Returning to School: Mitigation and Mental Health Strategies

January 13, 2021
NCSSLE Website: https://safesupportivelearning.ed.gov
Logistics

Zoom Control Panel

Technical Issues

For assistance during the webinar, please contact Tara Zuber at tzuber@air.org or (312) 283-2308.

This webinar is being recorded and will be archived at the following location: https://safesupportivelearning.ed.gov/events/webinar/returning-school-mitigation-and-mental-health-strategies
Introduction and Logistics
Welcome from the U.S. Department of Education
New School Tools for a Healthy New Year
Mental Health, Trauma, COVID-19, and the Value of Schools
Questions and Answers
Wrap Up & Closing
Speakers

Ruth Ryder
Deputy Assistant Secretary, Office of Elementary and Secondary Education, U.S. Department of Education

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Commander in the U.S. Public Health Service and an epidemiologist in the Centers for Disease Control and Prevention’s (CDC) National Center for Chronic Disease Prevention and Health Promotion

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Senior Behavioral Scientist, Division of Adolescent and School Health, CDC
Ruth Ryder

Deputy Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
Washington, DC
New School Tools for a Healthy New Year

Cria Perrine, PhD,
Lead, Community Interventions and Critical Populations Task Force
CDC COVID-19 Response
Disclaimer

- This presentation is meant to convey some critical information for K-12 administrators, school district administrators and K-12 teachers, to consider when developing plans for continuing operations in the setting of COVID-19.

- The information covered in this presentation is not exhaustive.

- For access to CDC's full suite of materials and resources for K-12 settings, please see Schools and Childcare programs.

- The information in this presentation is current as of January 10, 2021.
Background and indicators
COVID-19 Among School-Aged Children

- Incidence of reported cases among 12–17-year-old children two times higher than that of 5–11-year-old children
- Based on currently available data, hospitalization and mortality are low overall among children
- Some children at increased risk
  - Among children hospitalized or admitted to an ICU, Hispanic ethnicity, black race, and underlying medical conditions were more common
- Findings from a prospective household study with intensive daily observation for ≥7 consecutive days indicate that transmission of SARS-CoV-2 among household members was frequent from both children and adults

https://www.cdc.gov/mmwr/volumes/69/wr/mm6939e2.htm
https://www.cdc.gov/mmwr/volumes/69/wr/mm6944e1.htm
Indicators for dynamic school decision-making

- Many STLTs, partners, and members of the public have asked CDC how to determine when it is safe to open schools for in-person learning.
  - No easy answer or single indicator
  - Many variables to consider

- These core and secondary indicators can aid STLTS in their decision-making process regarding school reopening for in-person learning.

- Each community should decide the most appropriate indicators to reference when deciding to open, close, or reopen schools
# Core indicators to inform in-person school learning

<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>Lowest Risk of Transmission in Schools</th>
<th>Lower Risk of Transmission in Schools</th>
<th>Moderate Risk of Transmission in Schools</th>
<th>Higher Risk of Transmission in Schools</th>
<th>Highest Risk of Transmission in Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of new cases per 100,000 persons within the last 14 days*</td>
<td>&lt;5</td>
<td>5 to &lt;20</td>
<td>20 to &lt;50</td>
<td>50 to ≤ 200</td>
<td>&gt;200</td>
</tr>
<tr>
<td>Percentage of RT-PCR tests that are positive during the last 14 days**</td>
<td>&lt;3%</td>
<td>3% to &lt;5%</td>
<td>5% to &lt;8%</td>
<td>8% to ≤ 10%</td>
<td>&gt;10%</td>
</tr>
<tr>
<td>Ability of the school to implement 5 key mitigation strategies:</td>
<td>Implemented all 5 strategies correctly and consistently</td>
<td>Implemented all 5 strategies correctly but inconsistently</td>
<td>Implemented 3-4 strategies correctly and consistently</td>
<td>Implemented 1-2 strategies correctly and consistently</td>
<td>Implemented no strategies</td>
</tr>
</tbody>
</table>

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

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

Importance of layering of mitigation strategies to the greatest extent possible

- Key mitigation strategies:
  - Consistent and correct use of **masks**
    - For those who may have difficulty, CDC provides adaptation and alternatives
  - **Social distancing** to the extent possible
  - Hand hygiene and respiratory etiquette
  - Cleaning and disinfection
  - **Contact tracing** in collaboration with local health department
Updated Tools and Resources for K-12 Schools:

• K-12 Schools COVID-19 Mitigation Toolkit
• How to Plan and Execute a COVID-19 Mitigation Walkthrough
• "What Do I Do?" Poster Series
• Cleaning and Disinfection in Schools: K-12 Toolkit
• Monitoring & Evaluation Tools and Resources
K-12 Schools COVID-19 Mitigation Toolkit

- At-A-Glance mitigation strategies
- Includes six easy-to-use checklists
- Appendix A: special considerations for specific staff
- Appendix B: hierarchy of controls

How to Plan and Execute a COVID-19 Mitigation Walkthrough for In-Person Learning

- 5-step process for conducting a school walkthrough to prepare for in-person learning
- Facilitator’s guide and checklists to assess school spaces
- Used after completing the K-12 School Mitigation Toolkit

"What Do I Do?" Poster Series

"What Do I Do" if a child is showing COVID-19 symptoms in school?

Series of three posters for:
- School Nurses
- Teachers
- Parents

Cleaning and Disinfection in Schools: K-12 Toolkit

- New printable resources for teachers and school staff
- Aligned with EPA cleaning and disinfection steps
- Available in English and Spanish
- Toolkit includes:
  - Six Steps to Clean and Disinfect Your School
  - For Teachers: Cleaning and Disinfecting Classrooms

Other Topics Related to K-12
New Webpage for School Health Personnel

- New page for school nurses and other healthcare personnel working in school settings
- Pulls together existing relevant information from across response webpages

Updates to Considerations for Wearing a Mask

What’s new:

- Expanded guidance on different types of masks
- Expanded explanation of mask adaptations and alternatives
- Statement that masks offer some protection for wearer
- Statement that wearing a mask does not raise the CO₂ level in the air you breathe
- New graphics

If you might have been exposed to COVID-19, you should stay home. This is called quarantine.

COVID-19 vaccines

- Two mRNA COVID-19 vaccines authorized under Emergency Use:
  - Pfizer-BioNTech
  - Moderna

- Both products demonstrate high vaccine efficacy (94-95%).

- Efficacy was similar across age groups, racial/ethnic groups, persons with underlying conditions.

- Acceptable safety profile of both vaccines
  - Local and systemic reactogenicity, particularly after second dose
In Conclusion

- This set of tools is meant to be used together to ensure that school policies and practices follow the best available guidance to prepare for a safer return to school and to reduce the spread of COVID-19.

[cdc.gov/coronavirus]
For more information, contact CDC
1-800-CDC-INFO (232-4636)

The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.
Who We Are, What We Do
CDC Strives to Help Youth Be Healthy and Successful

We envision a future where all youth in the U.S. will be equipped with the knowledge, skills, and resources for a healthy adolescence and adulthood.
Division of Adolescent and School Health Program Model

Funding for a staff person and some activities
- NGO support
- DASH technical assistance infrastructure

Education Agency
- Health & Wellness Coordinator

Schools
- Quality Health Education
- Linkage to Services
- Safe and Supportive Environments

Adolescent Outcomes
- Sexual Risk
- Substance Misuse
- Mental Health & Suicide
- Violence Victimization

With this approach we currently reach approximately 2 million students in 28 large school districts at a cost of less than $10 per student.
Types of Adverse Childhood Experiences (ACEs)

The ACE study looked at three categories of adverse experience: **childhood abuse**, which included emotional, physical, and sexual abuse; **neglect**, including both physical and emotional neglect; and **household challenges** which included growing up in a household where there was substance abuse, mental illness, violent treatment of a mother or stepmother, parental separation/divorce or had a member of the household go to prison. Respondents were given an **ACE score** between 0 and 10 based on how many of these 10 types of adverse experience to which they reported being exposed.
For Many Adolescents Key Mental Health Indicators Were Moving In The Wrong Direction
The Percentage of Students Who Experience Poor Mental Health and Suicidality Is Increasing

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<tr>
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<tbody>
<tr>
<td>Experienced persistent feelings of sadness or hopelessness</td>
<td>26.1</td>
<td>28.5</td>
<td>29.9</td>
<td>29.9</td>
<td>31.5</td>
<td>36.7</td>
<td>🟥</td>
</tr>
<tr>
<td>Seriously considered attempting suicide</td>
<td>13.8</td>
<td>15.8</td>
<td>17.0</td>
<td>17.7</td>
<td>17.2</td>
<td>18.8</td>
<td>🟥</td>
</tr>
<tr>
<td>Made a suicide plan</td>
<td>10.9</td>
<td>12.8</td>
<td>13.6</td>
<td>14.6</td>
<td>13.6</td>
<td>15.7</td>
<td>🟥</td>
</tr>
<tr>
<td>Attempted suicide</td>
<td>6.3</td>
<td>7.8</td>
<td>8.0</td>
<td>8.6</td>
<td>7.4</td>
<td>8.9</td>
<td>🟥</td>
</tr>
<tr>
<td>Were injured in a suicide attempt that had to be treated by a doctor or nurse</td>
<td>1.9</td>
<td>2.4</td>
<td>2.7</td>
<td>2.8</td>
<td>2.4</td>
<td>2.5</td>
<td>🟢</td>
</tr>
</tbody>
</table>

Source: National Youth Risk Behavior Surveys, 2009-2019
*For the complete wording of YRBS questions, refer to Appendix.
Potential Reactions of Children and Adolescents to Trauma

- Difficulty concentrating
- Worry, anxiety, fear
- Irritability
- Acting out (externalizing behaviors)
- Eating and sleeping changes
- Depression
- Post-Traumatic Stress Disorder (PTSD)
Schools Are a Primary Provider of Mental Health Services For Youth


* Difference between this estimate and the 2018 estimate is statistically significant at the .05 level.
Schools Play a Critical Role in Promoting Mental Health
Five Intervention Principles Following A Disaster to Promote Resiliency*

1. Promote sense of safety
2. Promote calm
3. Promote sense of self- and collective-efficacy
4. Promote connectedness
5. Promote hope

Feeling Connected to Family and School Has Long-Lasting Positive Effects on Adolescents Well Into Adulthood
Virtual School Connectedness: Connectedness is Still Vital

- Daily check-ins with students/families
- Tie social-emotional learning skills to management of COVID-19
- Keep up school routines and rituals to the extent possible (morning announcements, spirit weeks, Mystery Readers, etc.)
- Don’t forget staff well-being
  - Have administrators check in on teachers

* Association for Middle Level Learning: http://www.amle.org/ServicesEvents/COVID-19Resources/tabid/1179/
Positive Childhood Experiences (PCEs) Protect Adult Mental Health

6-7 vs. 0-2 PCES: Adults reporting 6-7 PCEs have 72% lower odds of having depression or poor mental health compared to those reporting 0-2 PCEs.

Schools Provide Opportunities for Support

- **Tertiary Prevention**: Supports students with diagnosed mental health condition
- **Secondary Prevention**: Supports students who are at increased risk
- **Primary Prevention**: Supports all students

School-Based Primary Prevention Is Effective and Valuable

• “Given the individual and collective trauma felt throughout our communities from stay-at-home orders, daily data displayed on illness and death rates, and of course the closure of most schools, SEL has moved from a “nice to do,” to a “must do” in preparing for the student and staff return.”

Indiana Department of Education
Roadmap for SEL Re-Entry
Example Resources

REFOCUS ON THE SEL ROADMAP

ACTIONS FOR A SUCCESSFUL SECOND SEMESTER

As we enter the second half of the school year, many students will make new transitions—from distance learning back to in-person learning to in person learning as we move to in person learning. It’s a good time to re-examine our efforts to make needed adjustments and reinforce our support relationships, resilient environments, and the academic, social, emotional development and well-being of all students and faculty.


https://www.lacoe.edu/Home/Messaging-Toolkits/Mental-Wellness-Toolkit

https://www.schoolcounselor.org/asca/media/asca/Publications/SchoolReentry.pdf

https://www.sdcoe.net/student-services/student-support/Documents/Mental%20Health/Back%20to%20School%202020%20Coping%20During%20COVID.pdf
Examples of Local Work Related to Mental Health

- **Houston**: Held weekly mental health webinars; launched mental health hotline; training facilitators in trauma-informed practices
- **Albuquerque**: School counselors trained teachers in social-emotional lessons; established help line; providers have moved to virtual support; hosted training for staff on recognizing child abuse virtually
- **Boston**: Provided remote lesson materials on stress reduction, coping, and social-emotional learning, free telemedicine, and check-in calls for students’ emotional health; offering peer-facilitated workshops on coping/supporting friends
Examples of State Work Related to Trauma

- Iowa State Law
- National Center on Safe and Supportive Learning Environments:
  - https://safesupportivelearning.ed.gov/building-trauma-sensitive-schools
- The Illinois Education Association (IEA), Illinois State Board of Education (ISBE) and Center for Childhood Resilience, Lurie Children’s Hospital (CCR) trauma and resilience training
- Washington State: Compassionate Schools:
Summary

• Mental health among adolescents is a public health crisis

• We know where to start
  • Primary prevention saves lives and money
  • School connectedness and parent engagement are vital
  • Schools are key to this work, and are able to do it

• Schools are implementing many innovations, but need support
Resources

• CDC
  • Guidance for Schools and Child Care Programs
  • How to Talk to Children About COVID 19
  • School Connectedness
  • Social Emotional Climate
  • How to Cope with Stress and Anxiety

• National Center for Child Traumatic Stress: [https://www.nctsn.org/sites/default/files/resources/fact-sheet/outbreak_factsheet_1.pdf](https://www.nctsn.org/sites/default/files/resources/fact-sheet/outbreak_factsheet_1.pdf)
  • Addressing Race and Trauma in the Classroom: A Resource for Educators: [https://www.nctsn.org/resources/addressing-race-and-trauma-classroom-resource-educators](https://www.nctsn.org/resources/addressing-race-and-trauma-classroom-resource-educators)

• Crisis Counseling Assistance and Training Program (CCP): [https://www.samhsa.gov/dtac/ccp](https://www.samhsa.gov/dtac/ccp)

• Social Emotional Learning During COVID CASEL: [https://drive.google.com/file/d/1HdJPRm8R0LDRQ3JO9NLuVUr0E2gaGH6O/view](https://drive.google.com/file/d/1HdJPRm8R0LDRQ3JO9NLuVUr0E2gaGH6O/view)

• Teacher Support:
  • How Teachers Can Manage Difficult Emotions During COVID 19: [https://greatergood.berkeley.edu/article/item/how_teachers_can_navigate_difficult_emotions_during_school_closures](https://greatergood.berkeley.edu/article/item/how_teachers_can_navigate_difficult_emotions_during_school_closures)
Thank you!

• For more information:
  • Web: www.cdc.gov/healthyyouth
  • Twitter: @CDC_DASH
  • E-mail: nccddashinfo@cdc.gov; Mhertz@cdc.gov
  • Telephone: 1-800-CDC-INFO (1-800-232-4636)

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Questions and Answers
https://www.surveymonkey.com/r/2021CDCSession1

Feedback Form

Thank you for attending the webinar, Returning to School: Mitigation and Mental Health Strategies, on January 13, 2021. To best serve you, we would greatly appreciate receiving your feedback on the webinar.

1. Prior to the webinar, how knowledgeable were you about the webinar's topic?
   - Not At All Knowledgeable
   - Somewhat Knowledgeable
   - Very Knowledgeable

2. Overall this webinar was a good use of my time.
   - Strongly Disagree
   - Somewhat Disagree
   - Somewhat Agree
Thank You!

Should you have any questions, please contact us at NCSSLE@air.org or 800-258-8413. We are happy to help!

NCSSLE website:
https://safesupportivelearning.ed.gov