Making Cons:

- Establishing different sets of criteria for different workplace environments may cause some confusion on the proper procedures in surrounding locations across the campuses.

1.0 SUMMARY

Communication is a key aspect in the facilitation of a positive, healthy, and safe re-entry to the University campuses for faculty, staff, students, contractors, and visitors. Messaging needs to be transparent, clear, concise, frequent, and easily accessible. Communication should be made under a unified brand.

2.0 STRATEGIES

Communication Plan:

Functional Area:

A comprehensive communications plan using multiple channels of delivery will need to be coordinated. A task force including representatives from multiple University Departments, to include, but not limited to: Student Affairs, Provost Office, Human Resources, Environmental Health and Safety, Facilities Operations, Student Health and Wellness, and Public Safety should be led by University Communications.

3.0 EXAMPLES

- Utilize materials from reputable sources such as CDC, Society for Healthcare Epidemiology of America, and Mental Health America (Page 2)
- Communication plan template (Page 3)

4.0 CONSIDERATIONS

Communication Pro:

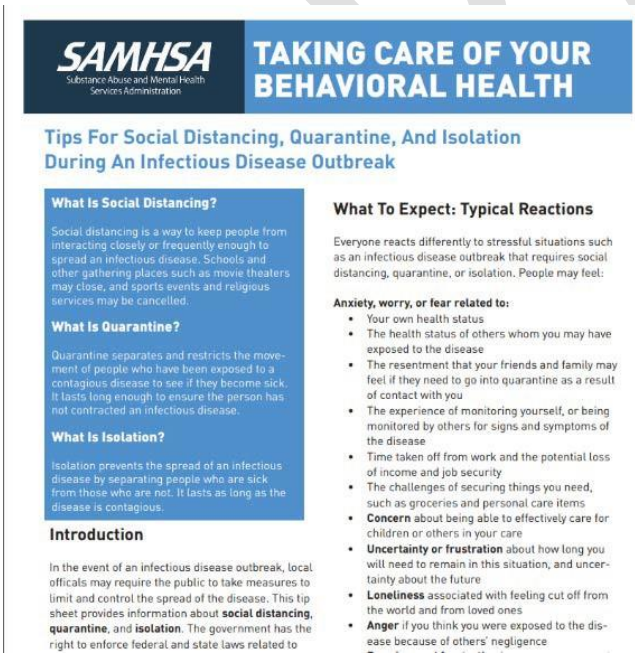
- Increased chance of successful re-entry due to timely and accurate information.

Communication Cons:

- Task Force coordination could create delays


STOP
Feeling Sick?
Stay home when you are sick!
If you feel unwell or have the following symptoms
please leave the building and contact your health care provider.
Then follow-up with your supervisor.
DO NOT ENTER if you have:
FEVER
COUGH
SHORTNESS OF BREATH
CDC
cdc.gov/CORONAVIRUS


Share facts about COVID-19
Know the facts about coronavirus (COVID-19) and help stop the spread of rumors.
FACT 1
FACT 2
FACT 3
FACT 4
FACT 5
CDC


SAMHSA
Substance Abuse and Mental Health Services Administration
TAKING CARE OF YOUR BEHAVIORAL HEALTH
Tips For Social Distancing, Quarantine, And Isolation During An Infectious Disease Outbreak
What Is Social Distancing?
Social distancing is a way to keep people from interacting closely or frequently enough to spread an infectious disease. Schools and other gathering places such as movie theaters may close, and sports events and religious services may be cancelled.
What Is Quarantine?
Quarantine separates and restricts the movement of people who have been exposed to a contagious disease to see if they become sick. It lasts long enough to ensure the person has not contracted an infectious disease.
What Is Isolation?
Isolation prevents the spread of an infectious disease by separating people who are sick from those who are not. It lasts as long as the disease is contagious.
Introduction
In the event of an infectious disease outbreak, local officals may require the public to take measures to limit and control the spread of the disease. This tip sheet provides information about social distancing, quarantine, and isolation. The government has the right to enforce federal and state laws related to
What To Expect: Typical Reactions
Everyone reacts differently to stressful situations such as an infectious disease outbreak that requires social distancing, quarantine, or isolation. People may feel:
Anxiety, worry, or fear related to:
Your own health status
The health status of others whom you may have exposed to the disease
The resentment that your friends and family may feel if they need to go into quarantine as a result of contact with you
The experience of monitoring yourself, or being monitored by others for signs and symptoms of the disease
Time taken off from work and the potential loss of income and job security
The challenges of securing things you need, such as groceries and personal care items
Concern about being able to effectively care for children or others in your care
Uncertainty or frustration about how long you will need to remain in this situation, and uncertainty about the future
Loneliness associated with feeling cut off from the world and from loved ones
Anger if you think you were exposed to the disease because of others' negligence


Wet
Get Soap
Wash YOUR Hands!
Scrub
Rinse
Dry

Communications Plan Template

The below contains a broad and general list of key information that will need to be communicated, a list of potential sources to convey messaging, and various audiences to notify.

Key Messages to Communicate	Potential Source(s)	Audience(s)	Frequency	Owner/SME	Date(s)
EXAMPLE					
Safe Return to University Protocol	Letter	All	Once	President	5/21/20
Policy	Poster	Faculty/Staff	As needed	President	
Instruction/Procedure	Signs	Students	Weekly	Provost	
Guidelines	MyUConnApp	Visitors	Monthly	EHS	
Psychological Safety/Wellness	Social media	Contractors	Once	Human Resources	
University Values	Virtual Town Hall	Unions		Public Safety	
Training(s)	Email	All (Entire University Community)		Research	
Voice of the Employee/Student (feedback; what's going well or not; suggestions for improvement)	COVID-19 Website			Administration/CFO	
	Daily Digest			SHaW	
	Virtual Department Meetings				
	Union Communication				
	Newsletter				
	Everbridge				
	Pulse Survey				
	Learning@Work/HuskyCT				

1.0 SUMMARY

Policy violations should be addressed with processes currently in place. These are mainly immediate actions to address the situation by the supervisor/person in charge, and a follow-up with progressive discipline when necessary and appropriate. The State of Connecticut Office of Labor Relations recommends this approach.

2.0 STRATEGIES

Policy Implementation, Education, and Enforcement:

Functional Area:

To provide the University community with adequate notice of newly implemented policies. To continue to educate the community as to the reporting mechanisms that are already in place so that violations are addressed punctually and adequately.

The appropriate office to handle a specific policy violation is dependent on the person involved and the policy at issue, such as Community Standards, Labor Relations, Office of University Compliance, and/or Office of Institutional Equity. The University community should be given adequate notice of and acknowledge the existence of the newly implemented policies. Central reporting is not recommended.

3.0 EXAMPLES

- The University cannot require the use of a mask or cloth face covering by anyone for whom doing so would be contrary to his or her health or safety because of a medical condition.
- If a person declines to wear a mask or cloth face covering because of a medical condition as described above, such person shall not be required to produce medical documentation verifying the stated condition.
- Requests for accommodations should be handled by processes currently in place

4.0 CONSIDERATIONS

Compliance Pros:

- The recommendations for compliance utilizes processes already in place, thereby making it easier to implement and educate.

Compliance Cons:

- None

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