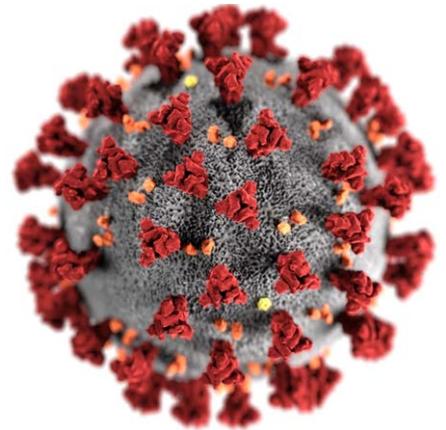


# The Impact of COVID-19 on School Re-Opening

Thursday, October 1, 2020  
3:00 pm ET



**Public Health**  
Prevent. Promote. Protect.

**NACCHO**  
National Association of County & City Health Officials

# Agenda

**Welcome**

**CDC - School Playbook: COVID-19 Guidance/Considerations for K-12 Schools and the Role of Local Health Departments**

**NASN – Impact of COVID -19 on School Re-Opening**

**Harris County Public Health – Local Health Department Perspective**

**Discussion and Q&A**

**Closing Remarks & Adjourn**

# Housekeeping

- All participants will be placed in **listen-only mode** during the presentation segment of the webinar.
- You may submit your questions or comments at anytime through the online platform using the **Q&A feature**. We will have a discussion period following the presentations during which attendees can pose questions or provide comment.
- The webinar will be recorded and available shortly after today's webinar. We will also share the slides, call notes and resources from today's presentation as permitted by the speakers.

# School Playbook: COVID-19 Guidance/Considerations for K-12 Schools and the Role of Local Health Departments

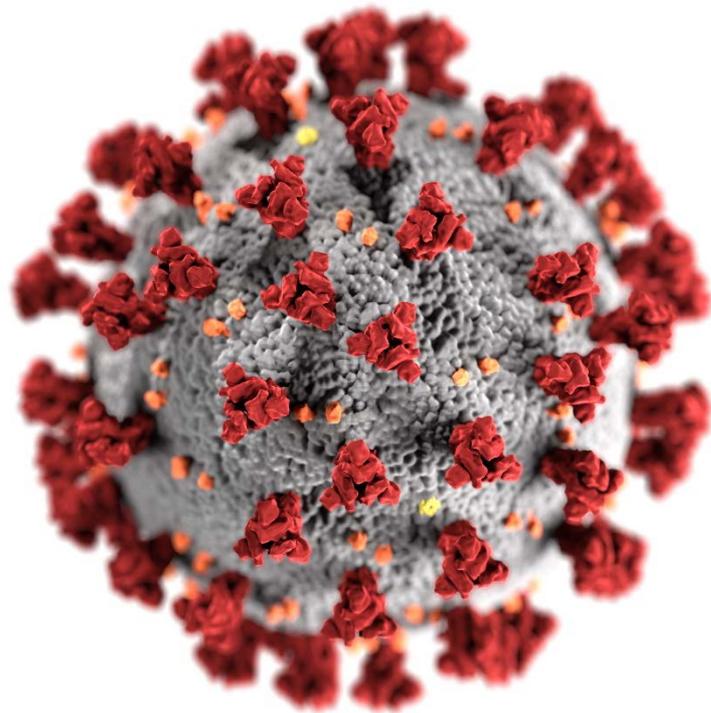
Greta Massetti, PhD

Lead, JCC Mitigations and Risk Working Group

Lead, CDC Community Interventions and Critical Populations Task Force

NACCHO COVID-19 Webinar

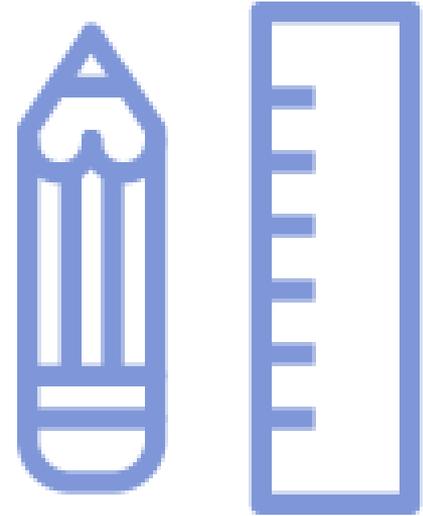
October 1, 2020



[cdc.gov/coronavirus](https://cdc.gov/coronavirus)

# Overview

- Data and statistics
- Guidance and considerations for K-12 schools and public health departments
- Other topics related to K-12: school food service, sports, social/emotional/mental health, and Halloween

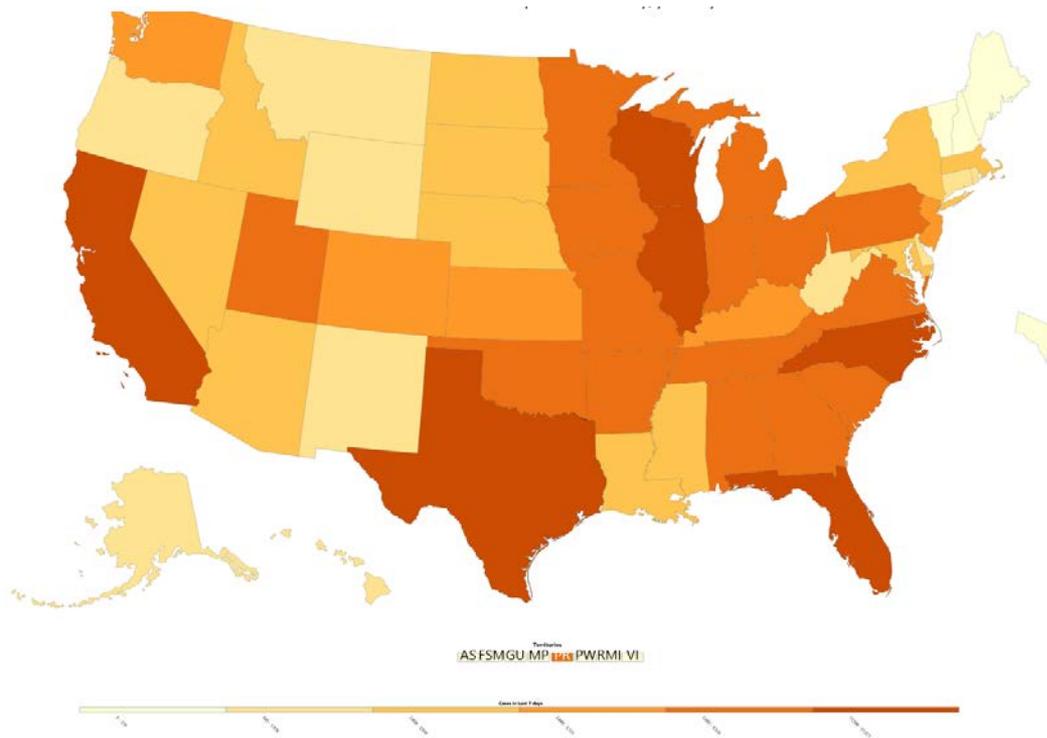


# Data and Statistics



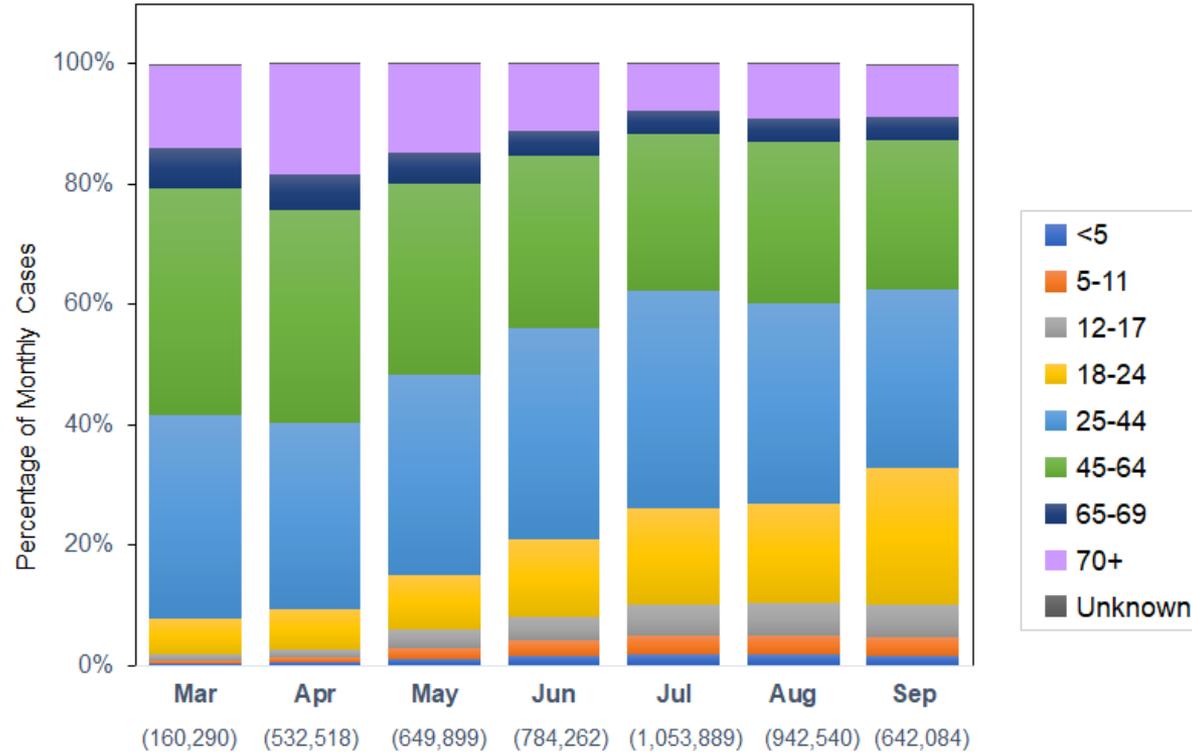
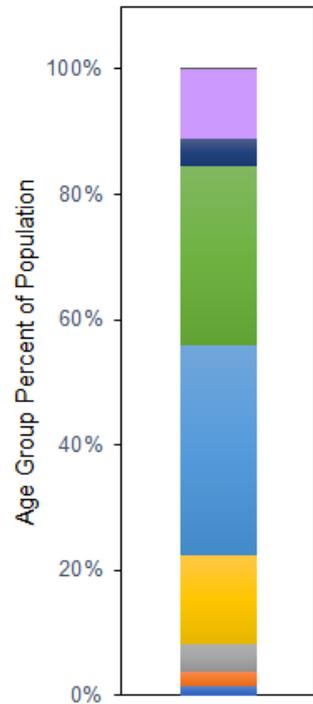
# US COVID-19 cases reported to the CDC, by state/territory

- As of September 30, 2020
  - Total cases in last 7 days  
**294,175**
  - Total number of cases  
**7,168,077**
  - Total deaths  
**205,372**



Google Search Terms: COVID data tracker, CDC

# Trends in case incidence by age group



Source: CDC Case Report Data

# COVID-19 Trends Among School-Aged Children— United States, March 1–August 29, 2020

- Incidence of reported cases among 12–17-year-old children two times higher than that of 5–11-year-old children
- Large increases in positive tests May–mid July; plateau in late July then decrease in August
- Mortality and hospitalization low overall
- Some children at increased risk
  - Among children hospitalized or admitted to an ICU, Hispanic ethnicity, Black race, and underlying medical conditions were more common



# Guidance and Considerations for K-12 Schools and Public Health Departments



# Indicators for dynamic school decision-making

- Many state, tribal, local, and territorial public health officials, partners, and members of the public have asked CDC how to determine when it is safer to open schools for in-person learning
- The core and secondary indicators can aid state, tribal, local, and territorial public health officials in their decision-making process regarding school reopening for in-person learning
- Each community should decide the most appropriate indicators to reference when deciding to open, close, or reopen schools for in-person learning



*Google Search Terms: school reopening indicators, CDC*

# Core indicators to inform in-person school learning

INDICATORS	Lowest Risk of Transmission in Schools	Lower Risk of Transmission in Schools	Moderate Risk of Transmission in Schools	Higher Risk of Transmission in Schools	Highest Risk of Transmission in Schools
 <p>Number of new cases per 100,000 persons within the last 14 days*</p>	<5	5 to <20	20 to <50	50 to ≤ 200	>200
 <p>Percentage of RT-PCR tests that are positive during the last 14 days**</p>	<3%	3% to <5%	5% to <8%	8% to ≤ 10%	>10%
<p><b>Ability of the school to implement 5 key mitigation strategies:</b></p>  <ul style="list-style-type: none"> <li>Consistent and correct use of masks</li> </ul>  <ul style="list-style-type: none"> <li>Social distancing to the largest extent possible</li> <li>Hand hygiene and respiratory etiquette</li> </ul>  <ul style="list-style-type: none"> <li>Cleaning and disinfection</li> <li>Contact tracing in collaboration with local health department</li> </ul>	Implemented <b>all 5 strategies correctly and consistently</b>	Implemented <b>all 5 strategies correctly but inconsistently</b>	Implemented <b>3-4 strategies correctly and consistently</b>	Implemented <b>1-2 strategies correctly and consistently</b>	Implemented <b><u>no</u> strategies</b>

\*Number of new cases per 100,000 persons within the last 14 days is calculated by adding the number of new cases in the county (or other community type) in the last 14 days divided by the population in the county (or other community type) and multiplying by 100,000.

\*\*Percentage of RT-PCR tests in the community (e.g., county) that are positive during the last 14 days is calculated by dividing the number of positive tests over the last 14 days by the total number of tests resulted over the last 14 days. Diagnostic tests are viral (RT-PCR) diagnostic and screening laboratory tests (excludes antibody testing and PT-PCR testing for surveillance purposes). Learn more: <https://www.cdc.gov/coronavirus/2019-ncov/lab/resources/calculating-percent-positivity.html>



Google Search Terms: school reopening indicators, CDC

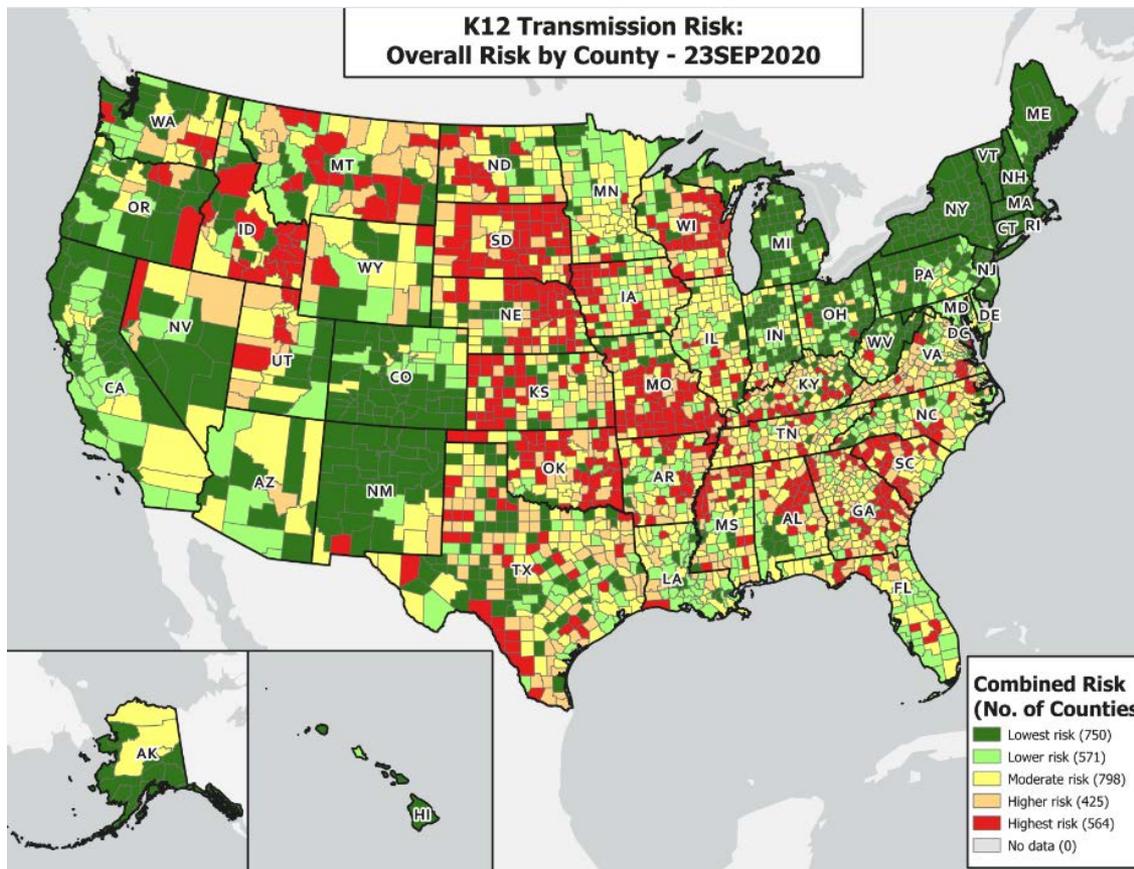
# Secondary indicators to inform in-person school learning



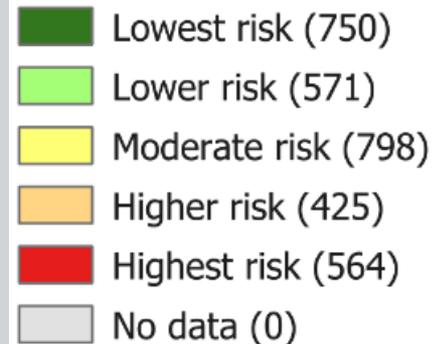
\*\*\*Hospital Beds and ICU Beds Occupied: These indicators are proxies for underlying community burden and the ability of the local healthcare system to support additional people with severe illness, including those with COVID-19. A community can be defined at the city, county or metro area level; federal analyses of hospital utilization rates within a community are typically conducted at the core-based statistical area (e.g. by metropolitan or micropolitan status).

\*\*\*\* Sudden increase in the number of COVID-19 cases in a localized community or geographic area as determined by the local and state health department.

# K-12 Transmission Risk Based on Case Incidence and Test Percent Positivity\*



## Combined Risk (No. of Counties)



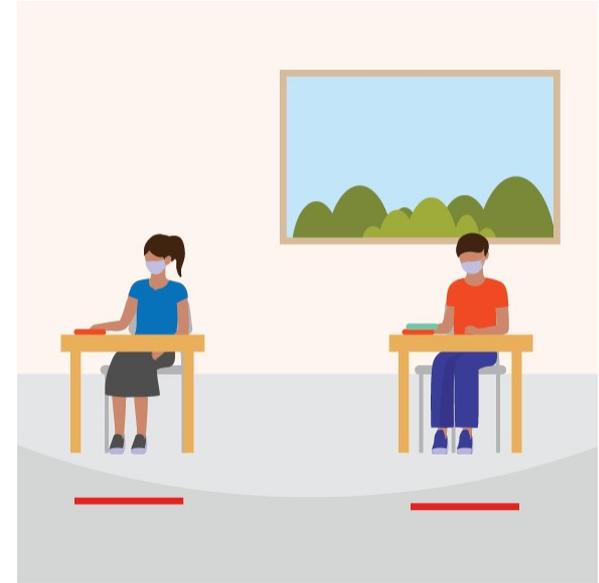
### Combined Risk (No. of Counties)



*\*Classified as the lower risk category if discrepant*

# Importance of layering of mitigation strategies to the greatest extent possible

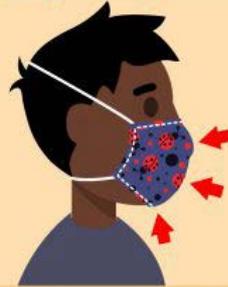
- Key mitigation strategies:
  - Consistent and correct use of **masks**
    - For those who may have difficulty, CDC provides adaptation and alternatives
  - **Social distancing** to the largest extent possible
  - **Hand hygiene and respiratory etiquette**
  - **Cleaning and disinfection**
  - **Contact tracing** in collaboration with local health department



# When used consistently and correctly, masks are important to help slow the spread of COVID-19



**If you are able, find a mask that is made for children**



**If you can't find a mask made for children, check to be sure the mask fits snugly over the nose and mouth and under the chin**



**Do NOT put on children younger than 2 years old**

# Additional considerations for the use of masks among K-12 students

Possible Student Scenario	Masks Recommended	Masks May Be Considered	Additional Considerations
Students are seated less than 6 feet apart while riding a bus or while carpooling	✓		<ul style="list-style-type: none"> <li>Masks should always be worn by bus and carpool drivers as able*</li> </ul>
Students are less than 6 feet apart while entering or exiting school (e.g., carpool drop off/pick up) or while transitioning to/from other activities	✓		<ul style="list-style-type: none"> <li>Consider having staff monitor students during transitions to encourage <a href="#">correct use</a> and distribute masks as needed.</li> <li>Teachers and staff should <a href="#">wash or sanitize hands (using a hand sanitizer that contains at least 60% alcohol)</a> before and after helping a student put on or adjust a mask.</li> </ul>
Students are seated <b>at least</b> 6 feet apart in the classroom		✓	<ul style="list-style-type: none"> <li><a href="#">Adaptations and alternatives</a> should be considered whenever possible to increase the feasibility of wearing a mask or to reduce the risk of COVID-19 spreading.</li> </ul>
Students are seated <b>less than</b> 6 feet apart in the classroom, or are engaging in learning stations or circle time that require close contact	✓		<ul style="list-style-type: none"> <li>Schools may consider keeping students in "cohorts." Cohorts are groups of students that do not mix with other cohorts/groups of students throughout the school day.</li> <li><a href="#">Adaptations and alternatives</a> should be considered whenever possible to increase the feasibility of wearing a mask or to reduce the risk of COVID-19 spreading.</li> </ul>
Students are less than 6 feet apart while transitioning between classes or to other activities during the school day	✓		<ul style="list-style-type: none"> <li>Schools may consider staggering classroom transition times and allow only one-way pathways/hallways.</li> <li><a href="#">Adaptations and alternatives</a> should be considered whenever possible to increase the feasibility of wearing a mask or to reduce the risk of COVID-19 spreading.</li> </ul>



Google Search Terms: use of masks K-12, CDC

# Monitoring and evaluating mitigation strategies implemented in K-12 schools

- Important to have systems in place for the monitoring and evaluation of COVID-19 mitigation strategies
- Updated considerations from CDC include:
  - Example evaluation questions
    - *Which mitigation strategies are being implemented in K-12 schools in my area (i.e., school, district, city, state), and how and when are they implemented?*
  - Example indicators
    - *Policies and infrastructure for isolation of symptomatic students, faculty, and staff*
  - Example data sources
    - *School/District policies and recommendations*



*Google Search Terms: monitoring K-12, CDC*

# Types of COVID-19 tests currently available

	Viral Test	Rapid Antigen Tests	Antibody Tests
<b>How is the sample taken?</b>	Nasal or throat swab (most tests); saliva or sputum test (a few tests)	Nasal or throat swab	Finger stick or blood draw
<b>What does it test?</b>	Diagnose current COVID-19 infection by detecting either viral genetic material (nucleic acid amplification tests [NAAT]) or viral proteins (antigen tests).	Diagnose current COVID-19 infection by detecting viral proteins	Shows past COVID-19 infection by identifying the presence of antibodies (proteins made in response to infections) in blood
<b>How are the results used?</b>	Help public health officials identify and recommend isolation for people with active infection in order to minimize COVID-19 transmission	Help public health officials identify and recommend isolation for people with active infection in order to minimize COVID-19 transmission	Help public health officials track the spread of COVID-19
<b>Other information</b>	Nucleic acid amplification tests (NAAT) are considered the gold-standard for COVID-19 detection, but typically are performed in a specialized laboratory	<p>Performed at or near the point of care</p> <p>More likely to miss a current infection than viral tests</p> <p>There isn't enough data to know if using antigen tests is effective for people with COVID-19 who are asymptomatic or to determine if people who were previously confirmed to have COVID-19 are still infectious.</p>	<p>Cannot identify current COVID-19 infection</p> <p>Should not be used at this time to determine if an individual is immune or protected from reinfection</p>
<b>How long does it take to get results?</b>	1 to 3 days	Approximately 15 minutes	Same day to 3 days



*Google Search Terms: COVID-19 testing K-12, CDC*

# Interim considerations for testing for K-12 school administrators and public health officials

- **Available soon:** Considerations for antigen testing in school settings
  - Intended for K-12 school administrators working in collaboration with their state, tribal, local, and territorial public health officials
- Part of a comprehensive strategy and should be used in conjunction with—
  - Promoting behaviors that reduce spread
  - Maintaining healthy environments
  - Maintaining healthy operations
  - Preparing for when someone gets sick



# Interim guidance for case investigation and contact tracing in K-12 schools

- Health department collaboration with the K-12 school will vary
  - Scenario 1: Ask the K-12 school for help in understanding the risk for transmission in the school community and help to identify exposures and contacts in the school setting
  - Scenario 2: Ask the K-12 school to identify contacts among the immediate community of students, teachers, and staff affected by the case
  - Scenario 3: Conduct contact tracing without directly engaging the K-12 school



*Google Search Terms: contact tracing K-12, CDC*

# K-12 guidance and tools under development

## Guidance:

- K-12 Rapid Antigen Testing Guidance
- Testing Guidance (K-12 and IHE)
- Update to the Child Care Programs Guidance

## Tools:

- K-12 Schools – Assessment Toolkit for COVID-19
- FAQs for Teachers Going Back to School
- K-12 What do I do Series?
- Mask messages for kids/parents (School Kids series and IHE series)
- Teacher and Staff Planning Tool and Checklist for Back To School
- Schools/Classroom Sample Layouts
- Graphic tool showing impact of mitigation strategies on spread of COVID-19 in classrooms



# Other Topics Related to K-12: Sports, Social/Emotional/Mental Health, & Fall Holidays



# School food service considerations

- In-person learning or hybrid
  - Serve individually plated or pre-packaged meals
  - As feasible, have children eat meals outdoors or in classrooms, while maintaining social distance (at least 6 feet apart) as much as possible, instead of in a communal dining hall or cafeteria
  - Ensure children do not share food or utensils
- Virtual learning
  - Consider innovative school meal service models (e.g., curbside pick-up, school bus delivery)



# Considerations for youth sports

LOWER RISK

HIGHER RISK



Skill-building drills  
at home



Team practice



Within-team  
competition



Competition with  
teams from your area



Full competition from  
different areas



*Google Search Terms: considerations youth sports, CDC*

# COVID-19 Parental Resources Kit

## Board Game: Protect Others & Protect Yourself from COVID-19

Suggested for Ages 6-12 years

**DIRECTIONS**

- 1 Cut out game pieces.
- 2 Follow the path one space at a time and scan the QR codes to learn tips to protect others and yourself.
- 3 Use CDC's COVID-19 [Parental Resources Kit](#) to learn more about ways to prevent and cope with COVID-19.

Cut out your character of choice!

**TIPS** →

**TIP #1** Keep a distance of at least 6 feet (about 2 arms length) – between yourself and people who do not live with you, indoors and outdoors.

**TIP #2** Masks can help prevent people who have COVID-19 from spreading it to others. You can protect people around you by wearing your mask correctly.

**TIP #3** Wash your hands with soap and water, for at least 20 seconds. Handwashing is one of the best ways to prevent getting sick and avoid spreading germs.

**TIP #4** At home, it is important to keep frequently touched surfaces clean. Make it a team effort – ask your parents if you can safely help.

[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

Google Search Terms: parental resources kit, CDC



# Considerations for fall and winter holidays

Factors to consider:

- Community levels of COVID-19
- Location of gathering
- Duration of gathering
- Number of people at gathering
- Location attendees are traveling from
- Behaviors of attendees before gathering
- Behaviors of attendees during gathering



*Google Search Terms: holidays COVID-19, CDC*



# Halloween activities for school-age children

- Lower risk activities
  - Carving or decorating pumpkins outside, at a safe distance
  - Virtual Halloween costume contest
- Moderate risk activities
  - Outdoor costume party where protective masks are used and people remain more than 6 feet apart (costume masks are **not** a substitute for cloth masks)
- Higher risk activities (to be avoided)
  - Traditional trick-or-treating
  - Crowded costume parties
  - Indoor haunted houses where people might be crowded together



# Summary

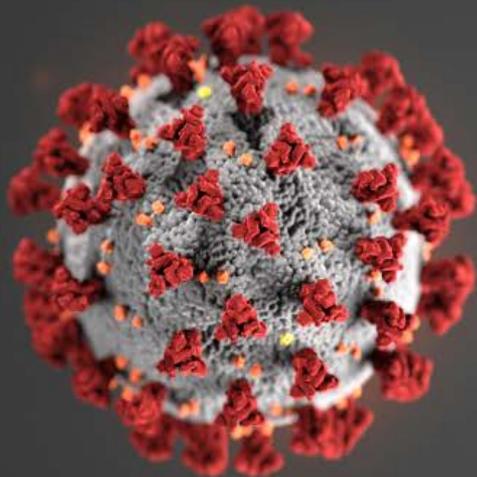




# Summary

- Local health officials, school administrators, and communities can use CDC's guidance and considerations to prepare, plan, and respond to COVID-19
  - When making decisions about beginning, continuing, or pausing in-person learning
  - When monitoring and evaluating K-12 school mitigation strategies
  - When testing for COVID-19 among K-12 populations
  - When conducting K-12 school contact tracing and case investigation
- CDC's guidance is meant to supplement—not replace—any state, tribal, local, or territorial health and safety laws, rules, and regulations with which schools must comply





For more information, contact CDC  
1-800-CDC-INFO (232-4636)  
TTY: 1-888-232-6348 [www.cdc.gov](http://www.cdc.gov)

The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.





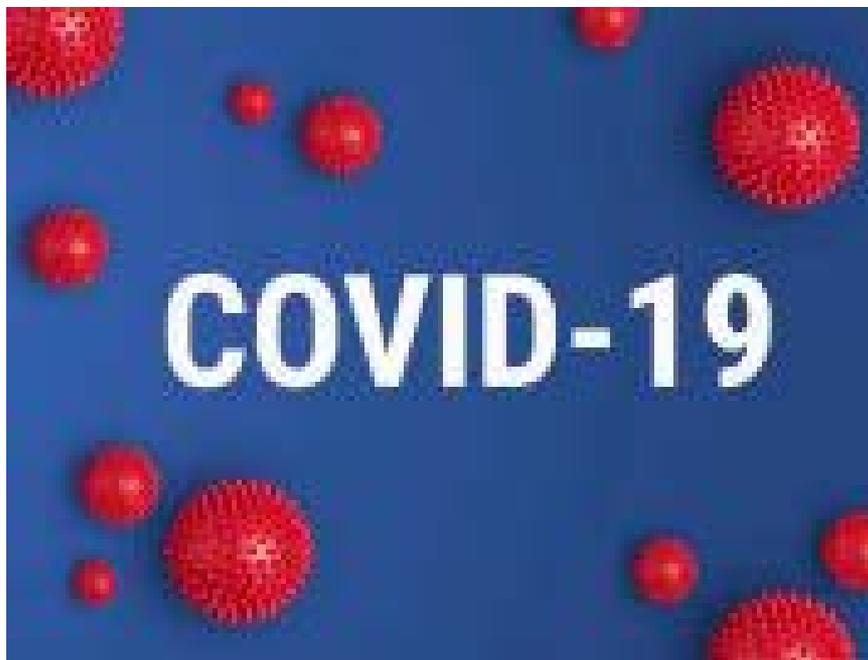
*National  
Association of  
School Nurses*

## Impact of COVID on School Reopening

Linda Mendonca, DNP, RN, PHNA-BC, NCSN, FNASN

NASN President-elect

[lmendonca@nasn.org](mailto:lmendonca@nasn.org)



## **NASN Resources**

[https://www.nasn.org/nasn/nasn-resources/practice-topics/covid19?utm\\_source=Slider&utm\\_medium=WWWSite&utm\\_campaign=COVID-19-Resources](https://www.nasn.org/nasn/nasn-resources/practice-topics/covid19?utm_source=Slider&utm_medium=WWWSite&utm_campaign=COVID-19-Resources)

# School nurses doing contact tracing early in shut down

- [https://www.washingtonpost.com/local/maryland-contact-tracing-anne-arundel/2020/05/21/0f99bcf6-900e-11ea-9e23-6914ee410a5f\\_story.html](https://www.washingtonpost.com/local/maryland-contact-tracing-anne-arundel/2020/05/21/0f99bcf6-900e-11ea-9e23-6914ee410a5f_story.html)
- <https://www.boston25news.com/news/25-investigates-school-nurses-helping-local-boards-health-with-contact-tracing/OKRNRHL5VBATZE2766QXWY6MDM/>
- <https://www.baltimoresun.com/coronavirus/bs-md-co-school-nurses-coronavirus-20200506-qwgfonyfbjgmznibb3e5bgyi6i-story.html><https://www.youtube.com/watch?v=U3ohomPOHok> North Carolina: Contact Tracing SN

# More Media Attention

- NASN School Nurse Article: School Nursing and Public Health: The Case for School Nurse Investigators and Contact Tracing Monitors of COVID-19 Patients in  
MA: <https://journals.sagepub.com/doi/10.1177/1942602X20950670>
- Oregon School Nurse Association: their tool kit does a nice job of breaking out Cohort Tracking (as the SN responsibility) from contact tracing (the local public health authority responsibility)  
<https://www.oregonschoolnurses.org/resources/covid-19-toolkit>
- <https://campaignforaction.org/a-season-of-contact-tracing-highlights-school-nurses-influence-beyond-school-walls/>

# Immunizations

- Unmet medical needs due to lockdown early in pandemic
- Limited well child visits including routine vaccines - Families fear of COVID exposure
- Concern for school entry



# Parents Trust the School Nurse



- a) Work in School Communities
- b) Sentinels for Health
- c) Vaccine Champions
- d) Myth Buster
- e) Public Health Partner

# NASN Partnerships



- a) NASN Research Trajectory
- b) CDC Immunization Program
- c) School Nurse Education

# Innovative Vaccine Delivery



Health Services

Coming Soon!!!!!!

ALAMOGORDO PUBLIC SCHOOLS  
ESTABLISHED IN 1916

The School Nurse is  
Coming to a  
Neighborhood Near  
You!

- \* Covid Testing
- \* Immunizations
- \* Mental Health  
Check Up
- \* Vision/Hearing  
Screening
- \* More

Alamogordo Public Schools

- FloMobile
- Drive Thru Clinics
- School Located  
Vaccine Clinics



# Socio-emotional Health

- Mental health concerns returning to school
- Socio-emotional learning – part of school’s reopening plans
- <https://schoolcounselor.org/asca/media/asca/Publications/SchoolReentry.pdf>
- <https://schoolcounselor.org/asca/media/asca/Publications/SEL-ROADMAP.pdf>

# Safer Return to School Coalition – Key Partners

- School Superintendent’s Association
- American Federation of Teachers
- American School Counselor Association
- American School Health Association
- Association of State and Territorial Health Officials
- Coalition for Community Schools
- Council on Administrators of Special Education
- National Association of Cities and Counties Health Officials
- National Association of Secondary Principals
- National Association of School Nurses
- National Association of School Psychologists
- National Association of State School Nurse Consultants
- National PTA
- Safe and Sound Schools
- School-Based Health Alliance
- School Health Corporation

# COVID Testing in Schools



- Efficient to identify positive test results immediately
- Minimize outbreaks in school community
- Logistics and equipment, supplies, PPE
- Training for school nurses
- Varying models nationwide in schools

# Stories from the Field



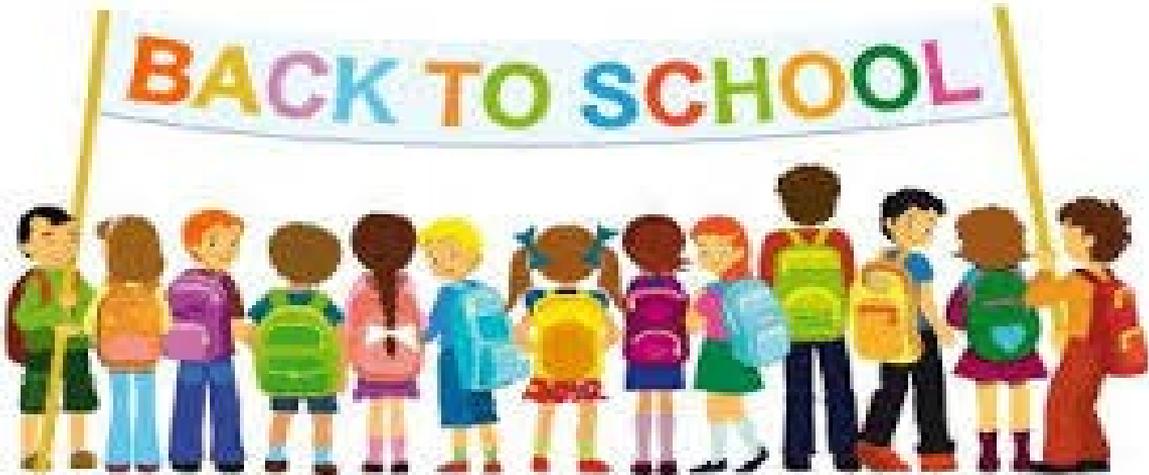
# Schools During a Pandemic



# What still needs to be done?

- Increase the number of school nurses
- Funding for improvement for school infrastructure and ventilation
- Increase COVID testing opportunities
- Working together collaboratively as a team focused on the mission of health and safety in the school environment

Thank you!





Harris County  
**Public Health**  
Building a Healthy Community

Maria E. Rivera, MD, MPH  
Nutrition and Chronic Disease Prevention Physician  
Co-Lead School Advisory Group

**Nutrition and Chronic Disease Prevention  
Harris County Public Health**

#InvisibilityCrisis  
*Twitter: @HCPHTX*



Harris County  
**Public Health**  
Building a Healthy Community

# Harris County: Big, Diverse & Complex

Harris County is the third most populous county with over **4.7 million** people spread over **1,778 square miles**.



# HARRIS COUNTY, TX

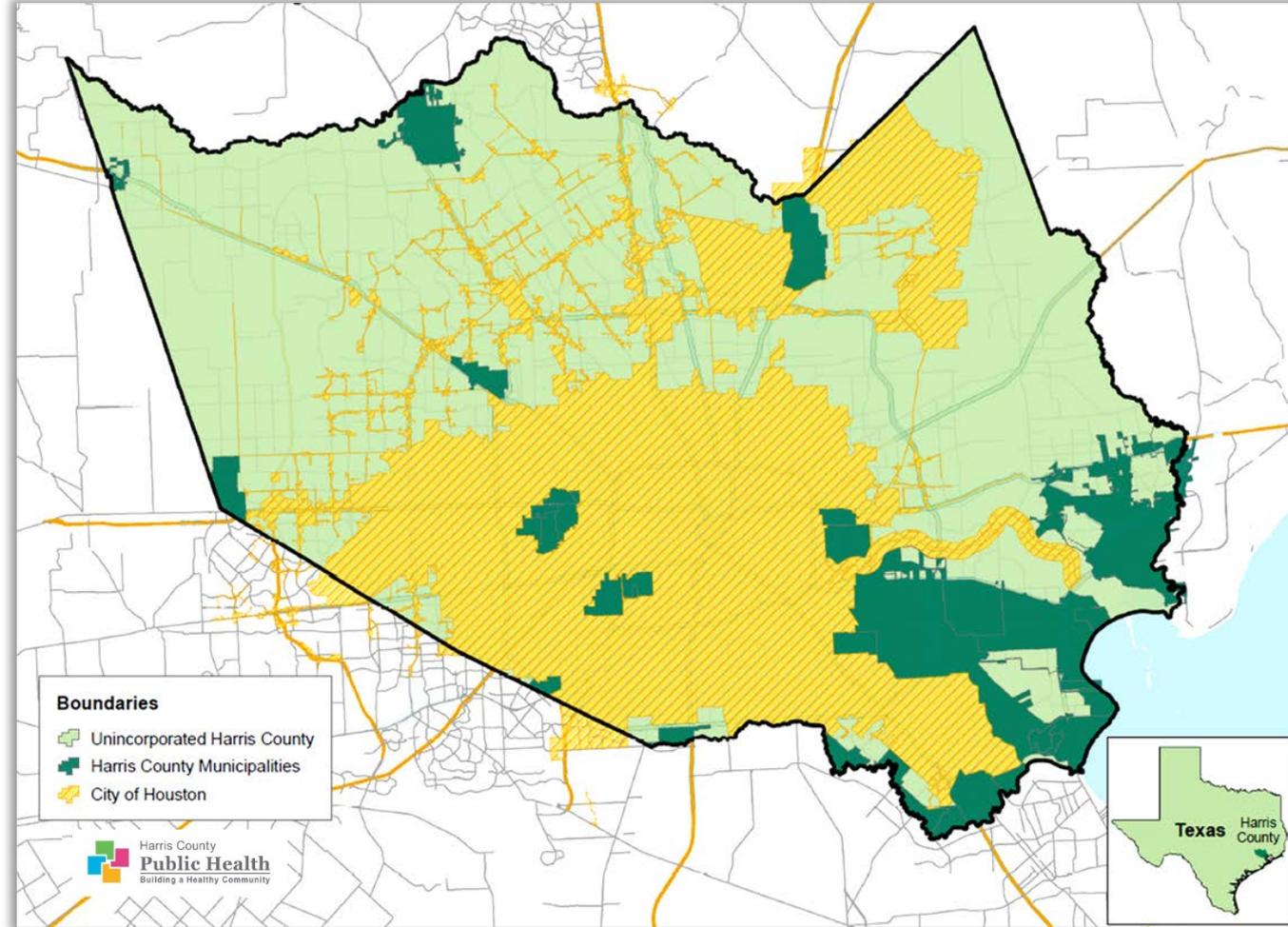
## Population Growth from 2000 - 2018

U.S.A.	16.5%
Cook County	-3.1%
LA County	6.8%
<b>Harris County</b>	<b>41.2%</b>

## Population Size, 2019

<b>Unincorporated</b>	<b>2.0M</b>
<b>City of Houston</b>	<b>2.2M</b>
<b>Other municipalities</b>	<b>500K</b>

Source: Population Study, Harris County Budget Management Department, February 2016. Available at: <http://www.harriscountytx.gov/budget/>



#INVISIBILITYCRISIS | TWITTER: @USHAHMD @HCPHTX

WWW.HCPHTX.ORG

**Harris Cares:  
Focus Issues**



Chronic Diseases



Family Health



Emergency Preparedness



Environmental Health



Infectious Diseases



Injury



Mental and Behavioral Health

# Our "Formula" for Success Sets Us Apart

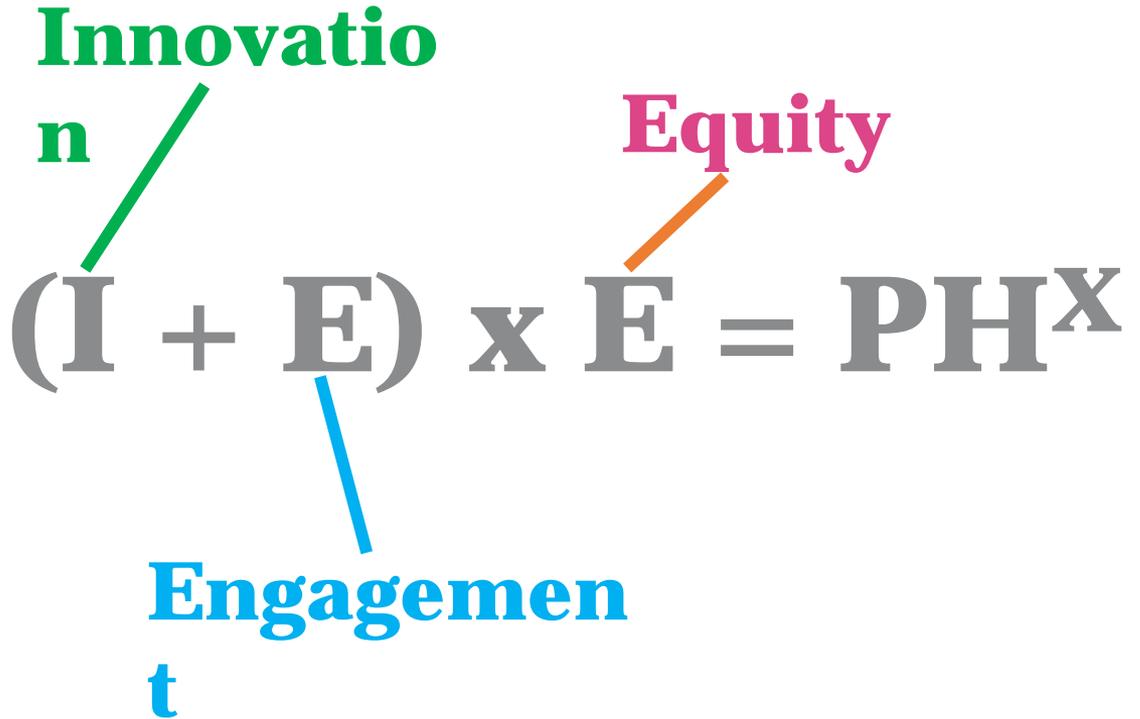
- Innovation
- Engagement
- Equity

**Innovation**

**Equity**

$$(I + E) \times E = PH^X$$

**Engagement**

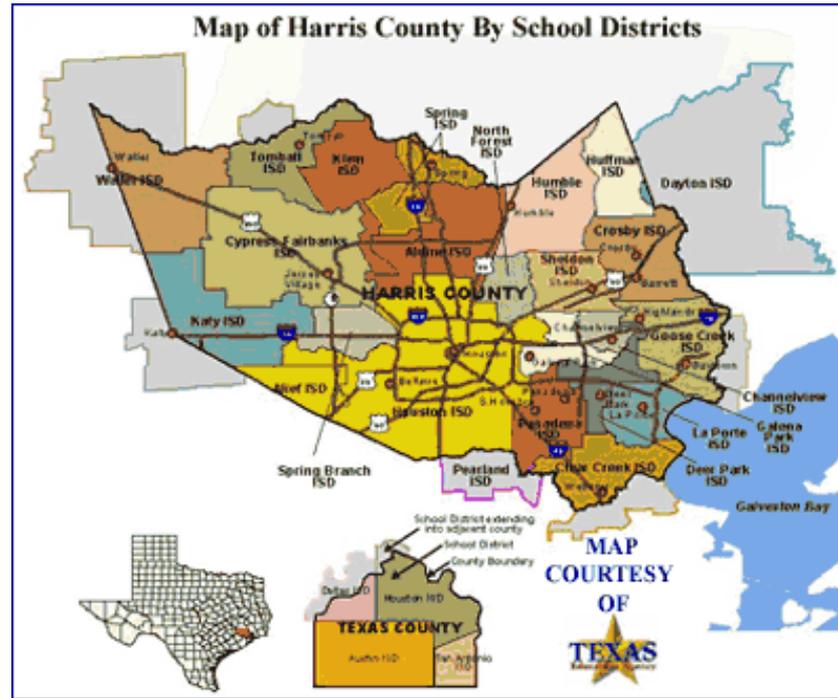


# School Reopening Activities

- 21 Independent School Districts
- Provide metrics and guidance around school reopening and school closure triggers
- School Reopening Plan Reviews & Subject Matter Expertise
- School Investigation Team
- Webinars & Trainings
- Mental Health support



# Trends and Observations



# Partnerships

- Houston Health Department
- Harris County Judge's Office
- District Superintendents and other district leadership staff
- School nurses and teachers
- Community members
- Baylor College of Medicine
- University of Texas School of Public Health
- Community Organizations

# Ongoing Discussions

- Continue to monitor cases and who is affected.
- Continue discussions about equity in school reopening and hybrid/virtual learning
- Address mental and behavioral health needs of students and staff
- Try to prevent a “twindemic” of flu and COVID-19



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# 2020 Forces of Change



Fielding in October 2020 to a random sample of LHDs

## The COVID-19 Edition

- **Economic Surveillance\***
- Programs and Services
- Pandemic Preparedness and Response
- COVID-19 Recovery Planning
- Information Technology
- Equity and Preparedness
- Interagency Alignment and Partnerships

\* LHDs who are not selected/sampled to participate in the full Forces of Change 2020 survey will receive a short version of the questionnaire, referred to as the 'core' survey, during the same fielding period.

# 2020 Forces of Change



## Economic Surveillance

- Overall budget and staffing changes
- COVID-19 funding and local cost
- Changes in health official roles/responsibility due to COVID-19
- Political harassment of staff



## Programs and Services

- Changes in programs/services due to COVID-19 response

# 2020 Forces of Change



## Pandemic Preparedness and Response

- Pandemic response planning
- Barriers to COVID-19 response



## COVID-19 Recovery Planning

- Elements of community recovery plan
- Vaccination planning activities



## Information Technology

- COVID-19 surveillance activities
- Interoperability

# 2020 Forces of Change



## Equity and Preparedness

- Staff training on at-risk/vulnerable populations
- Initiatives to address inequities



## Interagency Alignment and Partnerships

- Organizations partnered with for COVID-19 response
- Water infrastructure partnership activities

# Stay Engaged!

Stay tuned for future call and webinar announcements!

Read about NACCHO's Coronavirus Response:  
<https://www.naccho.org/programs/our-covid-19-response>

Connect with us via the Preparedness Inbox at:  
[preparedness@naccho.org](mailto:preparedness@naccho.org)