CDC and MDE Assistance in Reopening Activities for the 2020-21 School Year

Panel Presentation

State Resources

COVID-19 Updates

Minnesota Department of Education (MDE)

Minnesota Department of Health (MDH)

Centers for Disease Control and Prevention (CDC) Partnership

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Funded School Health Partners

Improving Student Health and Academic Achievement Through Nutrition, Physical Activity and the Management of Chronic Conditions in Schools (DP18-1801)

CDC Healthy Schools funds 16 state education agencies, providing them with technical assistance and developing specialized tools, recommendations, and resources to help in the work they do for school health. State grantees support the implementation and evaluation of evidenced-based strategies and activities to:

- Prevent obesity and reduce the risk of children and adolescents developing chronic disease in adulthood.
- Manage chronic health conditions prevalent in student populations including poor health, asthma, food allergies, seizure disorders, diabetes, other diseases, and disabilities or conditions.

This work is funded by the CDC cooperative agreement, Improving Student Health and Academic Achievement Through Nutrition, Physical Activity and the Management of Chronic Conditions in Schools (DP18-1801 Healthy Schools).

The state grantees are:

Alaska	Kentucky	Missouri	Oklahoma
Arizona	Louisiana	Nebraska	Oregon
Arkansas	Massachusetts	New Mexico	Tennessee
Colorado	Minnesota	North Carolina	Washington

CDC Supplemental Funding

Purpose: The purpose of this supplement is to support return to school activities post COVID-19 distance learning.

Levels of Support:

- Infrastructure

- Professional development

- Technical Assistance

CDC Guidance and Supports

Interim Guidance for Administrators of US K-12 Schools and Child Care Programs to Plan, Prepare, and Respond to Coronavirus Disease 2019 (COVID-19)

Accessible version: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html

Summary of Recent Changes

Revisions were made on 3/11/2020 to reflect the following:

- Clarification of appropriate mitigation strategies based on level of community transmission of COVID-19 and presence of COVID-19 cases within the school.

- Schools, working together with local health departments, have an important role in slowing the spread of diseases and protecting vulnerable students and staff, to help ensure students have safe and healthy learning environments.

- Guidance for child care programs and schools is organized into three categories based on the level of community transmission: 1) when there is no community transmission (preparedness phase), 2) when there is minimal to moderate community transmission, and 3) when there is substantial community transmission.

- Guidance is also provided for when a confirmed case has entered a school, regardless of the level of community transmission.

- All decisions about implementing school-based strategies (e.g., dismissals, event cancellations, other social distancing measures) should be made locally, in collaboration with local health officials who can help determine the level of transmission in the community. Information about level of transmission is available in CDC's framework for mitigation.

In This Document

Who is this guidance for?

Why is this guidance being issued?

What is the role of schools in responding to COVID-19?

How should schools prepare for, and respond to, COVID-19?

When a confirmed case has entered a school, regardless of community transmission

When there is no community transmission (preparedness phase)

When there is minimal to moderate community transmission

When there is substantial community transmission

Considerations for K-12 Schools: Readiness and Planning Tool

CDC Readiness and Planning Tool to Prevent the Spread of COVID-19 in K-12 Schools

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

- General Readiness Assessment
- Daily/Weekly Readiness Assessment
- Preparing for if Someone Gets Sick
- Special Considerations and Resources
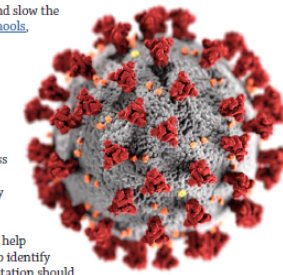
School administrators may review and complete the general readiness assessment while working with state, local, tribal, territorial, or federal officials when making initial preparations to promote healthy behaviors, environments, and operations that reduce the spread of COVID-19. The daily/weekly readiness assessment can be used to monitor recommended practices. Planning tools are also included to help school administrators prepare to respond if someone gets sick and to identify special considerations specific to their school community. Implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs and context of each community.

Guiding Principles to Keep in Mind

- **Lowest Risk:** Students and teachers engage in virtual-only classes, activities, and events.
- **More Risk:** Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects.
- **Highest Risk:** Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

cdc.gov/coronavirus

Content Areas

- ✓ Assessing current mitigation levels

- ✓ Guidance on PPE

- ✓ Social distancing in all settings including classrooms, during meal times, on buses

- ✓ Physical activity and physical education

- ✓ Social emotional learning and mental health supports for students and staff

- ✓ Addressing the needs of students with chronic health conditions

- ✓ Assessing COVID-19 and isolating sick individuals, and more

School-Based Guidance for COVID-19

Professional Development – Live and recorded trainings with MDH:

- COVID-19 transmission, exclusion, daily health checks

- Social distancing and mitigation measures

- Guidance on PPE

- Cleaning, disinfection, sanitizing

- Promoting healthy hygiene practices

Chronic Health Conditions Professional Development

Professional Development – Live and recorded trainings with MDH:

- Students with chronic health conditions and special health care needs.

- Training on how to safely assess students and staff for COVID-19.

- Training on risk factors for more serious COVID-19 illness.

- Procedures for isolating and transporting sick individuals.

- Preparing for sick individuals, procedures for educating families on isolation.

What is Out-of-School-Time Learning (OSTL)?

- Academic Enrichment Programs

- Other Enrichment Programs and Services

- Family Engagement Programs and Services

MDE Programs that Support OSTL

21st Century Community Learning Centers – ESSA Title IV, Part B

State Approved Alternative Programs (SAAPs) - Minn. Stat. § 123A.05

Targeted Assistance – ESSA Title I, Part A

McKinney-Vento – ESSA Title I, Part C

Minnesota Migrant Education Program (MEP) – ESSA Title III

Indian Education - Minn. Stat. § 124D.74

Student Support and Academic Enrichment (SSAE) – ESSA Title IV, Part A

MDE Programs that Support OSTL

Library Services and Technology Act (LSTA) - 20 U.S.C. § 9121(1-9)

Achievement and Integration - Minn. Stat. §§ 124D.861-862

Full Service Community Schools - Minn. Stat. § 124D.231

Extended School Year (ESY) - Minn. Stat. § 3525.0755

Governor's Emergency Education Relief Fund (GEER) and the Elementary and Secondary School Emergency Relief Fund (ESSER) - CARES Act

Child and Adult Care Food Program(CACFP) - 7 CFR Part 226

Afterschool Snack - ?

Scenario Plans for the *Learning Day*

- School Day and OSTL lines may be blurred.

- OSTL field (Community Education, Libraries, Cultural Orgs, YMCA/YWCAs, Parks and Rec, Boys and Girls Clubs, Faith-based Orgs, 4-H, Scouts) can help fill in the gaps.

- Include them in your World's Best Workforce (WBWF) and wellness teams so they are already on board and working in support of district initiatives.

Examples of strong partnerships...

School Day provides...	***OST Partners provide...***
✓ Technology	✓ Outdoor community spaces
✓ Licensed teachers	✓ Experienced youth workers
✓ Expertise on learning styles, diagnostics, differentiated approaches to instruction related to grade-level standards	✓ Expertise in relationship, experiential, and community based approaches to instruction and learning.
✓ Remediation in reading and math	✓ Additional wellness opportunities and services
✓ USDA food service coordination	✓ Distance homework help
✓ Transportation options	✓ Outreach to families

Partnerships

Questions