Version 8-16-2021

COVID SCHOOL GUIDELINES

CDC: Guidance for COVID-19 Prevention in K-12 Schools

MDHHS: K-12 School Opening Guidance includes information on MDHHS testing program

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Definitions

Coronavirus: Coronavirus Disease (COVID-19) is an illness caused by a virus that can spreadfrom person to person. The virus that causes COVID-19 is a new coronavirus that has spreadthroughout the world.

Isolation: The practice of separating people *infected* with the virus (those who are sick with COVID-19 and those with no symptoms) from people who are not infected. People who are in isolation (usually for 10 days) must stay home until it's safe for them to be around others. In thehome, anyone sick or infected must separate themselves from others by staying in a specific "sick room" or area and using a separate bathroom (if available).

Contact Tracing: A strategy for slowing the spread of disease in which public health workers communicate with infectious people to identify their contacts. They then follow up with those contacts to provide guidance on how to quarantine themselves and what to do if they developsymptoms of disease.

Close Contact: Someone who was within 6 feet of an infected person (laboratory-confirmed or a clinically compatible illness) for a cumulative total of 15 minutes or more over a 24-hour period (for example, three individual 5-minute exposures for a total of 15 minutes) OR someone who had direct contact with an infected person (such as in sports).

An infected person can spread SARS-CoV-2 starting from 2 days before they have any symptoms (or, for asymptomatic patients, 2 days before the positive specimen collection date), until they meet criteria for discontinuing home isolation.

Quarantine: The practice of keeping someone who might have been *exposed* to COVID-19 awayfrom others. Quarantine helps prevent spread of disease that can occur before a person knows they are sick or if they are infected with the virus without feeling symptoms. People in quarantine will be advised to stay home (usually for 10 days), separate themselves from others, monitor their health for at least 14 days, and follow directions from their state or local health department.

Acceptable Quarantine Options:

1. Stay home for 14 days after last contact with person who has COVID-19
2. Stay home for 10 days after last contact
3. If PCR test result (collected on day 5 or later) is negative, quarantine may end after day 7

These quarantine options start on the last date of contact to someone with COVID-19. For household contacts, the last possible exposure is the last day of the COVID-19 positive household member's 10-dayisolation period. Household contacts who are not fully vaccinated must quarantine during the COVID-19 positive household member's 10-day isolation and then continue with one of the three quarantine options.

Indications for quarantine from school:

- Students and staff who are not fully vaccinated who have a COVID-19 positive household member are required to quarantine
- Quarantine from school is not indicated if both students are correctly and consistently wearing well-fitting masks
- Quarantine is not indicated for those who are fully vaccinated
- Teachers, staff, or other adults in the indoor classroom setting would be asked to quarantine after an exposure regardless of mask use if they are not fully vaccinated

Indications for Quarantine for Staff/Students with exposure in the educational setting

*This may change if there is an ongoing outbreak

Masking Status	Exposure Distance	Quarantine Indicated?
Both individuals consistently Masked	Within 6 feet	No*
	Greater than 6 feet	No*
One or both individuals Not Consistently Masked	Within 6 feet	Yes if not fully vaccinated No* if fully vaccinated
	Greater than 6 feet	No*

*Students can attend school and participate in sports and extracurricular activities, but must adhere to masking, social distancing, and avoidance of gatherings outside of school strictly for 10 days after last exposure or after 7 days with a negative PCR test.

Reporting Positive Cases

Schools must report positive cases of COVID-19 to Kent County Health Department (KCHD) within 24 hours, as required by Michigan Public Health Code (Act No. 368 of the Public Acts of 1978).

Positive test results to report include PCR tests and antigen tests, including those done at home.

Schools are to report a positive student or staff by calling **616-326-0060** or securely emailing **COVIDschools@kentcountymi.gov.**

COVID-19 Contact Tracing in Schools

Schools are required to contact trace and to notify KCHD of close contacts related to the exposure. KCHD will send notification to these close contacts which will include recommendations and/or requirements to quarantine if indicated.

See **Guidelines for School Contact Tracing and Quarantine** for further information.

Schools should continue strategies which allow for contact tracing, such as assigned seats,attendance records, etc.

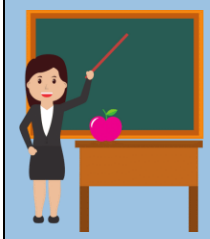
Helpful questions to consider when identifying close contacts in the school setting:

- Who is the staff/student near (less than 6ft) throughout the day?
    - Who is the student near (less than 6ft) during activities such as choir or bandclass, lunch, physical education, or sports?
- Has there been adequate physical distancing in classrooms, break rooms, andlunchrooms?
- Are there any others at the school that live with the staff/student, or carpool withthem?
- Have any of the close contacts to the positive case been fully vaccinated?

Other considerations for schools when there is more than one positive case identified:

- Did the school already know staff/student had been identified as a close/householdcontact of someone who was positive for COVID-19?
- Is there one location/classroom in the school that seems to be more affected?
- Is there something else in common?

Quarantine may or may not be indicated depending on the vaccination status and use of masks by the students.

Transportation Students who carpool or ride the bus together for 15+ minutes in a 24-hour period. 	**Lunch Mates** When someone who eats lunch within 6 feet of someone with COVID-19 for 15+ minutes. This is a higher risk time as face coverings cannot be worn. 	**Other Students** Any others that had interactions with someone who had COVID-19 lasting over 15 minutes in confined areas such as bathrooms, office room, where distancing of 6 feet is difficult.
Teammates Sports teammates within 6 feet of someone with COVID-19 for cumulative 15+ minutes—including but not limited to time in locker room; bus/carpool; clustering on sideline/bench/dugout; walking to/from practice location OR having direct contact with an infected person including touching (includes tackling, blocking, defending, etc.) 	**Opposing Teammates** Opposing teammates in sporting events that shared time on the field or court and were within 6 feet of someone with COVID-19 for 15+ minutes OR having direct contact with an infected person including touching (includes tackling, blocking, defending, etc.) 	**Entire Classrooms** In certain situations, such as an outbreak or in classes without assigned seating, the entire class may need to quarantine. 

Public health authorities may determine distances other than 6 feet, or a cumulative timeframe less than 15 minutes can still result in high-risk exposures based on other considerations and circumstances in each case

Risk of COVID Transmission in Schools

Schools are a vital part of our local communities. They not only provide academic support to students, but are critical in meeting the social, emotional, and physical needs for students and their families. Safety for students and staff is always the priority, with student safety defined to include social, emotional, and physical well-being.

Key prevention strategies in schools include:

1. **Promoting Vaccination** against COVID-19 for eligible staff and students.

2. **Face Masks:** Correctly and consistently using well-fitted masks that cover the noseand mouth.

3. **Social Distancing:** Physical distancing, including cohorting children together to reduce potential exposures.

4. COVID-19 Screening, Testing, and Contact Tracing

a) Requiring students and staff to stay home if sick or having COVID-19 symptoms by reminding parents of symptoms associated with COVID-19 at the beginning of the school year and after holiday breaks

b) Encouraging students and staff to get tested for COVID-19 if having symptoms or if theyare not fully vaccinated and are a close contact of someone who has COVID-19.

c) Conducting screening testing

d) Implementing contact tracing

e) Following recommended and required quarantines

5. Maintaining Healthy Environments

a) Promoting handwashing and covering coughs and sneezes.

b) Routine cleaning to help maintain healthy facilities.

c) Avoiding crowded and/or poorly ventilated indoor activities (e.g., engaging in outdoor activities when possible and increasing ventilation for indoor activities).

d) When to clean & when to disinfect

e) Cleaning and Disinfection: cleaning once a day is usually enough to sufficiently remove potential virus that may be on surfaces. Disinfecting (using disinfectants on the U.S. Environmental Protection Agency COVID-19) removes any remaining germs on surfaces, which further reduces any risk of spreading infection. CDC has information on routine cleaning to help maintain healthy facilities.

KCHD GUIDELINES FOR SCHOOL CONTACT TRACING AND QUARANTINE

The school is alerted of a student or staff's positive test result by family, staff, or KCHD.

↓

The school contact traces to identify close contacts (direct contact or within 6ft for total of 15+ min).

↓

The school notifies KCHD of **all** close contacts using KCHD's contact tracing spreadsheet on which the school notes whether there was consistent and correct use of well-fitting face masks and the vaccination status of close contacts, if known.

↓

KCHD notifies family if their child is considered a close contact regardless of mask use, and whether or not quarantine from school is recommended. If a child is asked to quarantine from school but is fully vaccinated or has had a previous COVID infection within the past 90 days, the family must provide proof to the school before the child can return.

Sports/Extracurriculars:

If a positive case is identified on a sports team or extracurricular school-sponsored group such as music or drama:

- School will note this involvement on the contact tracing spreadsheet sent to KCHD
- In the case of an outbreak of two or more cases within a team/group within a 14-day period, school will notify KCHD by email (**COVIDschools@kentcountymi.gov**) or phone (**616-326-0060**) to discuss mitigation

Resources:

CDC Guidance for COVID-19 Prevention in K-12 Schools

American Academy of Pediatrics: COVID-19 Guidance for Safe Schools

MDHHS: Recommendations for Safer School Operations during COVID-19

Local Metrics:

Kent County Health Department COVID-19 Dashboard

Symptom Screener

Name of Child / Staff member: **Date:**

Symptom Check: Does student/ staff member have **ANY** one of the following symptoms listed below?

[] **YES** **[] NO, do not have any symptoms.**

- Temperature 100.4 degrees Fahrenheit or higher **OR** feels warm to touch **OR** feels feverish or has chills []
- New cough or change in cough for a child who often has a cough []
- Shortness of breath []
- Loss of taste or smell []
- Sore throat []
- Body aches []
- Nausea or vomiting or diarrhea []
- Severe headache []
- Extreme Tiredness []
- Congestion/Runny nose []

Pending Test Result Check: Is the student/staff member awaiting a pending COVID-19 test result?

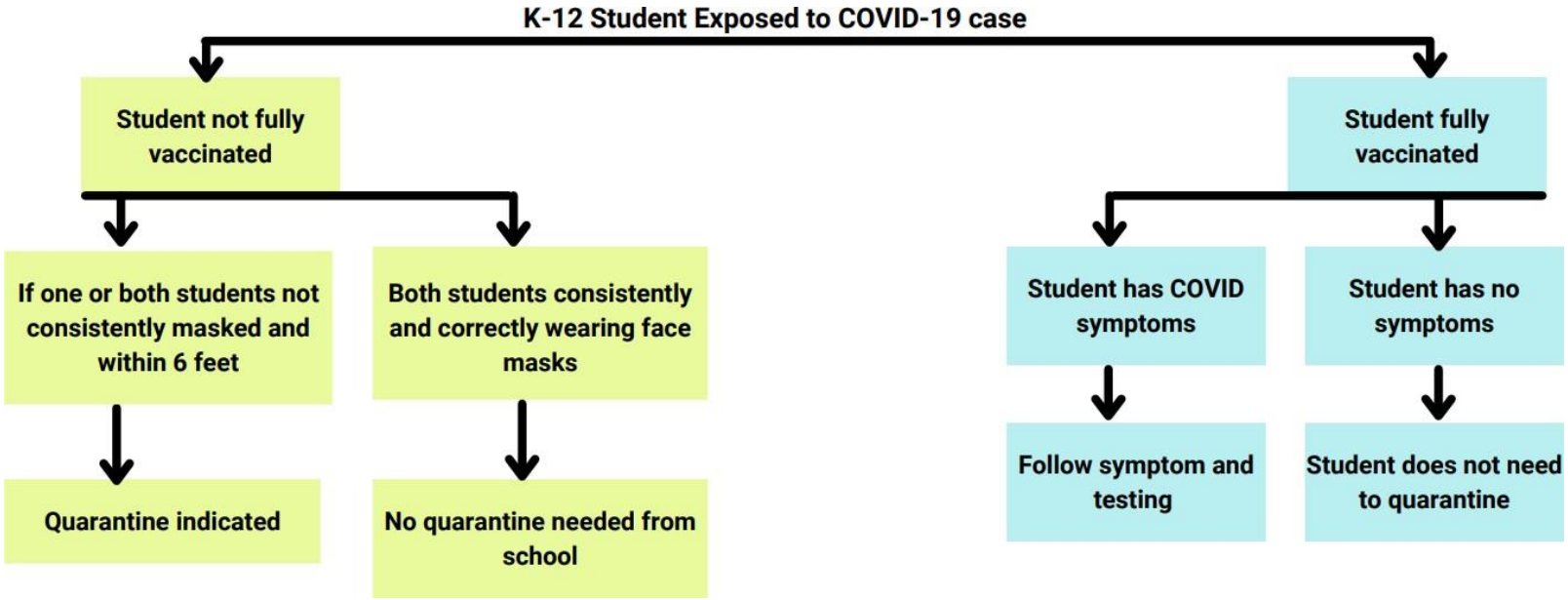
[] **YES** [] **NO**

Close Contact Check: Has the student/staff member had close contact with a person who has been confirmed to have COVID-19?

[] **YES** [] **NO**

If the student/ staff member has answered YES to any of the questions above, the student/ staff member cannot attend school today.

Algorithm for assessing school quarantine based on K-12 exposure in the educational setting, extracurricular, and busses (in a non-outbreak setting)



Mental Health Resources for Schools

Mental Health Screening Recommendation

FREE Headspace Subscription for Educators

- Hundreds of guided meditations on everything from stress and focus to theworkplace.
- Sleepcasts, sleep sounds, and sleep music to help create the conditions for a better night's rest.
- Inspiring videos, quick workouts, group meditations, and much more.

Kent ISD MI Safe Schools Roadmap Mental & Social-Emotional Health CompanionDocument

This document was created by the Kent ISD mental health internal and external partners. It isintended to align to the MI Safe Schools Roadmap and gives guidance, recommendations, and resources for district re-entry planning.
Throughout this document, items and activities in Phases 1-3 are strongly recommended while schools are closed for in-person instruction. Activities in Phase 4 are strongly recommended before schools reopen for hybrid or in-person instruction, and items in Phase 5are recommended before school reopens for in-person instruction.

Sections within document:

- Classroom Community Building (Tier I)
- Mental Health Universal Screening
- Data Analysis and Student Referral Process
- Crisis Management Planning
- Professional Development
- Mental Health Universal Screening
- Community Wellness Resources
- Universal Support for Staff Wellness
- Additional Re-entry Research and Resources

State of Michigan Mental Health Webpage and Support Documents

Best Practices In Universal Social, Emotional and Behavioral Screening, An Implementation Guide

School Mental Health Screening Playbook

31n Team Vendor Resources:

The state 31n team collaborated with each of the vendors to support your efforts to increase student mental health outcomes, and you can use your 31n funds to partner with them should you choose to do so. Note: 31n(12) funds can be used for costs associated with initiation and training on these resources, and 31(6) funds can be used for the platform/service. Please see the attached summaries for information on each option. Let your 31n consultant know if you have any questions about any of these resources, or feel free to reach out to the vendors directly.

Class Catalyst is available for Tier 1 and offers virtual student check-in which could be a pre-cursor for screening students who may need extra support.
Trusst is available for Tier 2 (&/or Tier 3) and is a text messaging platform for therapists and students to use for mental health service provision (could be helpful in areas where WIFI is limited or for students who need privacy to discuss mental health concerns when zoom or phone calls could be prohibitive).
BH-Works is a browser-based platform for universal screening, intake process management, referral, and care coordination, and much more.

Macomb ISD mental health resources

Other resources:

- Podcasts about crisis and re-entry by the clinical director of STARR commonwealth
- Planning for the next normal at school, Kaiser Permanente Ideas and Tools for workingwith Parents and Families, Collaborative for Academic, Social, and Emotional Learning (CASEL)
- Advancing Comprehensive School Mental Health Systems: Guidance from the Field,National Center for School Mental Health COVID-19, National Center for School Mental Health
- University of Maryland School of Medicine COVID-19: Family and Educator Resources,National Association of School Psychologists Coronavirus Disease 2019 Resources, National Association of School Nurses
- Responding to School Mental Health, Mental Health Technology Transfer CenterNetwork

School Drinking Water Guidance and Resources

- For Parents
- For School Administrators and Managers
- Flushing Guidance Memo to Schools During Executive Order 2020-35 Guidance on Flushing Your School Plumbing System Before Resuming Class: Information concerning the risks of water stagnation and where to find more information to help maintain the quality of drinking water within your facilities.

For more guidance documents, lead testing information and videos, please visit, https://www.michigan.gov/egle/0,9429,7-135-3313_3675_3691-474608--,00.html

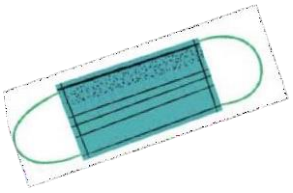
TIPS FOR HELPING STUDENTS WEAR MASKS

COMMUNICATE Knowing what to expect helps kids of all ages feel prepared and more at ease. Give kids time to get used to what's new. Set expectations, give support, and answer their questions to help them feel comfortable.	**PERSONALIZE IT** Allow students to select their cloth face covering and/or material that is used to make it. Kids can decorate their masks to make it their own.
PROVIDE OPTIONS For students with sensory concerns or tactile sensitivities, offer a variety of materials, prints, and textures, and allow them to choose which face covering is most comfortable.	**EXPLAIN WHY** Use simple words to explain why masks are important to our health and how they keep us safe from germs. Focus on the positive aspects of wearing them.
TEACH ABOUT PROPER USE By talking to kids and showing them how to wear masks safely, they are more likely to properly wear them.	**MAKE MASKS COMFORTABLE** Find adaptations such as face mask extenders or ear savers that can make wearing a mask more comfortable.
PRACTICE AND PRAISE As much as you can, give kids time to practice wearing their masks for longer periods of time so they are ready for school. Have your child practice putting on and taking off their masks by themselves. Use positive reinforcement to help encourage them.	**MAKE IT FUN** For younger children, you can make it fun by putting a mask on their favorite stuffed animal. Play with your children while wearing masks and pretend you are superheroes or doctors.
If you need further assistance, seek services from specialists such as behavior analysts or behavioral psychologists.	

RESOURCES:

- CDC How to Wear Masks**:**
- Social Stories for Young and Old
- Helping Individuals with Autism Wear Face Masks
- Sesame Street Video
- American Lung Association: Steps You Can Take to Get Used to Wearing a Mask
- Cloth Face Coverings for Children During COVID-19
- Helping people with autism spectrum disorder manage masks and COVID-19 tests
- A Parent's Guide

CONSEJOS PARA AYUDAR A LOS ESTUDIANTES A USAR MASCARILLAS



COMUNICAR Saber qué esperar, ayuda a los niños de todas las edades a sentirse preparados y más cómodos. Dé a los niños tiempo para acostumbrarse a lo nuevo. Fije expectativas, ofrezca apoyo y responda las preguntas de los niños para ayudar a que se sientan cómodos.	**PERSONALÍCENLAS** Permita que los estudiantes elijan su cubierta facial de tela o el material que se usa para hacerla. Los niños pueden decorar sus mascarillas para hacerlas más suyas.
OFREZCA OPCIONES En caso de estudiantes con problemas sensoriales o sensibilidad táctil, ofrezca materiales, estampados y texturas diferentes y permítales elegir qué tapabocas les resulta más cómodo.	**EXPLIQUE POR QUÉ** Use palabras sencillas para explicar por qué las mascarillas son importantes para nuestra salud y cómo nos protegen de los gérmenes. Concéntrese en los aspectos positivos de usarlos.
ENSEÑE LA FORMA ADECUADA DE USARLAS Hablar con los niños y mostrarles cómo usar mascarillas en forma segura hará que sea más probable que las usen correctamente.	**HAGA QUE LAS MASCARILLAS SEAN CÓMODAS** Busque maneras de adaptarlas, como usar extensores de mascarillas o protectores de orejas que hagan que sea más cómodo usar una mascarilla.
PRÁCTICA Y ELOGIOS Dé a los niños el mayor tiempo posible para practicar el uso de sus mascarillas durante períodos más prolongados, para que estén listos para usarlas en la escuela. Haga que su hijo practique cómo ponerse y quitarse la mascarilla él mismo. Use refuerzos positivos como ayuda para alentarlos.	**HAGA QUE SEA DIVERTIDO** En el caso de los niños más pequeños, puede hacer que sea más divertido usar la mascarilla si también le ponen una a su muñeco de peluche favorito. Juegue con sus hijos mientras usan mascarillas y simulen ser superhéroes o médicos.
Si necesita más ayuda, procure obtener servicios de especialistas tales como analistas de conducta o psicólogos conductuales.	

RECURSOS:

- CDC How to Wear Masks *(CDC, Cómo usar mascarillas)*
- Social Stories for Young and Old *(Historias sociales para jóvenes y viejos)*
- Helping Individuals with Autism Wear Face Masks *(Cómo ayudar a personas autistas a usarmascarillas)*
- Video de Sesame Street *(Plaza Sésamo)*
- American Lung Association *(Asociación Americana del Pulmón)*: Steps You Can Take to Get Used to Wearing a Mask *(Medidas que puede tomar para acostumbrarse a usar unamascarilla)*
- Cloth Face Coverings for Children During COVID-19 *(Cubiertas faciales de tela para niños durante el COVID-19)*
- Helping people with autism spectrum disorder manage masks and COVID-19 tests *(Cómo ayudar a las personas con trastornos del espectro autista a manejar las mascarillas y las pruebas deCOVID-19)*
- Helping Individuals with Autism Wear Face asks *(Cómo ayudar a personas autistas a usarmascarillas)*
- A Parent's Guide *(Guía para padres*