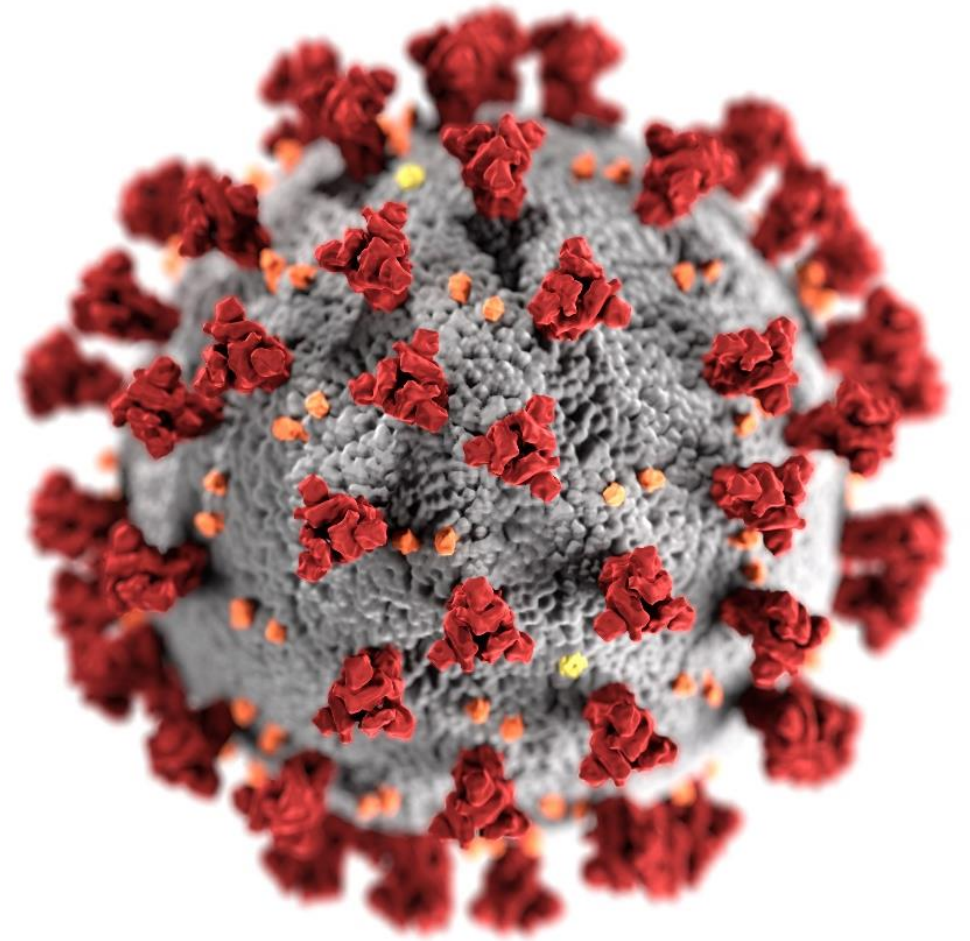


COVID-19: Considerations for Schools

Carrie Dooyema
Community Guidance Development Team



cdc.gov/coronavirus

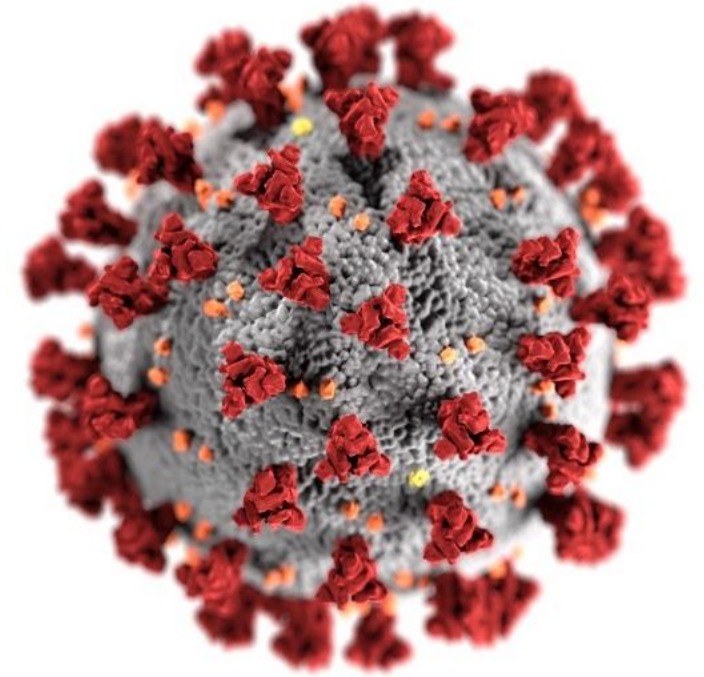
Overview of Presentation

- Coronavirus Disease 2019 (COVID-19)
- Plan and Prepare
- Promoting Behaviors that Prevent Spread
- Maintaining Healthy Environments and Operations
- Preparing for When Someone Gets Sick
- CDC Resources

Coronavirus Disease 2019 (COVID-19)

COVID-19: Outbreak Update

- Caused by the virus SARS-CoV-2
- First U.S. case reported January 21, 2020
- As of August 3: 4,649,102 cases and 154,471 deaths
- 50 states and 7 U.S.-affiliated jurisdictions have confirmed cases



www.cdc.gov/coronavirus/2019-ncov/cases-in-us.html



COVID-19: How It Spreads

- Thought to spread mainly from person to person:
 - Between people in close contact with one another (within about 6 feet).
 - Through respiratory droplets produced when an infected person coughs, sneezes or talks.
 - Droplets can land in the mouths, noses, or eyes of people who are nearby or possibly be inhaled into the lungs.
 - Virus may be spread by people not showing symptoms.



COVID-19 and Children

- Impact of COVID-19 on children
 - Early reports suggest the number of COVID-19 cases among children may vary by age and other factors
- The role of children in spreading SARS-COV2
 - Evidence is emerging, yet more research is needed on SARS-CoV-2 transmission among children
- School settings and transmission
 - Schools have responded to COVID-19 using a variety of approaches and mitigation strategies

Critical Role of Schools

- Schools are an important part of the community infrastructure
- Schools provide critical services that can help mitigate health disparities such as
 - School meal programs
 - Social, physical, behavioral, and mental health services
- The critical role of schools makes them a priority for opening and remaining open

Each Community is Unique

- Appropriate mitigation strategies depend on:
 - Level of community transmission
 - Characteristics of community and populations
 - Public health and healthcare capacity
- Decisions made in collaboration with state and local health officials



Guiding Principles to Keep in Mind

- Lowest Risk:
 - Virtual-only classes, activities, and events
- More Risk:
 - Small in-person classes, activities, and events
 - Groups stay together, remain at least 6 feet apart, and do not share objects
- Highest Risk:
 - Full sized in-person classes, activities, and events
 - Individuals are not spaced apart, items are shared, groups are mixed

Layering Mitigation Strategies

Use multiple strategies to more effectively reduce the spread of COVID-19.

1

Promoting Behaviors that Reduce Spread

Layering Mitigation Strategies

Use multiple strategies to more effectively reduce the spread of COVID-19.

1

Promoting Behaviors that Reduce Spread

2

Maintaining Healthy Environments

Layering Mitigation Strategies

Use multiple strategies to more effectively reduce the spread of COVID-19.

1

Promoting Behaviors that Reduce Spread

2

Maintaining Healthy Environments

3

Maintaining Healthy Operations

Layering Mitigation Strategies

Use multiple strategies to more effectively reduce the spread of COVID-19.

1

Promoting Behaviors that Reduce Spread

2

Maintaining Healthy Environments

3

Maintaining Healthy Operations

4

Preparing for When Someone Gets Sick

Plan and Prepare



Plan and Prepare

- Review, update, and implement emergency operations plans
- Response plan for if/when a student, teacher, or staff tests positive.
- Involve health departments, families, community members, students and partners.

Promoting Behaviors that Reduce Spread

Promoting Behaviors that Reduce the Spread

- Educate about staying home when appropriate
- Teach hand hygiene and respiratory etiquette
- Teach and promote use of cloth face coverings or masks
- Ensure adequate hygiene supplies
- Post accessible signs and share messages in a variety of formats



CDC offers free communication resources such as images, videos, PSAs, and print ready signs and fact sheets at:

<https://www.cdc.gov/coronavirus/2019-ncov/communication/index.html>

Use of Cloth Face Coverings or Masks in Schools

- Provides information on
 - General considerations
 - Unintended consequences
 - Practical recommendations and possible scenarios
 - Strategies to support student use by age

Additional Considerations for the Use of Cloth Face Coverings Among K12 Students

CDC [recommends](#) that people, including teachers, staff, and students, wear cloth face coverings in public settings as able when around people who live outside of their household, especially when other [social distancing](#) measures are difficult to maintain.

The following table contains examples of some, **but not all**, situations schools might encounter.

Possible Student Scenario	Cloth Face Coverings Recommended	Cloth Face Coverings 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"> • Cloth face coverings should always be worn by bus and carpool drivers as able*
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"> • Consider having staff monitor students during transitions to encourage correct use and distribute cloth face coverings as needed. • Teachers and staff should wash or sanitize hands (using a hand sanitizer that contains at least 60% alcohol) before and after helping a student put on or adjust a cloth face covering.
Students are seated at least 6 feet apart in the classroom		✓	<ul style="list-style-type: none"> • Adaptations and alternatives should be considered whenever possible to increase the feasibility of wearing a cloth face covering or to reduce the risk of COVID-19 spreading.
Students are seated less than 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"> • 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. • Adaptations and alternatives should be considered whenever possible to increase the feasibility of wearing a cloth face covering or to reduce the risk of COVID-19 spreading.
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"> • Schools may consider staggering classroom transition times and allow only one-way pathways/hallways. • Adaptations and alternatives should be considered whenever possible to increase the feasibility of wearing a cloth face covering or to reduce the risk of COVID-19 spreading.



CS 318258 F 07/23/2020

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

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/cloth-face-cover.html>

Cloth Face Coverings or Masks – Safety Precautions

Cloth face coverings or masks should **not** be placed on individuals who:

- Are under age 2
- Have trouble breathing
- Are unconscious
- Are incapacitated
- Are otherwise unable to remove the mask without assistance



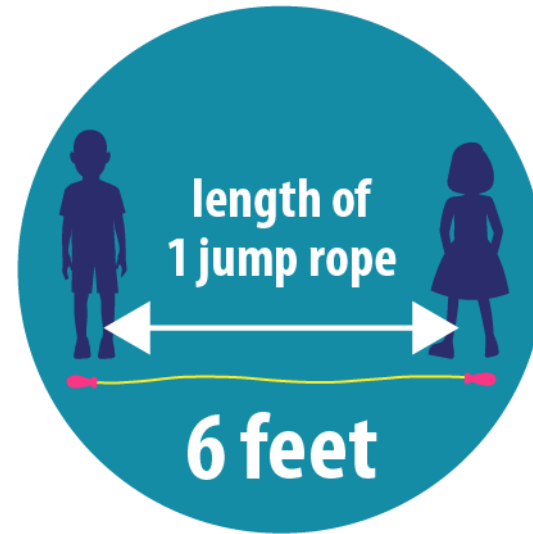
CDC print resources available for free download on our website

<https://www.cdc.gov/coronavirus/2019-ncov/communication/print-resources.html>

Maintaining Healthy Environments

Maintaining Healthy Environments

- Clean and disinfect
- Discourage use of shared items
- Promote physical distancing
- Modify communal spaces
- Modify food service
- Ensure water and ventilation systems operate properly



Maintaining Healthy Operations

Maintaining Healthy Operations

- Protect vulnerable staff and students
- Be aware of state and local regulatory policies
- Limit gatherings, visitors and field trips
- Identify small groups and keep them together
- Stagger scheduling
- Address communication considerations
- Address staffing considerations
- Recognize signs and symptoms of COVID-19
- Support community response
- Support coping and resilience



Preparing for When Someone Gets Sick

Preparing for When Someone Gets Sick

- Testing guidance
- Plan for isolation and transportation needs
- Notify health officials and close contacts
- Establish cleaning and disinfecting protocol

NEW COVID-19 CDC Resources for Schools

Resources to Support K-12 School Administrators

- *Considerations for Schools: Operating Schools During COVID-19*
- *Preparing K-12 School Administrators for a Safe Return to School in Fall 2020*
- *Guidance for K-12 School Administrators on the Use of Cloth Face Coverings in Schools*
- *Screening K-12 Students for Symptoms of COVID-19: Limitations and Considerations*
- *FAQ for School Administrators on Reopening Schools*
- *School Decision-Making Tool for Parents, Caregivers, and Guardians*

Preparing K-12 School Administrators for a Safe Return to School Fall 2020

- This guidance can aid school administrators prepare for fall
- Provides information about:
 - what is currently known about COVID-19 among school-aged children
 - what is currently known about SARS-CoV-2 transmission in schools and impact on community transmission
 - the importance of going back to school safely
 - the ways administrators of K-12 schools can plan and prepare for in-person instruction and minimize the impact of potential closures

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/prepare-safe-return.html>

Key Considerations for K-12 School Administrators

Key considerations for school administrators include:

- COVID-19 transmission rates in the immediate community/communities
- Implementing multiple strategies in school to prevent spread of COVID-19 such as:
 - social distancing
 - cloth face coverings or masks
 - hand hygiene
 - use of cohorting that fit school/district and community needs

Key Considerations for K-12 School Administrators

- Use best practices to communicate, educate, and reinforce protective behaviors to prevent the spread of COVID-19
- Integrate strategies to reduce COVID-19 transmission in co-curricular and extracurricular activities
- Plan and preparing for when someone gets sick
- Work with state and local health authorities to develop a plan for contact tracing in the event of a positive case
- Communicate appropriately to families about home-based symptom screening

Readiness Assessment and Planning Tool

- General Readiness Assessment
- Daily/Weekly Readiness Assessment
- Preparing for if someone gets sick
- Special Considerations
- Resources

Considerations for K-12 Schools: Readiness and Planning Tool

CDC offers the following readiness and planning tool to share ways school administrators can help protect students, staff, and communities, and slow the spread of COVID-19. This tool aligns with the [Considerations for Schools](#), and includes the following:

- General Readiness Assessment
- Daily/Weekly Readiness Assessment
- Preparing for if Someone Gets Sick
- Special Considerations and Resources

School administrators may review and complete the general readiness assessment while working with state, local, tribal, territorial, or territorial officials when making initial preparations to promote healthy behaviors, environments, and operations that reduce the spread of COVID-19. The daily/weekly readiness assessment can be used to help administrators prepare to respond if someone gets sick and to identify what is feasible, practical, acceptable, and tailored to the needs and context of your school.

Key to Keep in Mind

- Students and teachers engage in virtual-only classes, activities, and events.
- Small, in-person classes, activities, and events. Groups of students stay together and with the teacher throughout across school days and groups do not mix. Students remain at least 6 feet apart and share supplies, and mix between classes and activities.
- Large, in-person classes, activities, and events. Students are not spaced apart, share supplies, and mix between classes and activities.

Events and Gatherings: General Readiness Assessment
Use the following tool when making initial preparation before the event to promote healthy behaviors, environments, and operations that reduce the spread of COVID-19.

Policy and Procedures	Facilities and Supplies	Education and Training
Point Person(s): <ul style="list-style-type: none"><input type="checkbox"/> Review relevant local/state regulatory agency policies and orders, such as those related to events, gatherings, and travel.<input type="checkbox"/> Consult local health officials about recommended COVID-19 testing policies for events and gatherings.<input type="checkbox"/> Consult with the venue operators about their COVID-19 policies prior to the event.<input type="checkbox"/> Develop a plan to conduct daily health checks (e.g., COVID-19 policies prior to the event, temperature screening and/or symptom checking) of staff and attendees.<input type="checkbox"/> Develop a plan to allow for social distancing before, during, and after the event (e.g., limiting attendance and modifying layouts before the event, providing physical barriers during the event and staggering exit times after the event).<input type="checkbox"/> Consider limiting event attendance to staff and attendees who live in the local area (e.g., community, city, town, or county) to reduce risk of spreading the virus from areas with higher levels of COVID-19. If attendance is open to staff and guests from other communities, inform attendees in advance so they can make an informed decision whether they will participate.<input type="checkbox"/> Develop online attendance options in addition to in-person attendance to help reduce the number of attendees at the event.<input type="checkbox"/> Develop a flexible refund policy.<input type="checkbox"/> Designate a staff person responsible for responding to all COVID-19 related situations and concerns. Make sure other staff and attendees know how to contact this person.	Point Person(s): <ul style="list-style-type: none"><input type="checkbox"/> Obtain supplies including:<ul style="list-style-type: none"><input type="checkbox"/> soap<input type="checkbox"/> water for hand hygiene<input type="checkbox"/> hand sanitizer (at least 60% alcohol)<input type="checkbox"/> paper towels<input type="checkbox"/> tissues<input type="checkbox"/> cleaning supplies<input type="checkbox"/> EPA approved disinfection supplies<input type="checkbox"/> cloth face coverings<input type="checkbox"/> no-touch/foot pedal trash cans<input type="checkbox"/> no-touch soap/hand sanitizer dispensers<input type="checkbox"/> gloves<input type="checkbox"/> disposable food service items<input type="checkbox"/> other: _____<input type="checkbox"/> Develop a schedule for increased routine cleaning and disinfection.<input type="checkbox"/> Close shared spaces (e.g., a lounge); otherwise develop a plan for staggered use of these spaces and cleaning and disinfection.<input type="checkbox"/> Close shared spaces (e.g., a lounge); otherwise develop a plan for staggered use of these spaces and cleaning and disinfection.<input type="checkbox"/> Develop a plan for the safe and correct use and storage of cleansers and disinfectants, including storing products away from children.	Point Person(s): <ul style="list-style-type: none"><input type="checkbox"/> Create a plan for educating staff and attendees to ensure they know that they should use common sense to the event if they become sick with COVID-19, or have symptoms, test positive for COVID-19, or have been exposed to someone with symptoms or someone suspected or confirmed to have COVID-19. Make sure they know that if they get sick at the event, they should notify event administrators (e.g., the designated COVID-19 point of contact) right away.<input type="checkbox"/> Develop protocols to educate staff on flexible work and leave policies that encourage sick staff members to stay at home without fear of job loss or other consequences.<input type="checkbox"/> Create a plan for educating staff and attendees about who should wear cloth face coverings and communicate the importance of wearing them to both staff and attendees. Cloth face coverings should not be placed on:<ul style="list-style-type: none">• children younger than 2 years old• anyone who has trouble breathing or is unconscious• anyone who is incapacitated or otherwise unable to remove the cover without help<input type="checkbox"/> Create information on proper use, removal, and washing of cloth face coverings and distribute to staff members.<input type="checkbox"/> Create and implement training to be delivered to staff on all COVID-19 safety protocols.<ul style="list-style-type: none">• Conduct training virtually or maintain social distancing during training.<input type="checkbox"/> Other: _____

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

Screening K-12 Students for Symptoms of COVID-19: Limitations and Considerations

As our knowledge and understanding of COVID-19 evolves, this guidance may change. However, based on the best available evidence at this time:

- CDC does not currently recommend universal symptom screenings (screening all students grades K-12) be conducted by schools
- Parents or caregivers should be strongly encouraged to monitor their children for signs of infectious illness every day
- Students who are sick should not attend school in-person

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/symptom-screening.html>

Back to School Decision Making for Tool Parents, Guardians, and Caregivers

- Assess child and household risk of COVID-19
- Consider factors to making a choice of instructional format, if offered
- Prepare for the school year

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/decision-tool.html>

Back to School Decision Making Tool

Note: These questions address your views about how your school is preparing for school year 2020-2021. If you answer "unsure" to any items regarding your school's plan, consider reaching out to your school administrator for more information.

	Does Not Apply	Disagree	Unsure	Agree
I feel comfortable with my school's reopening plans for reducing risk of spreading COVID-19.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe my school has the resources needed to effectively implement their reopening plan (e.g., staffing, supplies, training).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable with my school's plan if a student or staff member test positive for COVID-19.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe my school has a plan to provide an effective program of instruction every day of the regular school week (generally five days).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with how my school communicates with families about the changes it is considering.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with how my school is addressing parents' or caregivers' concerns and questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child knows how to properly wear a cloth face covering and understands the importance of doing so.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child can wear a cloth face covering for an extended period of time, if required by the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child has a reliable mode of transportation to and from school (e.g., school bus, carpool, walk/bike, public transit).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable with how my child's mode of transportation to and from school is reducing the risk of spreading COVID-19 (e.g., decreased bus/transit capacity, wearing masks, increased cleaning and disinfecting practices).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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

Back to School Checklists for Parents, Guardians, and Caregivers

- Designed to help parents and caregivers, plan and prepare for the upcoming school year.
- Provides a check list of actions to take and points to consider according to instructional format:
 - In-Person
 - Hybrid
 - Virtual/at-home

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/parent-checklist.html>

The image displays two CDC checklists. The first, titled "Checklist: Planning for In-Person Classes", lists actions such as checking for symptoms, identifying school contacts, and practicing hand hygiene. The second, titled "Checklist: Planning for Virtual or At-Home Learning", lists actions like attending virtual activities, creating a schedule, and finding a quiet workspace. Both checklists include a table with columns for "Actions to take and points to consider" and "Notes".

Checklist: Planning for In-Person Classes

Actions to take and points to consider	Notes
<input type="checkbox"/> Check in with your child each morning for signs of illness. If your child has a temperature of 100.4 degrees or higher, they should stay home.	
<input type="checkbox"/> Make sure your child does not have a sore throat like a cough, diarrhea, severe headache, vomiting, or diarrhea.	
<input type="checkbox"/> If your child has had close contact to a COVID-19 case, follow school guidance on what to do when returning to school.	
<input type="checkbox"/> Identify your school point person(s) to contact if you have questions.	
<input type="checkbox"/> Be familiar with local COVID-19 testing sites in your area. These may include sites within your school.	
<input type="checkbox"/> Make sure your child is up-to-date with all recommended vaccinations, including for flu. All school-aged children should get a flu shot every season, with rare exceptions. This is especially important because we do not yet know if being sick with COVID-19 will result in more severe illness.	
<input type="checkbox"/> Review and practice proper hand washing technique before and after eating, sneezing, coughing, and using the restroom. Make hand washing fun and explain to your child why it is important.	
<input type="checkbox"/> Be familiar with how your school will make water available. Consider packing a water bottle.	
<input type="checkbox"/> Develop daily routines before and after school—such as getting ready for school in the morning (like hand sanitizer and cloth face covering) and things to do when you return home (like washing your hands immediately and washing your cloth face coverings).	

Checklist: Planning for Virtual or At-Home Learning

Setting up for Virtual or At-Home Learning

Actions to take and points to consider	Notes
<input type="checkbox"/> Try to attend school activities and meetings. Schools may offer more of these virtually. These meetings can be a way to express any concerns you may have about the school's plans.	
<input type="checkbox"/> Create a schedule with your child and make a commitment to stick with it. Structure and routine can greatly help your child from falling behind with assignments. Discuss your family's schedule and identify the best times for learning and instruction, as well as family-oriented physical activity, such as walks outside. A family calendar or other visuals could be useful for keeping track of deadlines and assignments.	
<input type="checkbox"/> Try to find a space where you live that's free of distractions, noise, and clutter for learning and doing homework. This could be a quiet, well-lit place in your dining room or living room or a corner of your home that could fit a small table, if available.	
<input type="checkbox"/> Identify opportunities for your child to connect with peers and be social—either virtually or in person, while maintaining physical distance.	

Planning for Virtual or At-Home Learning

Actions to take and points to consider	Notes
<input type="checkbox"/> Find out if there will be regular and consistent opportunities during each day for staff and student check-ins and peer-to-peer learning.	
<input type="checkbox"/> Find out if students have regular opportunities for live video instruction by teachers or if they will primarily be watching pre-recorded videos and receive accompanying assignments.	
<input type="checkbox"/> Ask if the school will offer virtual or socially distanced physical activity. If not, identify ways to add physical activity to your child's daily routine.	
<input type="checkbox"/> Ask your school what steps they are taking to help students adjust to being back in school and to the ways that COVID-19 may have disrupted their daily life. Supports may include school counseling and psychological services, social-emotional learning (SEL)-focused programs, and peer/social support groups.	

CDC

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

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Questions and Answers

Email: CommunityandAt-RiskTF-COVID19@cdc.gov

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