



## Healthy Youth and Schools Commission

### *February Quarterly Meeting*

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Feb. 17, 2021 | Jeff Travers, Chairman of the Commission



**Welcome**

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# Agenda

- Welcome and Introductions
- Recap of the Previous Commission Meeting
  - Approval of Minutes
- Charter School Operations
- Updates from OSSE
  - General Announcements
  - Environmental Literacy Update
- COVID-19 Testing in Schools
- Updates from Strategic Plan Working Groups
- Comments from Commissioners on Current Work
- Closeout and Priorities for Next Meeting



## Recap Previous Commission Meeting

Jeff Travers, Chairman, Healthy Youth and Schools Commission

# Recap Previous Commission Meeting

- November Quarterly Meeting
  - Date: Wednesday, Nov. 18, 2020
  - Main topics covered:
    - COVID-19 Response and Recovery
    - Child and Family Services Agency Presentation on Child Welfare
  - Approval of minutes



# Charter School Operations

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Audrey Williams, Senior Manager Intergovernmental Affairs, Public Charter School Board  
Cheri Harrington, Chief Operating Officer, Washington Yu Ying PCS

# Health and Safety During a Pandemic

Healthy Youth and Schools Commission  
February 17, 2021





# **On-Campus Students and Staff**



## On-Campus Students and Staff

**We've had students on campus since September. Soon, we'll have about 300 students and staff at school.**

- In September 2020, we brought about 50 students back on campus to learn online, Monday - Thursday, from 8 a.m. to 4 p.m. We call this our Dragon Squad model.
- We also reopened our child care center for eight babies and toddlers.
- This month, about 300 more students will return to campus for in-person instruction. This is our hybrid model.
- After hybrid starts, we'll have more than 300 students and staff on campus on any given week.

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**Our Approach to  
Keeping Students  
and Staff Healthy**



# Health and Safety

## Washington Yu Ying

At Yu Ying, we've gone above and beyond  
to help create a healthy and safe place for students and staff.



**PERSONAL PROTECTIVE EQUIPMENT (PPE)**



**SOCIAL DISTANCE**



**CLEAN & DISINFECT**



**CLEAN AIR**



**WELLNESS CHECKS & REGULAR TESTING**

# Cleaning the Air

## Cleaning the Air

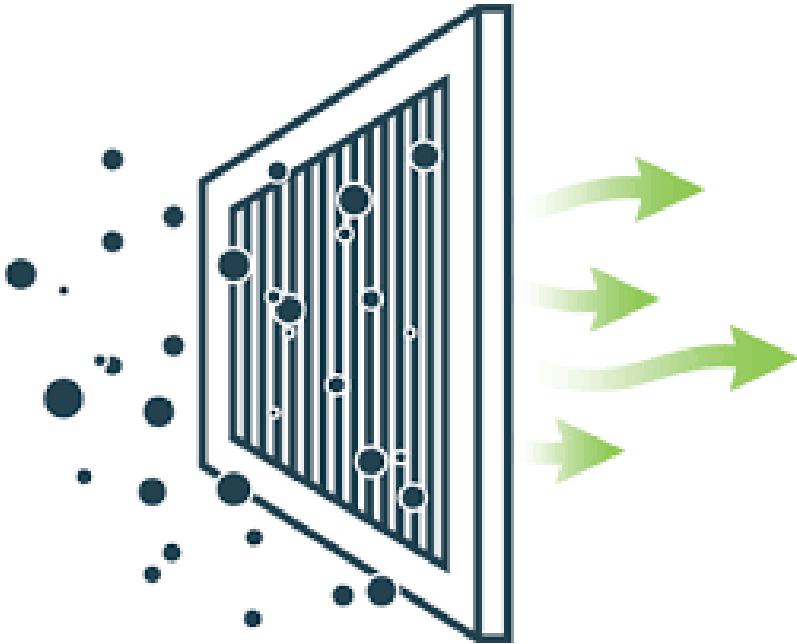
**Our HVAC system pumps and circulates fresh air into each classroom throughout the school day.**

- In 2014, we installed an additional state-of-the-art HVAC system to pump fresh air into each classroom.
- This system will help keep the air cleaner for our students and staff.



## Cleaning the Air

**Our MERV 13 hospital grade filters clean the air.**



- We also use hospital grade air filters throughout the building.
- These special filters - called MERV 13 - reduce germs and allergens from the air.



# Cleaning the Air

## Here's what else we're doing to clean the air:

- We have 10 portable UV-C units. We'll use these units to clean the air if someone develops flu-like symptoms while in our building. We also place one or two of these units in high-traffic areas - such as front reception - to keep the air extra clean.
- We purchased and installed air filters for each classroom and work space.

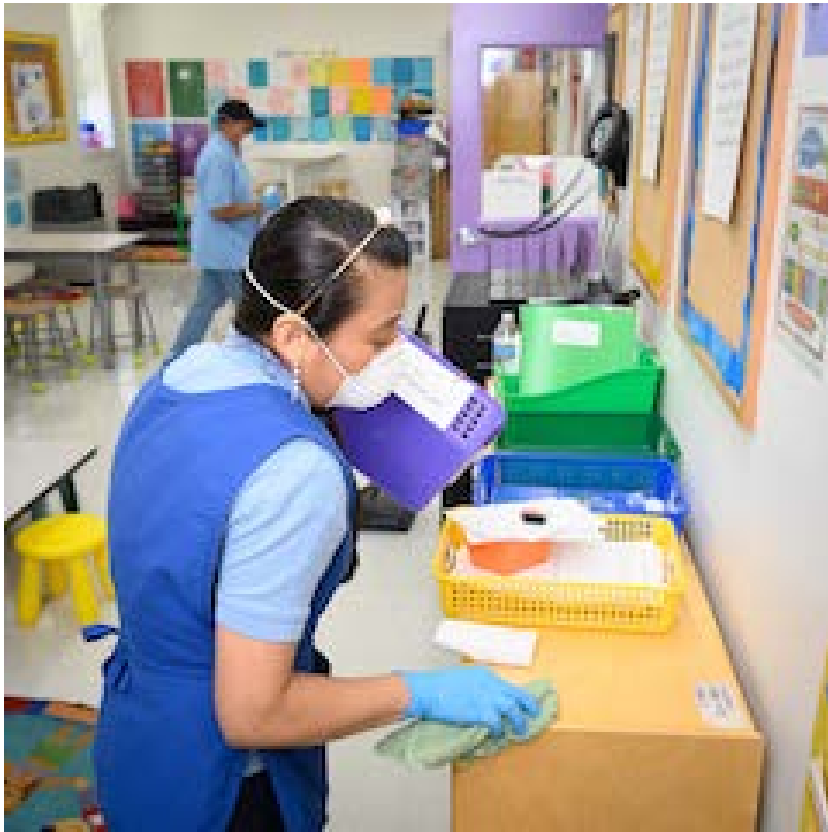


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# **Cleaning and Disinfecting Surfaces**

# Cleaning and Disinfecting Surfaces

**We increased and enhanced our cleaning procedures.**



- Our janitorial day team routinely cleans and disinfects frequently touched surfaces and objects.
- This includes items not normally cleaned daily - for example, doorknobs, light switches, classroom sink handles and countertops.

# Cleaning and Disinfecting Surfaces

## **We increased and enhanced our cleaning procedures.**

- Our staff also helps. For example, we wipe down desks after lunch and clean toys and materials throughout the day.
- We've had to limit machine washable toys or make sure those toys are only touched by one child and washed between uses.
- We spray our playground equipment with a kid-friendly disinfectant after each use.
- We installed hand sanitizer units throughout the building and outside each classroom.

# Cleaning and Disinfecting Surfaces

**Our disinfecting shoe mats will help reduce germs.**

- We also have disinfecting shoe mats for every building main entrance and outside each classroom door.
- The mats disinfect the bottom of shoes, which helps us kill germs within our building.



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# **Personal Protective Equipment (PPE) and Supplies**

# PPE and Supplies

**When it comes to PPE, we've got Yu Ying covered!**



- We bought a lot of PPE including reusable and KN95 masks, gloves, no contact thermometers, sanitizing wipes, toilet seat covers, and hand sanitizer gel.
- We installed hand sanitizing dispensers throughout the building, including outside each classroom.

# PPE and Supplies

## When it comes to PPE, we've got Yu Ying covered!

- We installed touchless sink faucets in all bathrooms.
- We have toilet seat lids, too.
- And, we installed and placed plexiglass barriers between bathroom sinks, at the front reception desk, and in other areas of the building.





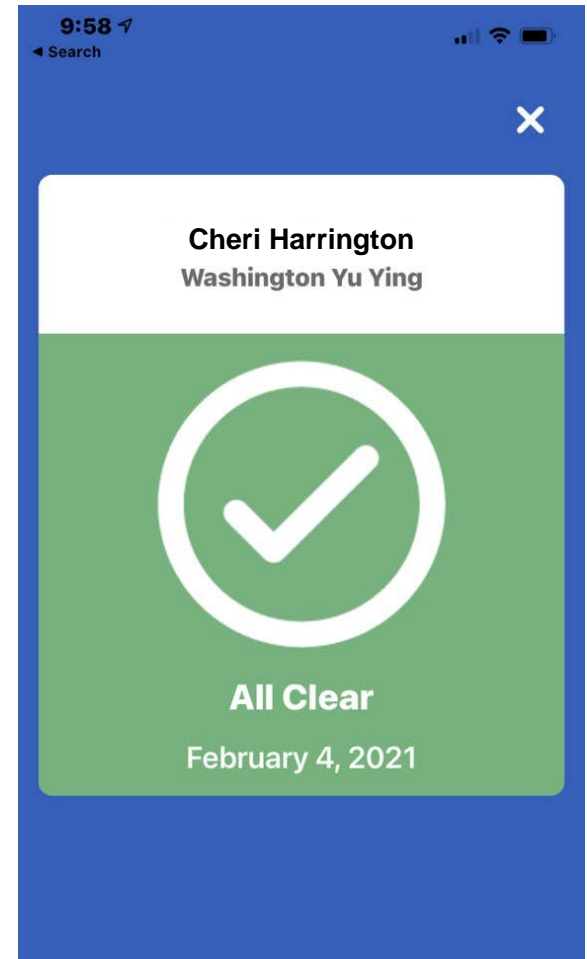
# Wellness Checks



# Wellness Checks

**Wellness checks, regular testing, and additional health suite help us reduce COVID on campus.**

- Staff and families need to complete the wellness check in our health screening app every day they're on campus.
- We also provide regular on-site COVID-19 tests to all on-campus students and staff.
- We created an additional health suite for students and staff who don't feel so great.



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# **Social Distancing and Other Safety Protocols**

# Social Distancing and Other Safety Protocols

**Social distancing on campus isn't easy. Here's what we've done to help keep everyone six feet apart.**

- Each of our classrooms can have up to 10 students. We set up the classrooms so individual learning spaces are at least six feet apart.
- We divided our outdoor space into separate play and learning zones with visible boundaries so students will stay with their small group.
- Non-essential visitors are restricted from the building. This means families can't walk students to their classrooms.
- Students and staff are grouped into small cohorts. We limit the number of staff who need to cross cohorts.

# Social Distancing and Other Safety Protocols

## **We implemented several health guidelines.**

- In addition to our regular student and staff handbooks, we created additional guides to help everyone navigate all the new health and safety protocols.
- Our Staff COVID-19 Operations Guide outlines a variety of new COVID-related procedures. It includes information on how to disinfect playground equipment and how to take care of a sick child.
- Our Family Reopening Plan helps families know what to expect when they're back on campus this year.

# Lessons Learned

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# Lessons Learned

## **There's been a learning curve.**

- Communication, communication, communication helps keep our students and staff safe.
- Our protocols are working.
- Managing COVID-19 with staff and students on campus takes a lot of time and resources.
- Burnout is real and finding ways to recognize staff is important.

**Questions?**



# General Updates from OSSE

Heidi Schumacher, Assistant Superintendent, OSSE





- **CRRSA Supports for K-12**
- Coronavirus Response and Relief Supplemental Appropriations Act, 2021
- February 2021

# Overview – Education Stabilization Fund (ESF)

- ESF provides an additional ~\$82 billion for education
- \$54.3 billion for the Elementary and Secondary School Emergency Relief (ESSER) Fund for public K-12 schools
- \$4.05 billion for the Governors Emergency Education Relief (GEER) Fund, which includes a \$2.75 billion set-aside for services to private K-12 schools, to be administered by public agencies
- \$22.7 billion for Higher Education Emergency Relief Fund

# Elementary and Secondary School Emergency Relief (ESSER II) Fund

- District of Columbia's allocation is **\$172,013,174**
  - 90 percent subgrants to local education agencies (LEAs)
  - 10 percent state education agency (SEA) reservation, including 0.5 percent for SEA administration
- Allowable Uses (activity under ESEA, IDEA, Adult Education, Perkins CTE)
  - addressing learning loss
  - preparing schools for reopening
  - testing, repairing, and upgrading projects to improve air quality in school buildings
- Focus on how the State is using funds to measure and address learning loss among students disproportionately affected by the coronavirus and school closures, including:
  - low-income students
  - children with disabilities
  - English learners
  - racial and ethnic minorities
  - students experiencing homelessness
  - children and youth in foster care

# Governors Emergency Education Relief (GEER II) Fund

- District of Columbia's estimated allocation is **\$7,662,000**
- Emergency Supports to Education-Related Entities (est. \$2,549,000)
  - Same structure and allowable uses as CARES GEER funding
- Emergency Assistance to Non-Public Schools (est. \$5,113,000)
  - Non-public schools may apply to SEA for a range of “secular, neutral, and nonideological” services and assistance, including sanitization, PPE, COVID testing, ed tech, and connectivity
  - State agencies must provide services directly or under contract, retaining control of funds and title to equipment
  - SEA may reserve not more than greater of \$200,000 or .5 percent for administration
  - SEAs must prioritize services or assistance to non-public schools that enroll low-income students and are most impacted by the qualifying emergency



# Legislative Update

Caitlin Shauck, Policy Analyst, OSSE

# Minor Consent for Vaccinations Amendment Act of 2020

- Currently under Congressional Review before becoming official law
- The law would do the following:
  - Permit a minor, 11 years of age or older, to receive a vaccine, if the minor is capable of meeting the informed consent standard
  - Establish how a minor shall be deemed to meet the informed consent standard
  - Require DC Health to produce age-appropriate alternative vaccine information sheets
  - Prohibit an insurer from sending an Explanation of Benefits
  - Allow a minor access to the minor's immunization records.
  - Require a physician to submit the immunization record directly to the minor's school if the parent is utilizing a religious exemption or is opting out of receiving the Human Papillomavirus vaccine.



# Nutrition Team Updates

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Liz Leach, Nutrition Programs Manager, OSSE

# Nutrition Team Updates

## National School Breakfast Week and Hear the Crunch

- From March 8-12, schools across the District will be celebrating National School Breakfast Week (NSBW).
- On Wednesday, March 10, schools will be participating in *Hear the Crunch*, a fun, synchronized apple crunch event to help raise awareness about the benefits of school breakfast.
  - Apples will be on the school menu for the day, and students will learn about the importance of a nutritious school breakfast.

## Fiscal Year 2021 Equipment Assistance Grant anticipated awards

- OSSE received 12 applications from seven School Food Authorities and anticipates making six awards totaling \$68,306.
- OSSE provided a competitive preference to DC public schools, public charter schools, and nonprofit private/nonpublic schools that:
  - Have not received an NSLP Equipment Assistance Grant in the previous three years, and;
  - Earned a 1- or 2- star rating on the DC School Transparency and Reporting (STAR) Framework or;
  - Are purchasing equipment that supports providing meals in non-traditional setting to expand accessibility to food service.





## Update on Coronavirus (COVID-19) Vaccination for Educators

David Esquith, Director of Policy, Planning, and Strategic Initiatives, OSSE

# COVID-19 Vaccination for Educational Stakeholders

- Phase 1B Tier 2 includes the following staff:
  - Public, public charter, and independent schools
  - OSSE Division of Transportation (DOT) bus drivers and attendants
  - Child care providers
  - Departments of Energy and Environment and Parks and Recreation education staff
  - Adult and Family Education School Staff
- Eligibility: all in-person staff at schools/child care facilities where students/children are in person or will be in-person by end of February.
- Vaccines for eligible DCPS and OSSE DOT staff were administered the week of Jan. 25 by Children's National at Dunbar High School.
- Vaccines for eligible public charter school staff were administered through One Medical in Adams Morgan beginning the week of Jan. 25.
- Vaccines for all of the above groups are being administered by One Medical in Congress Heights through the month of February.



## Mental and Behavioral Health Support

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Tia Brumsted, Deputy Assistant Superintendent, Health and Wellness, OSSE

# Mental and Behavioral Health

- DCPS and public charter schools continue to offer behavioral health supports, primarily via telemental health and other virtual structures (classroom and guidance lessons)
- Technical Assistance Office Hours: Project AWARE Coordinators and DBH Clinical Specialists continue to host daily office hours for any interested school behavioral health staff.
  - Claudia Price's Office Hours Monday and Thursday, 3-4 p.m. and can be accessed [HERE](#).
  - Ron LaFleur's Office Hours Wednesdays 1-2 p.m. and can be accessed [HERE](#).
- Offering Youth Mental Health First Aid to DC educators
  - [Upcoming OSSE Hosted Trainings](#)
- On the horizon: Expand suicide prevention education training and resources for all schools

# DC Project AWARE



- 36 schools within DCPS, Friendship PCS, and KIPP PCS
- Continued expansion of mental health screenings
- Trained middle and high school staff on Signs of Suicide and rolling out student-facing curriculum this spring
- AWARE schools have hosted 19 trainings this school year to support parents and families on a range of mental health and wellness topics including self-care, engagement strategies to support virtual learning, stress management, and coping with depression and anxiety.



## Healthy Schools and Wellness Programs Update

Charles Rominiyi, Health Education Manager, OSSE

# Healthy Schools and Wellness Programs Update

- OSSE will be partnering with the Parent Navigator program at Children's National Hospital to host a training on March 3 at 2 p.m. on physical activity for families of children with special needs.
  - Contact [Charles.Rominiyi@dc.gov](mailto:Charles.Rominiyi@dc.gov) for additional details.
- OSSE is soliciting applications for the District of Columbia Healthy Schools Grant.
  - The purpose of this grant is to increase OSSE's capacity to support schools with implementing high-quality 1) health education and physical education; and 2) place-based education programs.
  - The deadline for application submission is April 6, 2021, at 3 p.m.
  - For more information including the Notice of Funding Request and the Request for Funding, please visit the Healthy Schools Grant webpage at [osse.dc.gov/publication/healthy-schools-grant](https://osse.dc.gov/publication/healthy-schools-grant).



# Environmental Literacy Update

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Grace Manubay, Environmental Literacy Coordinator, OSSE



# 2020 DC Environmental Literacy Plan

- Required by Healthy Schools Act to update every three years with agency partners
- The 2020 DC Environmental Literacy Plan posted on the [OSSE website](#) at the beginning of January 2021
- Goal: All District students graduate with the knowledge, attitudes, and skills to make informed decisions and take actions that impact the community and environmental systems.

# 2020 DC Environmental Literacy Plan

- Student Objective: All students engage in project-based experiences at every grade level, both in the classroom and outdoors, designed to increase understanding of environmental and sustainability concepts
  
- Educator Objective: All educators are prepared and equipped with sustained professional development, tools, and resources to provide rigorous instruction that continually increases students' age-appropriate understanding of the environment

# 2020 DC Environmental Literacy Plan

- Schools Objective: All schools integrate sustainability practices and reduce the impact of their buildings and grounds on the environment and human health, including through integrated learning opportunities for students
- Community Stakeholder Objective: All community stakeholders collaborate across sectors to provide opportunities to teachers, students, staff, and school-based initiatives that support the environmental literacy goal

# Advisory Committee

- Working to transition the ELP agency workgroup into the Environmental Literacy Advisory Committee
- The group will meet quarterly to provide updates and determine implementation progress
- Email [Grace.Manubay@dc.gov](mailto:Grace.Manubay@dc.gov) with any suggestions for community members who may be interested in serving on the advisory committee.

# Environmental Literacy Grant Updates

- Grantees continuing to provide programs to schools in the current Environmental Literacy Leadership Cadre cohort and alumni schools
- Beginning a new collaboration for students to engage them in virtual field trips in and around the District called Nature Connections: Livestream with Environmental Experts
- Restructured [webpage](#) with distance learning resources

# Cadre and Capital LEAF

- Cadre is a supportive space for teachers to meet and learn what is happening across schools
- Many of the teachers are focused on the logistics of reopening and their health and safety
- Asking cadre to look at Capital LEAF program as a way to assess their school space and its environmental features (e.g., HVAC, access to outdoors)
- OSSE plans to nominate two schools that participated in the Capital LEAF pilot to the US Green Ribbon Schools recognition program (DC Bilingual PCS and Key Elementary)



# COVID-19 Testing in Schools

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Lisvette García Acosta, Management Analyst, OSSE

Dr. Kafui Doe, Child, Adolescent, & School Health Division Chief, DC Health



## Asymptomatic Testing Programs

Lisvette García Acosta, Management Analyst, OSSE



# School Convenience Testing Pilot

- DC Health is offering an asymptomatic COVID-19 School Convenience Testing Pilot in collaboration with DCPS and public charter schools that provide a minimum of four days/week of in-person programming.
- Through this pilot, eligible schools may participate in:
  - In-school testing for students engaging in in-person activities; and
  - Mailed, at-home testing kits for educators and school staff engaging in in-person activities.
- Schools and in-person staff and families participate on a voluntary opt/in basis.
- The pilot runs through at least the end of February. Additional extension of the pilot will be determined based on interest, efficacy, and funding.

# Other Asymptomatic Testing Opportunities

- Schools and child care facilities that wish to administer their own surveillance testing program may submit a plan for review by the Deputy Mayor for Education and OSSE teams.
- Implementation of the screening testing program, including procurement of tests, will be the responsibility of the LEA/child care provider.



## Symptomatic Testing in School Health Suites

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Dr. Kafui Doe, Child, Adolescent, & School Health Division  
Chief, DC Health

# DC | HEALTH

## COVID-19 School Testing Protocol

Guidelines and process walk-through

# KEY - ADDITIONAL INFORMATION ICONS

-  Relevant Protocols can be found on DC Health website
-  Relevant information is contained in the COVID-19 testing consent form

# DEFINITIONS

**QUARANTINE** keeps someone who was in close contact with someone who has COVID-19 away from others.



**If you had close contact with a person who has COVID-19**



- Stay home until 14 days after your last contact.



- Check your temperature twice a day and watch for symptoms of COVID-19.



- If possible, stay away from people who are at higher-risk for getting very sick from COVID-19.



**ISOLATION** keeps someone who is sick or tested positive for COVID-19 without symptoms away from others, even in their own home.



**If you are sick and think or know you have COVID-19**



- Stay home until after
  - At least 10 days since symptoms first appeared **and**
  - At least 24 hours with no fever without fever-reducing medication **and**
  - Symptoms have improved



**If you tested positive for COVID-19 but do not have symptoms**



- Stay home until after
  - 10 days have passed since your positive test



If you live with others, stay in a specific “sick room” or area and away from other people or animals, including pets. Use a separate bathroom, if available.

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

# SCREENING

All students are screened for COVID-19 symptoms as they enter the school building.  
This is performed by school staff

▲ Symptoms included in screening:

- temperature of or above 100.4
- chills
- cough
- shortness of breath or difficulty breathing
- fatigue
- muscle or body aches
- new loss of taste or smell
- sore throat
- Congestion and runny nose
- nausea or vomiting
- diarrhea
- feeling generally unwell

A student who shows symptoms at screening will be sent home

# COVID-19 TESTING CONSENT FORM

- Each family should be offered a COVID-19 testing consent form
- Provides permission for student to receive COVID-19 testing if they show symptoms during the day and the emergency contact information for their family

## Consent form process flow ●

### **1. Family**

Student's family complete form. Submits form to school registrar office.

### **2. Registrar Office**

Registrar office receives form. Confirm form is completed, and follows protocol for submission to the health suite to add to student medical file.

### **3. Health Suite**

Health suite receives form. Upload form and relevant information to student's medical file.



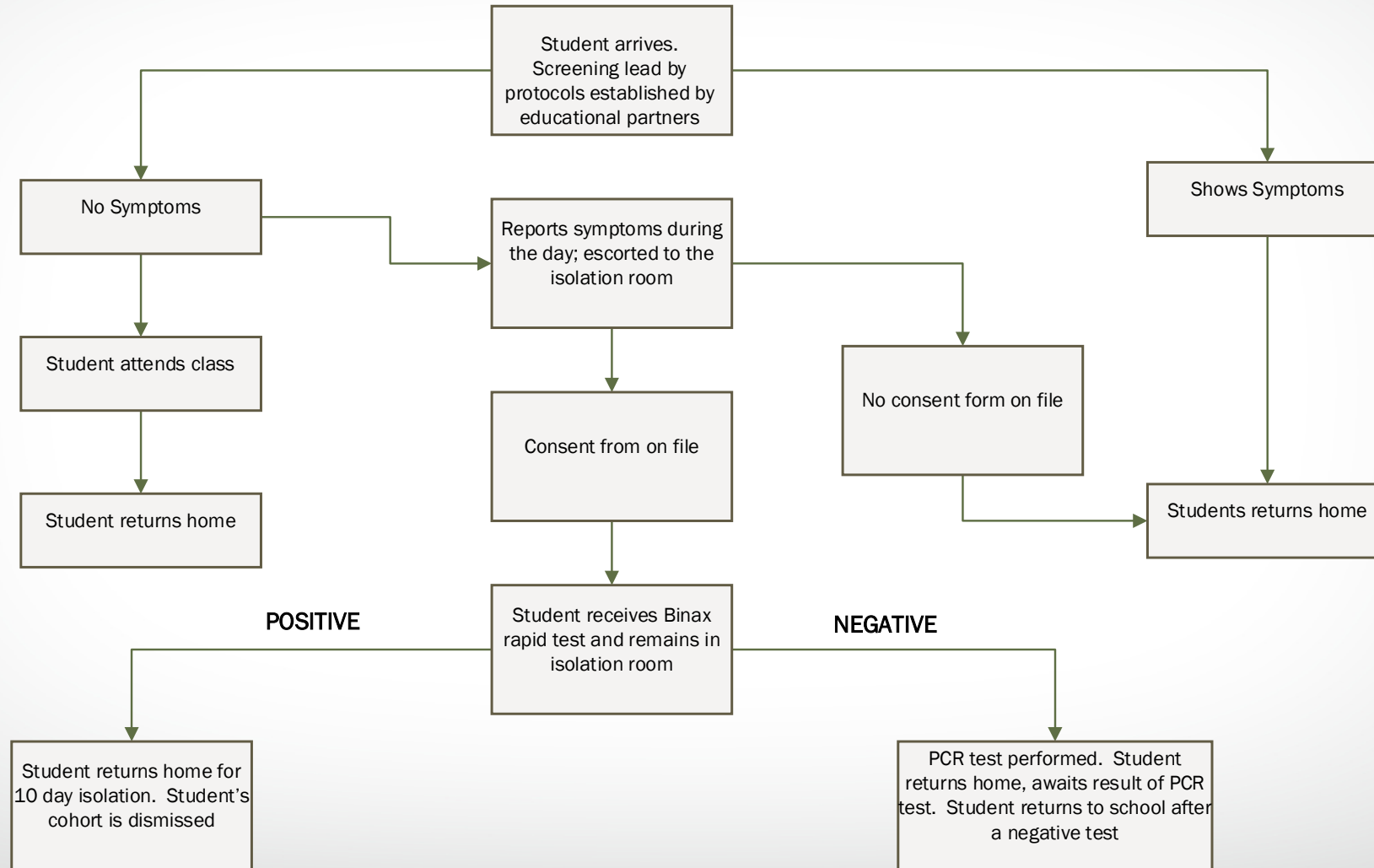
# TESTING

A student who shows symptoms during the school day will receive a COVID-19 rapid test from the school health professional if they deem it appropriate for the symptoms. If this test is negative, a PCR test will be done. After testing the student will remain in the designated isolation room until their parents/guardians can pick them up **independent of their rapid test results.**

## COVID-19 tests:

<b>BinaxNow AG-card Rapid COVID-19 Test</b>	<b>Diagnostic PCR Test</b>
<ul style="list-style-type: none"><li>● Requires sample via nasal swab</li><li>● Test performed by school health professional on campus</li><li>● Produces results within 15 minutes of test</li><li>● Chance of producing false negative result (negative result, but the student has the virus)</li></ul>	<ul style="list-style-type: none"><li>● Requires sample via nasal swab</li><li>● Performed if rapid test is <b>negative</b></li><li>● Sample sent to off campus lab for analysis</li><li>● Produces results within an average 2-4 of days</li><li>● Results communicated to the student and their family</li></ul>

# SCHOOL COVID-19 PROCESS FLOW FOR STUDENTS



# DISMISSAL AND QUARANTINE

## Dismissal

- If a student in the cohort receives a positive COVID-19 result on the rapid test, the cohort is dismissed
- If a student in the cohort receives a negative COVID-19 result on rapid test, the cohort remains in class
- If a student receives a positive COVID-19 test off campus (PCR test results) the cohort is informed and follows CDC guidance for quarantine

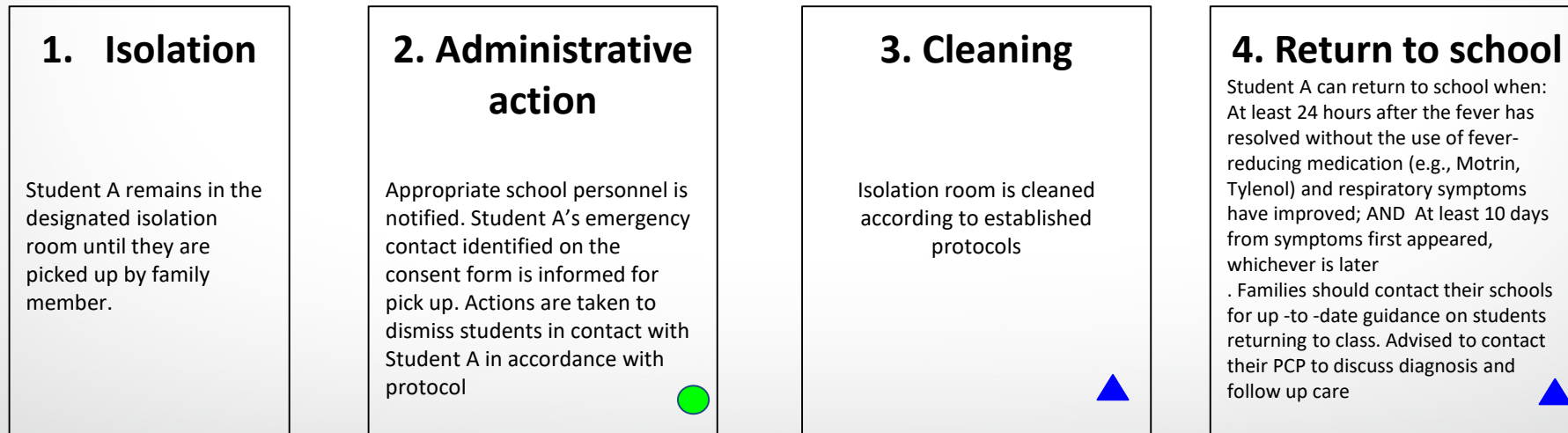
## Isolation / Quarantine

- A student with a positive COVID-19 result must isolate for 10 days after onset of symptoms. (Follow DOH guidelines)
- Anyone in contact with a confirmed case of COVID-19 should quarantine for 14 days. (Follow DOH guidelines)

# CASE SCENARIO: STUDENT A

- Student A begins to display symptoms in class and is escorted to the isolation room.
- The nurse determines Student A should receive a COVID-19 test
- The nurse performs the rapid test and Student A tests **positive**

## Case process flow



# STEPS FOR SCHOOL STAFF: STUDENT A, COVID-19 POSITIVE

<b>Teacher</b>	<b>COVID-19 School Staff Lead ●</b>	<b>CSS Staff</b>
<ol style="list-style-type: none"><li>1. Send Student A to isolation room if symptoms develop in class</li><li>2. Maintain cohort isolation until class dismissal</li><li>3. Assist with dismissal of class</li><li>4. Follow guidelines for COVID-19 testing and isolation / quarantine recommendations</li></ol>	<ol style="list-style-type: none"><li>1. Work with school administration staff to ensure Student A's designated contact is contacted for student pick up</li><li>2. Contact family of students in Student A's cohort to arrange pickup</li><li>3. Work with teaching staff in cohort dismissal</li><li>4. Prepare and submit required documentation for DC Health, other agencies</li><li>5. Communicate positive test result to staff and student's families in contact with Student A</li></ol>	<ol style="list-style-type: none"><li>1. Perform COVID-19 rapid test</li><li>2. Communicate results to school administration, student, and family of the student who was tested</li><li>3. Complete required documentation in RedCap and Health Office Anywhere</li></ol>

# STEPS FOR FAMILY AND PRIMARY CARE PHYSICIAN (PCP)

## STUDENT A, COVID-19 POSITIVE

### Family

1. Pick up Student A from school
2. Contact family's medical providers for follow up testing and care
3. Isolate for 10 days since the onset of Student A's symptoms
4. Provide relevant details to DC Health contact tracers
5. Follow up with school staff to plan transition back to school

### PCP

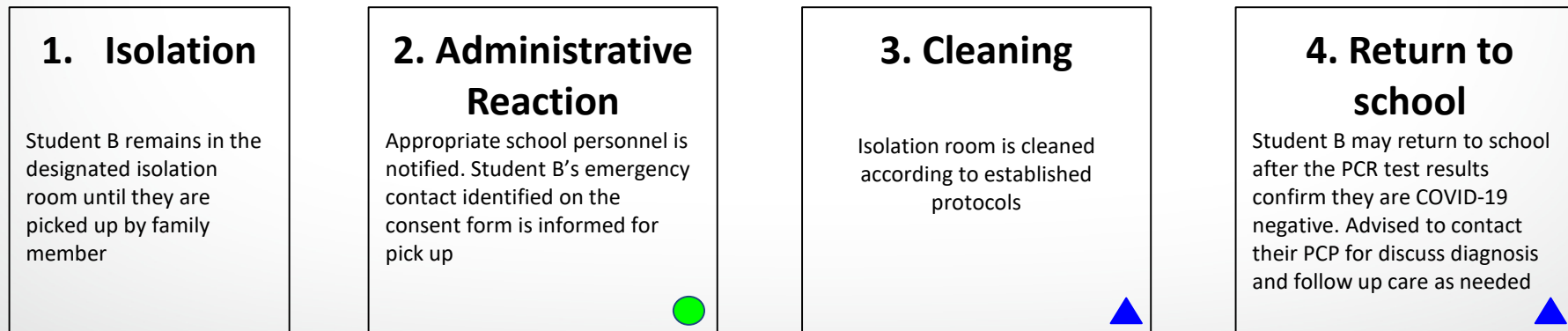
1. Provide medical guidance and recommended follow up for Student A and family
2. Coordinate with school health suite staff to ensure all medical documentation including information on chronic conditions is current
3. Report all relevant data to DC Health contact tracing efforts if requested




# CASE SCENARIO: STUDENT B

- Student B begins to display symptoms in class and is sent to the school isolation room.
- The nurse determines Student B should receive a COVID-19 test
- The nurse performs the rapid test and results are **negative**. The PCR test is conducted.
- **Negative** result is confirmed in 2-4 days

## Case process flow



# STEPS FOR SCHOOL STAFF: STUDENT B, COVID-19 NEGATIVE

Teacher	COVID-19 School Staff Lead 	CSS Staff
<ol style="list-style-type: none"><li>1. Send Student B to isolation room if symptoms develop in class</li></ol>	<ol style="list-style-type: none"><li>1. Work with school administration staff to ensure Student B's family is contacted for pick up</li><li>2. Prepare and submit required documentation to DC Health, and other established relevant parties</li></ol>	<ol style="list-style-type: none"><li>1. Perform COVID-19 rapid test</li><li>2. If negative result, perform sampling for PCR test and send out for processing.</li><li>3. Communicate results to school administration, the student, and student's family</li><li>4. Complete required documentation in RedCap and Health Office Anywhere</li></ol>



# STEPS FOR FAMILY AND PCP: STUDENT B, COVID-19 NEGATIVE

## Family

1. Pick up Student B from school
2. Quarantine with Student B until results from PCR test confirm COVID-19 test is negative
3. Student returns to school
4. Contact family medical providers for follow up care and diagnosis for Student B's symptoms as needed

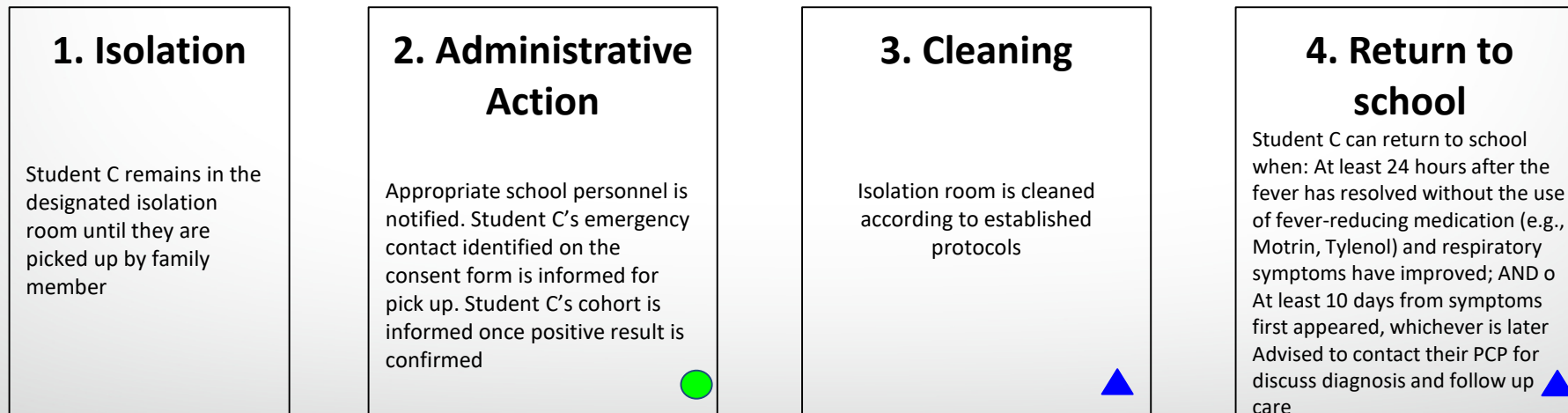
## PCP

1. Evaluate Student B and provide any needed medical care or support
2. Coordinate with school health suite staff to ensure all medical documentation including information on chronic conditions is current

# CASE SCENARIO: STUDENT C

- Student C begins to display symptoms in class and is sent to the school isolation room.
- The nurse determines Student C should receive a COVID-19 test.
- The nurse performs rapid test and results are **negative**.
- The PCR test results come back **positive** (2-4 days later)

## Case process flow



# STEPS FOR SCHOOL STAFF: STUDENT C, NEGATIVE RAPID TEST AND POSITIVE PCR TEST

<b>Teacher</b>	<b>COVID-19 School Staff Lead ●</b>	<b>CSS Staff</b>
<p>1. Send Student C to isolation room if symptoms develop in class</p> <p><u>2-4 days later</u></p> <p>1. If positive case is confirmed, follow guidelines for COVID-19 testing and recommendations for quarantine</p>	<p>1. Work with school administration staff to ensure Student C's family is contacted for pick up</p> <p>2. Prepare and submit required documentation for DC Health, other agencies</p> <p><u>2-4 days later</u></p> <p>1. Communicate positive PCR result to staff and student's families in contact with Student C. Cohort and staff follow current guidelines for quarantine recommendations</p>	<p>1. Perform COVID-19 rapid test</p> <p>2. If negative result, perform sampling for PCR test and send out processing.</p> <p>3. Communicate results to school administration, student, and student's family</p> <p>4. Complete required documentation in RedCap and Health Office Anywhere</p> <p><u>2-4 days later</u></p> <p>1. Communicate positive PCR result to the family of the student who was tested and school administration</p>

# STEPS FOR FAMILY AND PCP: STUDENT C, NEGATIVE RAPID TEST AND POSITIVE PCR TEST

## Family

1. Pick up Student C from school
2. Quarantine until PCR results are available.
3. Contact family medical providers for follow up testing and care
4. Student isolates for 10 days from the onset of symptoms
5. Family quarentines 14 days after student C's isolation is completed
6. Provide relevant details to DC Health contact tracers
7. Follow up with school staff to plan transition back to school

## PCP

1. Provide needed medical support and additional testing for Student C and their family
2. Coordinate with school health suite staff to ensure all medical documentation is updated and current
3. Report all relevant data to DC Health contact tracing efforts

# FOLLOW UP CARE AND RETURN TO SCHOOL FOR COVID-19 POSITIVE STUDENTS

Student Follow Up	Student return
<ul style="list-style-type: none"><li>● The results of the PCR test will be communicated to the student, family, and school and health officials when the results are available.</li><li>● The student and family should work with their health care provider to ensure quarantine and health protocols are followed, the student's medical file is updated, and medical care as needed.</li></ul>	<ul style="list-style-type: none"><li>● A student with a positive COVID-19 diagnosis may return to school after they have been in isolation for 10 days since the onset of symptoms. (Follow DOH guidelines)</li><li>● Contact school administrators to plan for transition to return to school.</li></ul>

# DATA COLLECTION AND SHARING

All data from testing will be shared with schools and public health authorities including:

- Local Education Agencies (Key Personnel)
- DC Health
- The student's Primary Care Physician
- Health Suite Personnel/Child School Services

Notification will be sent to families and staff exposed to a COVID-19 individual. Their name and identity will not be shared.



# TASKS FOR SCHOOL STAFF IN PREPARATION FOR IN-PERSON LEARNING

1. Determine School COVID-19 staff leader to coordinate response
2. Determine school COVID-19 point of contact for students and families
3. Determine school process for dismissal and contacting student cohort families in case of COVID-19 exposure
4. Identify secondary isolation room

# Q AND A



# ADDITIONAL RESOURCES

- DC Coronavirus resources (<https://coronavirus.dc.gov/>)
- CDC Coronavirus resources (<https://www.cdc.gov/coronavirus/2019-ncov/index.html>)
- CDC Testing information (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/testing.html>)
- DC OSSE Health and Safety Guidance for Schools  
[https://osse.dc.gov/sites/default/files/dc/sites/osse/page\\_content/attachments/Health%20and%20Safety%20Guidance%20for%20Schools%2008.21.20.pdf](https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/Health%20and%20Safety%20Guidance%20for%20Schools%2008.21.20.pdf)
- LEA Continuous Education Plans (<https://osse.dc.gov/publication/lea-continuous-education-plans>)



## Commissioners' Current Work

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Commissioners



# Healthy Youth and Schools Commission Strategic Plan Update

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Jeff Travers, Chairman, Healthy Youth and Schools  
Commission



# ACEs Working Group

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Jeff Travers, Chairman, Healthy Youth and Schools  
Commission



## Nutrition Education and Meals Working Groups

Kristy McCarron, Commissioner, Healthy Youth and Schools Commission  
Beverley Wheeler, Commissioner, Healthy Youth and Schools Commission



# Data Working Group

Bill Dietz, Commissioner, Healthy Youth and Schools  
Commission



## Closeout and Priorities for Next Meeting

Jeff Travers, Chairman, Healthy Youth and Schools Commission