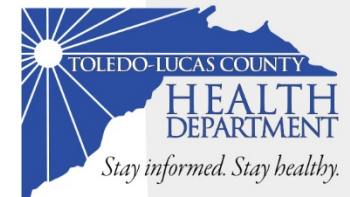


When COVID comes to school...



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Lucas County Schools COVID Tabletop

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When COVID comes to school...

Is Your School Prepared? Let's find out!

- Purpose of Tabletop
 - Demonstrate difference between
 - Isolation
 - Quarantine
 - Guide restart planning and revision efforts
 - Investigate how COVID scenarios may impact schools

When COVID comes to school...

Isolation vs. Quarantine

- Isolation is for a sick individual
 - 10 days of self-isolation
 - 1 day fever free without fever reducing medications
 - Return to school if symptoms significantly improved
- Quarantine is for an individual exposed to a case
 - 14 days of self-quarantine
 - Daily monitoring for development of symptoms
 - Test for COVID if symptoms develop

When COVID comes to school...

What if a student is sick with something else?

- When a student becomes ill with symptoms associated with COVID, the student is automatically excluded from school for 10 days UNLESS:
 - They go to the doctor and the doctor provides written notice of an alternative definitive diagnosis
- Examples:
 - Bonnie has a fever, goes to the doctor, and is provided written notice that she has an ear infection. She may return to school.
 - Clyde has a sore throat, goes to the doctor, and tests positive for strep throat. He may return to school according to the guidance received by his doctor, as strep is contagious.

When COVID comes to school...

Step by Step of COVID Case Reporting

1. Notification of a positive test result
2. Notify health department(s)
 - County of School and County of Residence
3. Identify close contacts exposed to positive individual
 - Classroom, Transportation, Lunch, Recess, Sports
4. Notify (parents of) close contacts
 - Respect HIPAA and protect the identity of the confirmed case as much as possible
 - Provide quarantine guidance (to parents)
5. Provide health department(s) with list of close contacts
 - Send information securely (secured fax or encrypted email)
6. Send notice of confirmed case home with students as per school policies

When COVID comes to school...

Knowledge Check

- Lana comes to school and has a fever of 101 F.
 - Does she need to quarantine or isolate?
 - Isolate
 - For how long?
 - 10 days, 1 day no fever, symptoms significantly improved
- Cyril's father was diagnosed with COVID. He lives with him and he is his sole caretaker. Cyril does not have symptoms.
 - Does Cyril need to quarantine or isolate?
 - Quarantine
 - For how long?
 - 14 days, unless he has continued contact with his father
 - If in continued contact, he must quarantine until 14 days after his father's symptoms resolve
 - What should Cyril do if he develops symptoms?
 - Begin isolation and seek testing

When COVID comes to school...

Don't be scared, be prepared!

- [The Four Rules of Planning](#)
- Don't throw away your plan: revise and be amenable to change
- Accept that you will likely have a case of COVID in your school
- Train teachers and other staff on what to do if:
 - A student becomes ill
 - One of their colleagues begins displaying symptoms
 - They are contacted by a health department staff member
- Don't be afraid to call TLCHD with questions and concerns
 - There are no stupid questions!!!
- Develop messaging for parents in advance if their child:
 - Becomes ill
 - Is exposed to COVID

When COVID comes to school...

The ABCs of Restart Planning

- Parent / Student Education
- Social-Emotional Health
- Bussers/Drop Offs/Walkers
- Temperature Checks
- Sick Student Policy
- Sick Teacher Policy
- Sick Staff Policy
- Classroom Etiquette
- Lunchtime
- Recess
- Gym
- Outdoor Activities
- Athletic Programs
- Band/Choir/Theatre/Cheer
- Shared Items
- Guests/Visitors
- Cleaning Routines

When COVID comes to school...

Developing Your Restart Plan: Parent / Student Education

- Parent Education

- Start now
- Have policies in place
- Plan for vulnerable students
- Be prepared for pushback
- Provide guidance sources
 - [CDC](#)
 - [Ohio DOE](#)

- Student Education

- Start now
- Age appropriate education
- Have policies in place
- Be prepared for pushback

When COVID comes to school...

Developing Your Restart Plan: Social-Emotional Health

- Educators, children, and families will experience stress, confusion, fear, anger, sadness or anxiety during return to school
 - Students may display negative and disruptive behaviors
 - Teachers and staff may have heightened stress responses
- Planning must address and support students' and staffs' safety, social-emotional health, and wellness needs
- Develop opportunities for remote/virtual teacher-family partnerships to strengthen communication and reduce fear

When COVID comes to school...

Developing Your Restart Plan: Arriving At School

- **Bussing Considerations**
 - Attendance on busses
 - Discussion between schools for shared busses
 - Tracking who the bus driver is each day
- **Bussers**
 - Assigned seating
 - Masks on bus ride
 - Families sit together
- **Drop Offs / Pick Ups / Walkers**
 - Staggered drop off / pickup times
 - Specific release area for each class/grade
 - Temp checks at door
 - Send students straight to class
 - No congregation in hallways

When COVID comes to school...

Developing Your Restart Plan: Temperature Checks

- Who does them?
- Keep a sheet for daily monitors!
- What if a student arrives hot?
- How will students be isolated?
- What if a teacher or staff arrives hot?
- Who will do checks for late arrivals and guests?
- Provide a symptom checklist to parents
 - Use this list daily before students leave for school
 - Staff / Teachers should perform this self-assessment as well

When COVID comes to school...

Developing Your Restart Plan: Sick Policies

- Students
 - Fail a temperature check
 - Become sick during the day
 - Where will they be isolated
 - How will parents be contacted
 - Percentage classroom absenteeism leading to altered curriculum
- Teachers
 - Substitutes if multiple teachers are exposed / ill
 - Become sick during the day
 - Alternate teaching arrangement if isolated/quarantined
- Staff
 - Lunch Staff
 - Clerical / Front Desk Staff
 - Janitorial Staff

When COVID comes to school...

Developing Your Restart Plan: Class Time

- **Assigned Seating**
 - As few students within six feet of each other as possible
 - Keeping the same students together every day for tracking ease
- **Attendance**
 - Crucial to know who is in class
 - Much easier to determine who to quarantine
 - Teacher should keep a class-by-class interactions diary
 - Masking
 - Masks should be worn as often as possible
- **Switching Classes**
 - Teachers should change classes, not students, whenever possible
 - Stagger time when different classes/grades will be in the hall
 - Consider the use of floor dots to demarcate six feet distance
 - Useful for bathroom and lunch lines
 - Hand sanitizing between classes

When COVID comes to school...

Developing Your Restart Plan: Lunch and Recess

- Lunch in the classroom if possible
- Lunch outdoors for easier social distancing
- Assigned Seating at Lunch
 - As few students within six feet of each other as possible
 - Keep the same students together every day for tracking ease
- Masking
 - Masks should be worn as often as possible
 - After eating
 - When talking
- Recess
 - Stagger time when different classes/grades will be at recess
 - Must be able to determine who students interacted with
 - Masks should be worn as often as possible

When COVID comes to school...

Developing Your Restart Plan: Gym and Outdoor Activities

- Stagger time when students will be in the locker room
 - Want to keep six feet of distance
- Limit contact play
- Limit use of shared equipment
 - Weights
 - Balls
 - Bats/Paddles/Rackets
- Determine how shared equipment will be sanitized
- Masks should be worn as often as possible
- Consider outdoor activities for greater social distancing
- Classes can also be held outdoors as appropriate
 - Airflow
 - Social distancing

When COVID comes to school...

Developing Your Restart Plan: Athletic Programs

- Mandatory Attendance Sheets
 - Crucial for quarantine determinations
- Stagger time when students will be in the locker room
 - Want to keep six feet of distance
- Limit contact play
- Consider eliminating gym equipment / weight room training
- Limit use of shared equipment
 - Weights
 - Balls
 - Bats/Paddles/Rackets
- Determine how shared equipment will be sanitized
- Masks should be worn as often as possible

When COVID comes to school...

Developing Your Restart Plan: Band/Choir/Theatre/Cheer

- All four programs are highly respiratory
 - Great risk of spreading COVID
- Mandatory Attendance Sheets
 - Crucial for determining who will need to be quarantined
- Seating charts as applicable
- Determine how shared equipment will be sanitized
- Masks should be worn as often as possible
- Eliminate physical contact between students
- Practice/perform outdoors whenever possible
 - Airflow
 - Social distancing

When COVID comes to school...

Developing Your Restart Plan: Shared Items and Guests

- Common use items should be student supplied
 - Writing Instruments / Scissors
 - Crayons/Colored Pencils
- Shared computers or equipment will be disinfected between student use
- Art teachers should consider projects that do not require shared items or use items that can be sanitized between users
 - Clay working / Papier-mâché / Origami / Hand-working Fabrics
- Guests/Visitors
 - Only those with essential business permitted
 - Required to wear a mask
 - Must have temperature taken and complete symptom checklist
 - Develop a sign in sheet
 - Reduce need for face-to-face meetings /provide online and virtual meeting alternatives

When COVID comes to school...

Developing Your Restart Plan: Cleaning Routines

- CDC Protocols for cleaning will be followed
- Ensure all cleaning products have a coronavirus kill claim
- Increased cleaning of high-touch surfaces
- Identify classrooms/areas where more intense cleaning is necessary
 - Computer Rooms
 - Laboratory Desks
 - Band / Choir Rooms
 - Other high touch areas / rooms
- Develop a plan for cleaning areas with confirmed cases

When COVID comes to school...

Scenarios

When COVID comes to school...

Scenario One: The Classroom Culprit

Our “star” pupil, Carlos, age 8, comes to school on Monday and is in a class of 20 students with Ms. Frizzle. He has a great time and his father picks him up after a successful day of learning.

On Tuesday, Carlos’ father phones in to inform the school Carlos has a fever and he has a doctor’s appointment later today.

The school nurse reminds Carlos’ father of the new COVID policy and thanks him for following the school’s pledge to keep sick kids from school. Carlos is now in **isolation**.

Carlos goes to the doctor and the doctor administers a swab to test for COVID. 48 hours later, the doctor calls Carlos’ father and reports that the positive result.



When COVID comes to school...

Scenario One: The Classroom Culprit

The health department is informed of the positive test result the same day as Carlos' father, and contacts him later that day to find out more.

When asked what Carlos did two days before, his father tells them about a fun Sunday spent inside watching movies and playing video games. He then informs him that on Monday, since it is the school season, he attended school from approximately 8:00 am to 5:00 pm.

He says that afterwards he picked Carlos up from school and they went home to make hotdog mac n cheese and Carlos went to bed early that night feeling more tired than normal. The following day he had the fever and has been in isolation ever since.



When COVID comes to school...

Scenario One: The Classroom Culprit

The health department staff thanks Carlos' father and completes the call. They then call the school to inform them of the potential exposure.

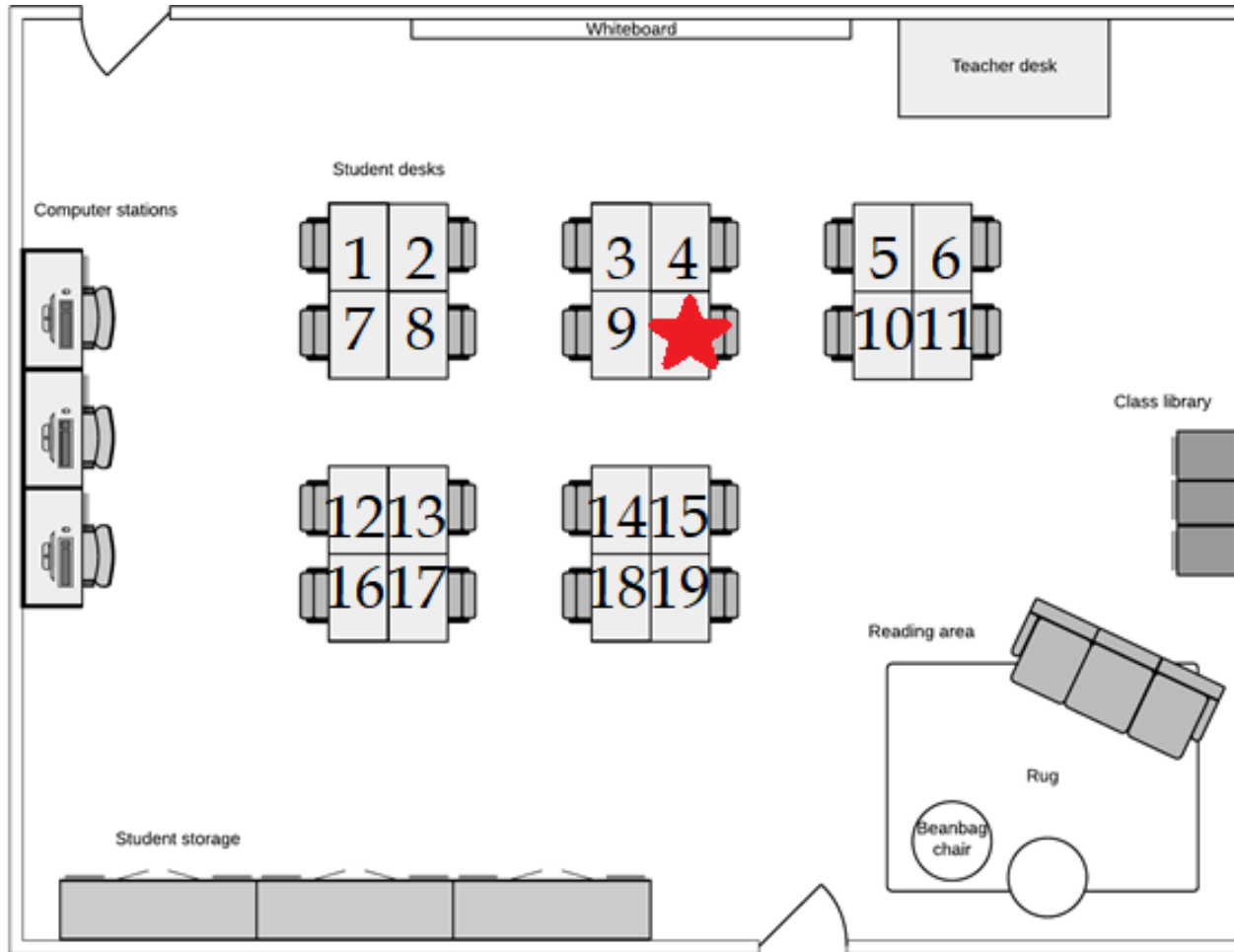
The front desk staff sees that Ms. Frizzle is on her planning period and transfers the HD staff to her phone. Ms. Frizzle tells the HD staff Carlos sits in the middle of the classroom and is within 6 feet of a number of other children for longer than 15 minutes. All of the students wore face masks for the majority of the day.

Ms. Frizzle emails a copy of the classroom seating chart to the health department. Each desk is 3 feet long and 3 feet wide, and the sets of desks are 3 feet apart. The students do interact with surrounding tables throughout the day, turning in their chairs for table-to-table discussion.

When COVID comes to school...

Scenario One: The Classroom Culprit

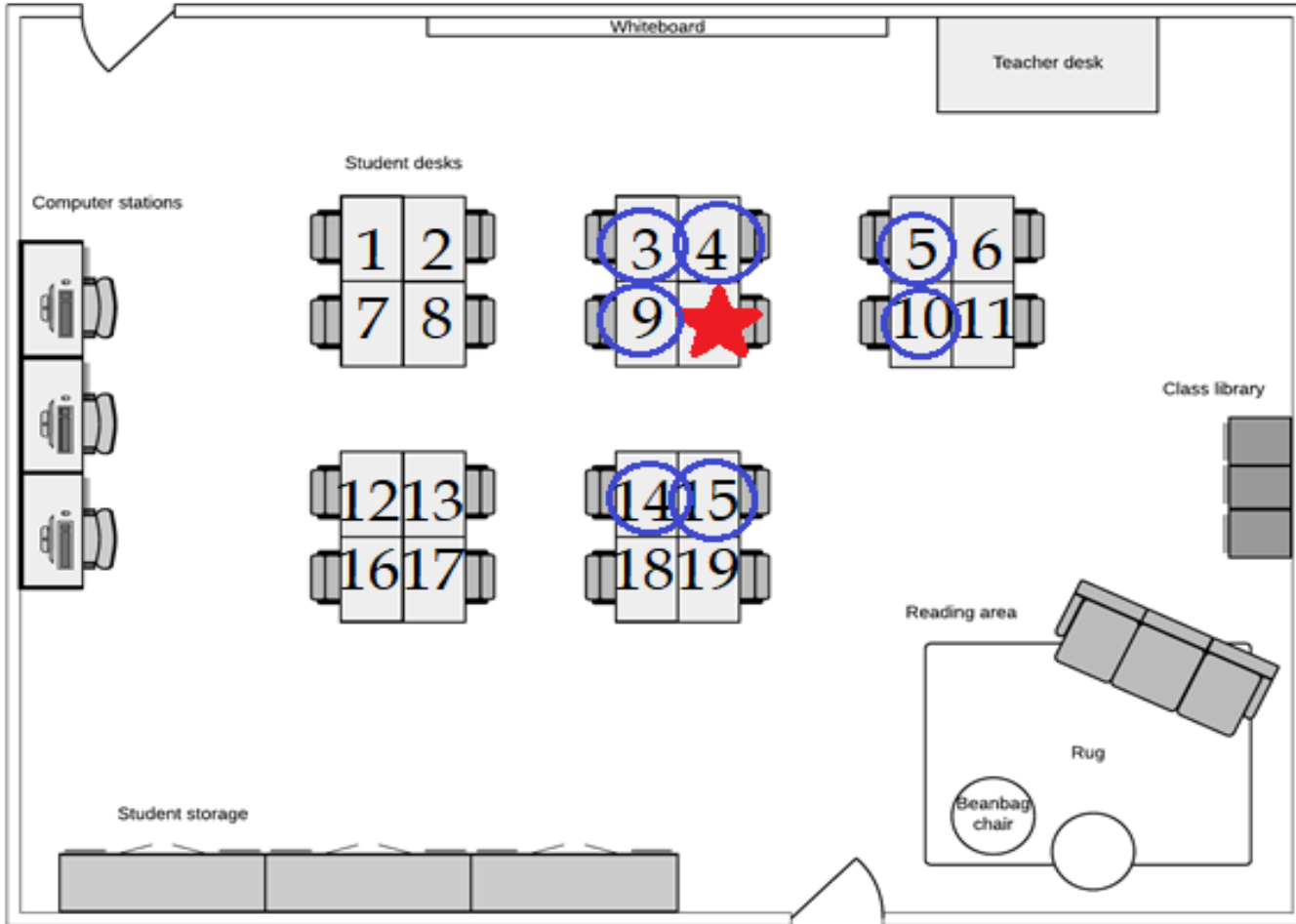
How many students have been exposed?



When COVID comes to school...

Scenario One: The Classroom Culprit

How many students have been exposed?



When COVID comes to school...

Scenario One: The Classroom Culprit

Seven other students have been exposed.

What happens now?

The HD staff will work with Ms. Frizzle and other school staff as needed to obtain the names and contact information for those students. Those student's parents will be contacted individually by the HD staff and informed that their child must be **quarantined** for fourteen days from the last day (Monday) that the COVID positive child was in school.

The HD will do their utmost to keep the identity of the child safe, but in such a small setting it is easy to see how this information will likely not be a secret for long.

When COVID comes to school...

Scenario One: The Classroom Culprit

Wrap-Up:

- Carlos will stay home for at least 10 days since his symptoms first appeared and until he has been fever-free without use of fever reducing medications for 1 day
- If on day 11 his symptoms have significantly improved, then he can return to school
- All seven students will be in quarantine for 14 days from the day of last exposure to Carlos
- They may come to school on day 15 if symptoms have not developed

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
6	7	8	9	10		

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
7	8	9	10	11	12	13
14						

When COVID comes to school...

Scenario Two: The Sporty Sniffler

Ashley Spinelli is 15 and is the JV football running back. This Friday is the first big game of the season, so there has been a great deal of mock play during Monday's and Tuesday's practice.

It is Wednesday, and Spinelli has a math test in last period. She starts to feel exhausted at lunch, but she stayed up late studying. She promises herself to start studying earlier next time and not spend the weekend at her cousin's house. Her aunt makes good money working at an auto factory in the next town over, so they just installed an amazing in-ground pool. She couldn't miss out!

By fifth period, Spinelli is still not feeling well, but just wants to get through the day and take her test while everything is fresh in her head from a night of cramming. She takes the test even though by the end of the test she has the sniffles.

When she comes out of locker room and onto the field, Coach Kluge notices her demeanor and lines everyone up for their temp check. When he gets to Spinelli, she has a fever of 101.6 F.

When COVID comes to school...

Scenario Two: The Sporty Sniffer

Spinelli is asked to sit on the sidelines away from other players and she phones her grandmother to pick her up from practice early.

Coach Kluge speaks with the grandmother when she arrives and informs her of Spinelli's temperature and provides her a copy of the isolation guidance the school has developed.

Spinelli goes to the urgent care that evening and next day is informed she has tested positive COVID.

A Health Department staff member contacts Spinelli's grandmother later that day and case investigation is performed.

When the HD staff calls the school, the school informs the health department that Spinelli's grandmother has already informed them of the positive test, and they have begun the process of collecting information from the teachers of who Spinelli may have had contact with. The school provides the HD staff the extension of each teacher so they can be contacted individually.

When COVID comes to school...

Scenario Two: The Sporty Sniffler

When asked about her sport's participation, the school provides Coach Kluge's information as well.

When the HD staff calls Coach Kluge, he sends over a record of attendance for Monday's and Tuesday's practice. When the HD staff asks who Spinelli had close contact with, Coach Kluge informs them of the drills they have been running and the mock play that has been performed and how Spinelli likely had close contact with nearly every player that was present on the team for both days of practice.

As a result, the entire JV football team must be quarantined for 14 days, in addition to each student identified as a close contact during Spinelli's normal classes. The football game is cancelled.

When COVID comes to school...

Scenario Two: The Sporty Sniffler

Wrap-Up:

- Spinelli will stay home for at least 10 days since her symptoms first appeared and until he has been fever-free without use of fever reducing medications for 1 day.
- If on day 11 her symptoms have significantly improved, then she can return to school
- The JV team and the other close contact students will be in quarantine for 14 days from the day of last exposure to Spinelli
- They may come to school on day 15 if symptoms have not developed

When COVID comes to school...

Scenario Three: Positive Parents

Chas and his wife Kira run the local Java Lava Coffee House. Their children, Chuckie and Kimi, attend the local junior high. On Tuesday, Chas calls the school to inform them that he and Kira have tested positive for COVID and that Chuckie and Kimi will be **quarantined** in the same household.

Unfortunately, Chas and Kira have no alternative childcare options for Chuckie and Kimi. This means that both children will have continued exposure to their positive parents.

As a result, neither of the children will be able to start their 14-day quarantine countdown until the parents have completed their **isolation** and have seen significant reduction in their symptoms. This means that Chuckie and Kimi will be out of school for nearly three weeks. The school informs Chas of their alternative education options so that both Chuckie and Kimi can continue their education from home for the duration of their extended quarantine.

When COVID comes to school...

Scenario Four: Across State Lines

Dr. Temperance and her husband, Agent Seeley, live in Montgomery County, Maryland, work in Washington D.C., and send their child Christine to kindergarten in Fairfax County, VA.

When they call the school to inform them that Christine has tested positive, which health department(s) should the school notify?



When COVID comes to school...

Resources

- [Education Planning for Ohio Schools and Districts](#)
- [Reset and Restart DoE](#)
- [Planning Guide PDF](#)
- [Considerations for Wearing Cloth Face Coverings](#)
- [Posters and Signs](#)
- [COVID-19 Information for Ohio's Schools and Districts](#)
- [CDC Childcare, Schools, and Youth Programs](#)

When COVID comes to school...

Thank You!

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Please Send Your Contact Information and Questions to:

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