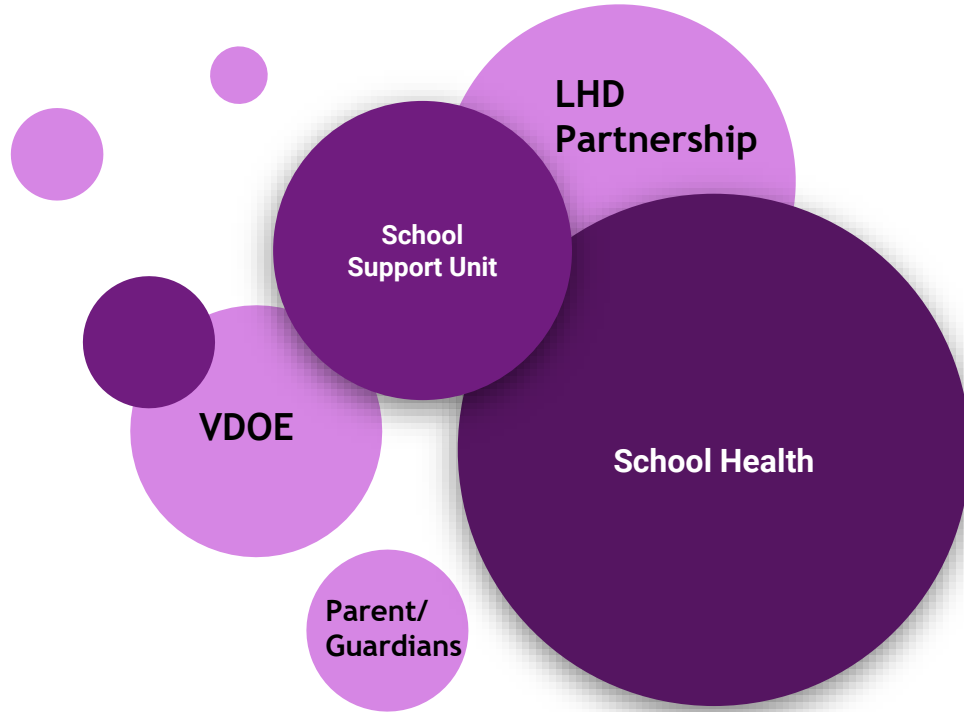


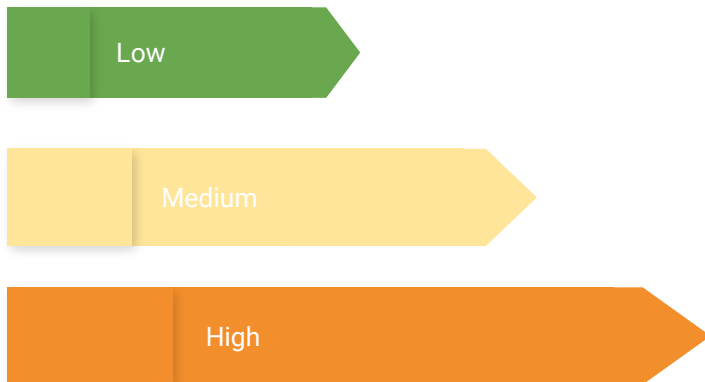
# A Collaborative Response to COVID



# COVID and Schools

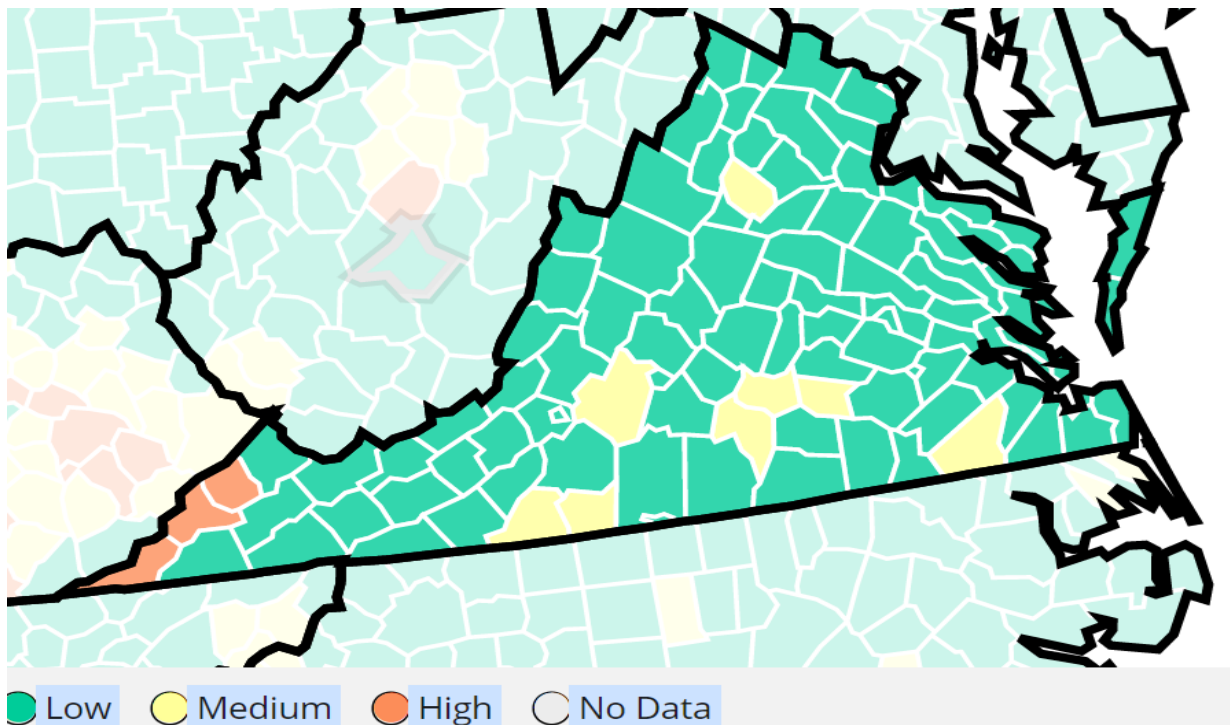
Schools should work with [local public health officials](#) (consistent with applicable laws and regulations) to determine the prevention strategies needed in their area by:

- Monitor [levels of community transmission](#)



- Monitor local [vaccine coverage](#), and use of screening testing to detect cases in K-12 schools

# COVID-19 Community Levels



COVID-19 Community Levels were calculated on Thu Mar 24 2022. New COVID-19 cases per 100,000 population (7-day total) are calculated using data from Thu Mar 17 2022 - Wed Mar 23 2022.

# Virginia Regional Metrics Summary - CTF- Local Health District Meeting HD 3/24/22

Statewide: Virginia's cases, hospitalization and deaths continue to decrease

Metrics date: 3/24/2022



Burden

New Cases

% Positivity

CLI ED Visits

Level 0	Level 1	Level 2	Level 3	Level 4
<10	10-49		50-100	>100
<3	3-5	5-8	8-10	>10
<4		4-5.9		≥6

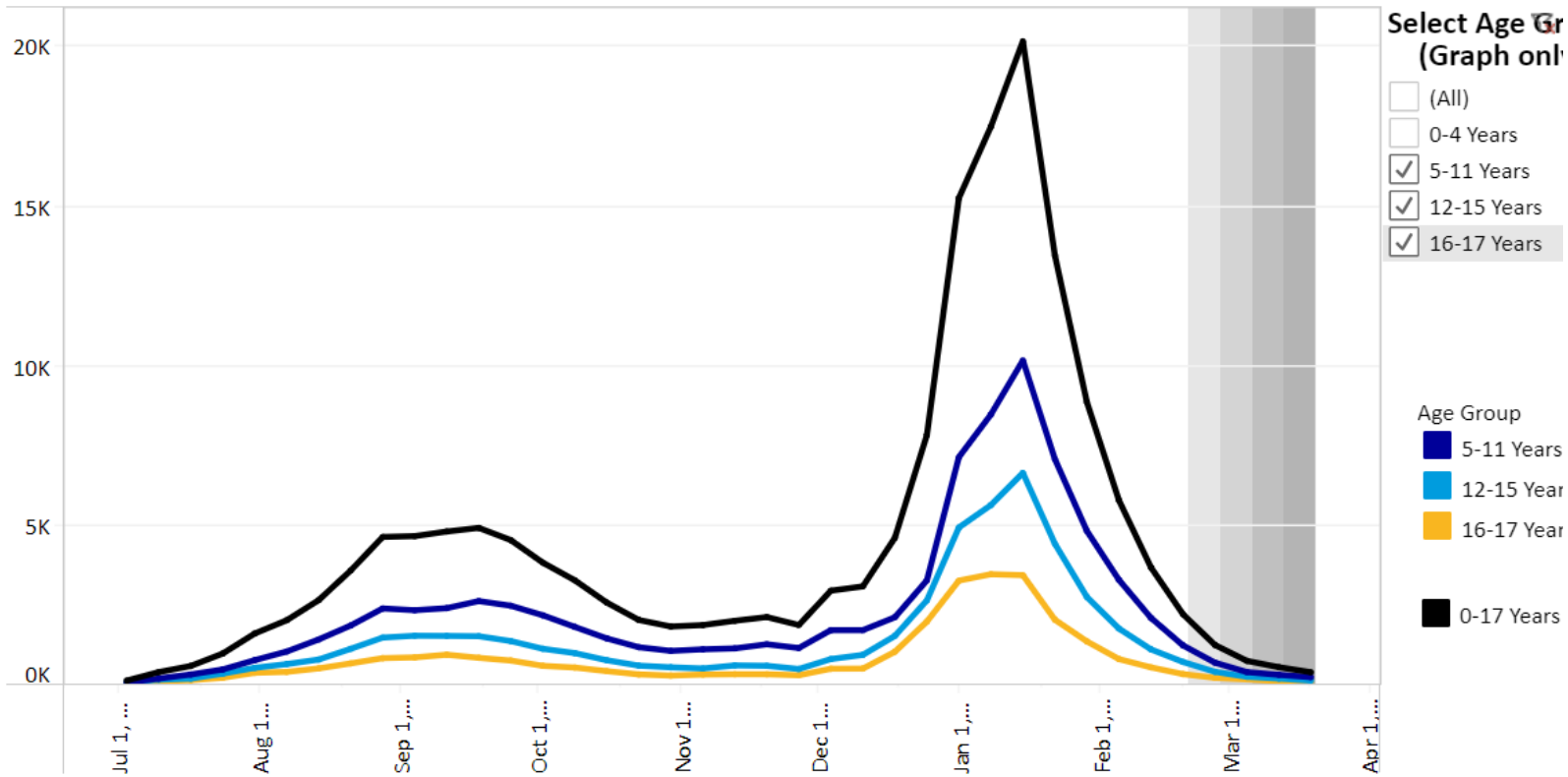
Symbol	Trend
↑	Increasing
↓	Decreasing
○	Fluctuating

# Omicron BA.2

- As of 3/19/22, Omicron BA.2 is increasing across the US and account for 35% of cases
- Key pandemic metrics across Virginia's regions continue to decrease
- BA.2 is 50-60% more transmissible than BA.1
  - Factors include:
    - Waning immunity from vaccination or prior infection
    - Relaxation of mitigation measures

# Count of Cases by Pediatric Age Group

Virginia, Since July 4, 2021



3/30/22

# School Outbreaks:

## Schools

Schools are required to report all suspected and confirmed outbreaks (outbreak definition = 3 cases), in both students and staff, to their local health department in accordance with Section 32.1-37 of the Code of Virginia



## VDH/LHD

VDH and/or the local health department should continue to be consulted on how to interpret data on cases and outbreaks.



Reports should be made as soon as possible:

- [VDH local health department](#)
- Voluntary COVID-19 Outbreak Reporting REDCap

Public health recommendations are not school policy prescriptions and health departments do not enforce school policy.

Criteria to consider	Level of School Impact*		
	Low	Medium	High
Transmission within school	Zero or sporadic cases with no evidence of transmission in school	Two outbreaks within a short time period or sporadic outbreaks in school. Size of outbreaks remains small.	Several outbreaks in school within short time period; size of outbreaks is large or scope of outbreaks is significant (e.g multiple classrooms or grade levels are impacted).
Student absenteeism	At baseline/Low	Slightly above baseline	High
Staff Capacity**	Normal	Strained	Critical

Depending on the level of COVID-19 transmission in the school and outbreak status, public health may recommend adjustment to prevention strategies.



# School Outbreaks Dashboard

As of  
3/30/22



## COVID-19 Outbreaks by Selected Exposure Settings

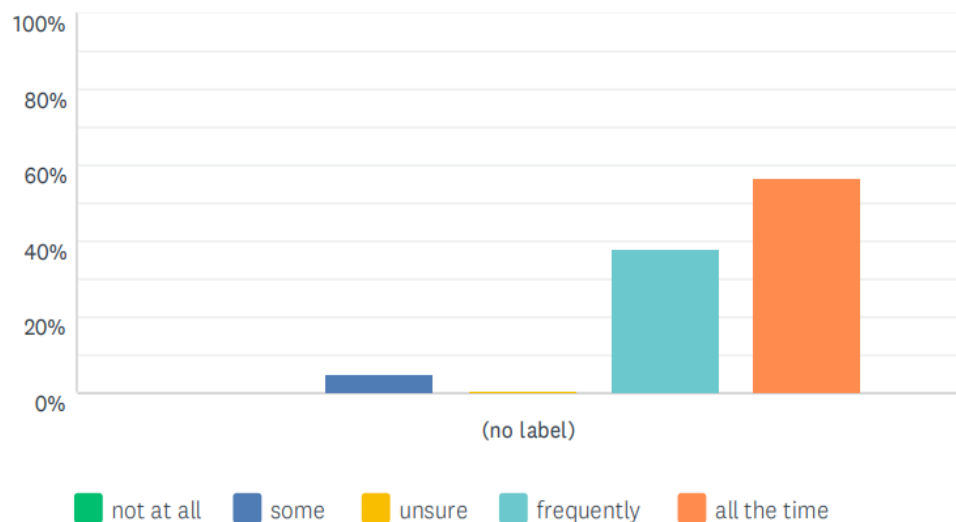
Locality: (All) Search Facility Name: Facility Type: K-12 Public Health Investigation Status\*\*: Outbreak in Progress Dashboard

Locality	Facility Name	Facility Type	Public Health Investigation Status	Date VDH Notified	Cases
Albemarle/Charlottesville	Stony Point Elementary School	K-12	Outbreak in Progress	3/17/2022	15
	Nottingham Elementary School	K-12	Outbreak in Progress	3/17/2022	6
Arlington	Tuckahoe Elementary School	K-12	Outbreak in Progress	3/10/2022	13

Track: Outbreaks in progress, Outbreak pending closures,  
Outbreaks closed

## Q14 As a provider have you seen children and adolescents struggle with on-line learning?

Answered: 202 Skipped: 1



# School Nurses Role



The COVID-19 pandemic has provided the opportunity for the importance of the school nurse role to be front and center.

- The alignment of public health and education has never been more important.
- The school nurse can coordinate with wider community resources to promote:
  - Physical health
  - Academic achievement
  - Social-emotional health
  - Advocate for students safely returning to schools

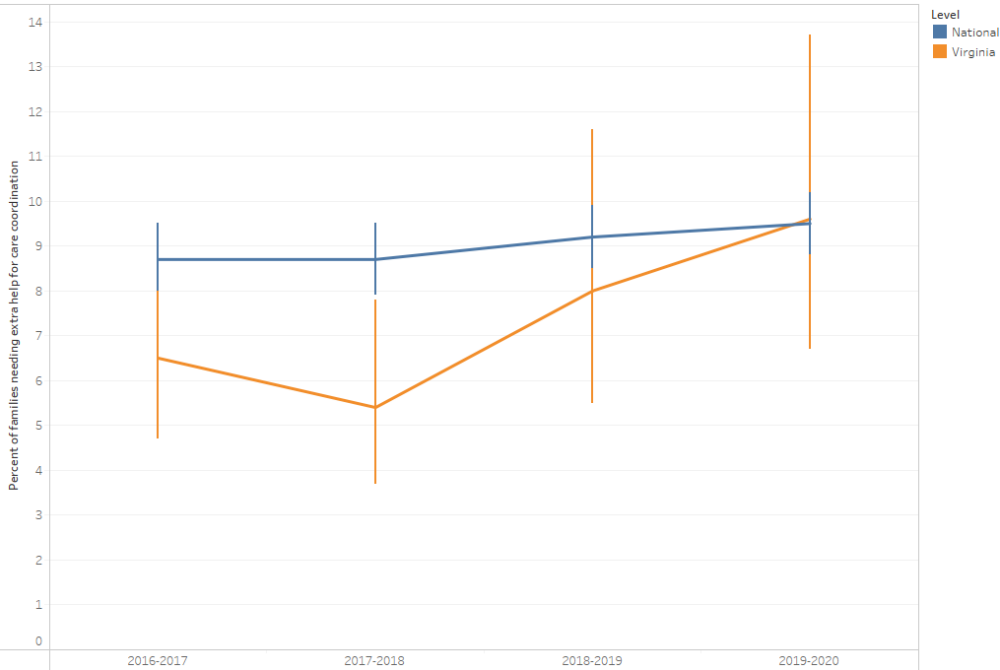
**Roadmap to Recovery: Year 2 of the COVID-19 Pandemic**

# National Survey of Children's Health - Data Resource Center

<https://www.childhealthdata.org> > NSCH

The **National Survey of Children's Health (NSCH)** provides rich data on multiple, intersecting aspects of children's lives

Percent of families who could have used extra help arranging/coordinating child's care among services

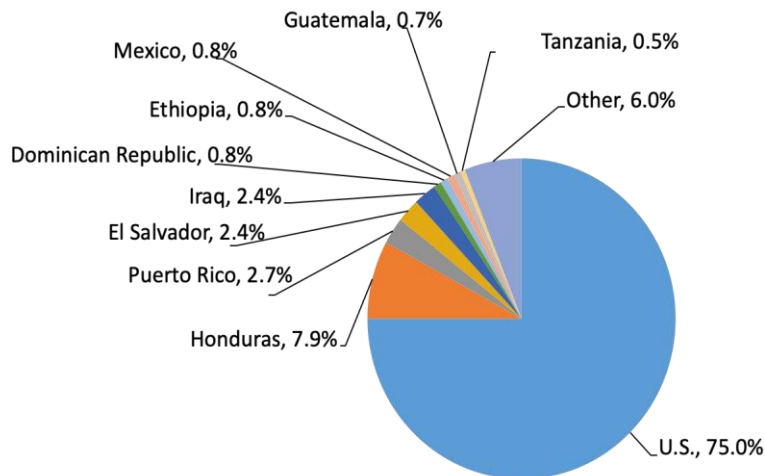


Data from NSCH, 2016-2020



# Harrisonburg City Public Schools

## KG-12<sup>th</sup> Grade Students – Birth Country



- 72 different birth countries currently represented
- The majority of HCPS students are born in the U.S.
- Some of the “Other” birth countries with notable student populations include: Syria, Eritrea, Congo, Nepal, Ukraine, Jordan, Rwanda, Cuba, Egypt, Uganda, Sudan, Venezuela & Vietnam.
- 11.2% of current HCPS KG-12<sup>th</sup> grade students are identified as Immigrants (born outside the U.S., with fewer than three years in U.S. schools)
- School based health center - *Opening 2023*

# School Nurses Assess & Address Social Determinants of Health

- Educating and empowering families
- Connecting students to health care and health insurance
- Coordinating care and connecting families to community resources
  - Virginia [American Academy of Pediatrics: Back to School Task Force](#)
    - Dr. Paige Perriello: VA AAP Diversity and Equity Champion
    - [Bridge 2 Resources](#)
- Collecting and monitor data



## Roadmap to Recovery: Year 2 of the COVID-19 Pandemic

- Federal funding is now available to hire more school nurses and strengthen our public health infrastructure ([White House, 2021](#)).
- Student recovery depends on the return to in-person learning with robust social emotional support.
- School districts can provide the safe return to school by promoting vaccination and testing in schools.

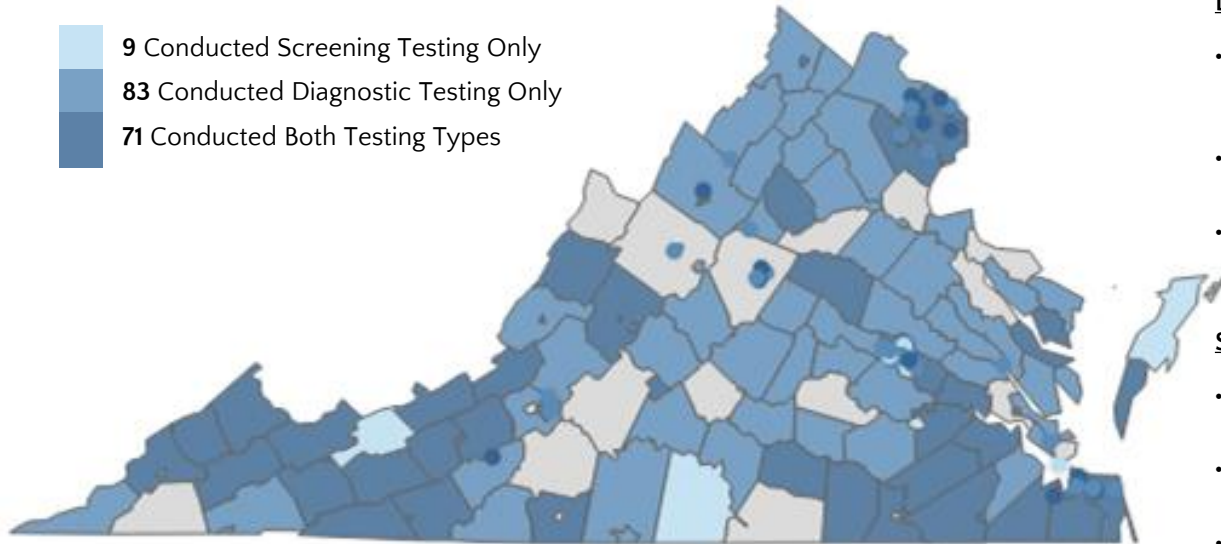
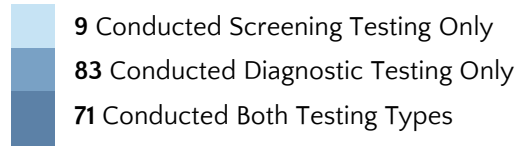
# COVID-19 Testing in Schools

- Staff and student absences can be reduced if school districts have access to COVID-19 testing ([NASN, 2021](#)).
- In combination with other prevention measures, testing in school has the potential to reduce the transmission of infection among the school population and to reach underserved populations who have limited access to testing ([Lewis et al., 2021](#)).
  - [VISSTA Program](#) - pooled screening testing program
  - [Test to Stay Program](#) - allows close contacts to continue to attend school during quarantine
- VDH recognizes the importance of in-person learning as it relates to the academic, social and behavioral health of our children and adolescents. We are also committed to providing recommendations to ensure that our students, teachers, and staff have as safe an environment as possible.



# VDH Support Provided – All Testing Types

## Schools and School Divisions that have had Diagnostic Testing and/or Screening Testing Support (September 2021 – March 24, 2022)



### Diagnostic Testing Support

- 154 public school divisions, independent public schools, and private schools have received diagnostic test kits (eMed and Quidel)
- 80.5% of public school divisions have participated in diagnostic testing
- 291,883 diagnostic test kits distributed

### Screening Testing Support

- 80 public school divisions, independent public schools, and private schools have participated
- 42.5% of public school divisions have participated in screening testing
- 191,514 PCR tests conducted (as of 3/19/22)

# Test to Stay Program (TTS)



## How to Enroll?

Test to Stay (TTS) is a practice that consists of contact tracing and serial COVID-19 testing to allow school-associated close contacts that are not fully vaccinated to continue to attend school during their quarantine period. School divisions can request to participate in TTS by completing an interest survey and attestation form.

## Who is eligible for TTS?

Eligibility criteria: Close contacts; not up-to-date on COVID-19 vaccine series; agree to mask at school; asymptomatic; parent/guardian consent.

## How to report test kit usage?

School divisions complete a REDCap survey to report their test kit usage for the week prior. Reporting is due every Tuesday by 5:00pm.

## Ongoing Support

School Support Unit hosts weekly office hours for schools to ask questions to subject matter experts on the implementation of TTS.

# Equitable Access

## Barriers to Implementation of TTS:

1. Over burden of school staff - resource intensive strategy
2. Lack of consistent broadband services for proctored tests
3. Required masking during participation of TTS program
4. Limited knowledge of COVID-19
5. Guidance updated frequently from CDC

# Equitable Access - Overcoming Barriers

1. Over burden of school staff - resource intensive strategy

**MOU between schools and VDH provides funding to hire necessary school personnel.**

1. Lack of consistent broadband services

**Provide Quidel test kits to Southwest Virginia school divisions (~1,400)**

1. Test to Stay program requires masking during participation and School Based COVID Vaccination Clinics

**Empower parents/guardians to practice medical autonomy (voluntary)**

1. Guidance updated frequently from CDC

**Education to increased community confidence using trusted community partners**

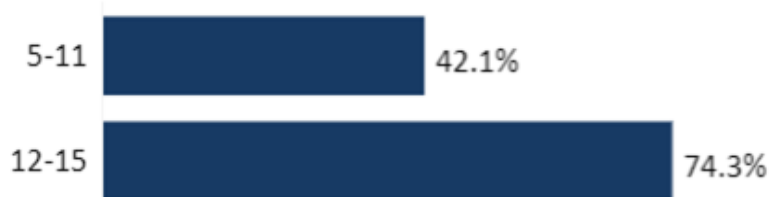
1. Limited knowledge of COVID-19

**Tele Town Hall to address vaccine hesitancy amongst the 5-11 year old unvaccinated population**

**Host weekly Office Hours**

# COVID Vaccine Demographics

Percent of the Population Vaccinated with  
Least One Dose - By Age Group



**Goal:** Permanently change the conditions that produce differential health outcomes that will, over time, have a greater effect than traditional interventions.

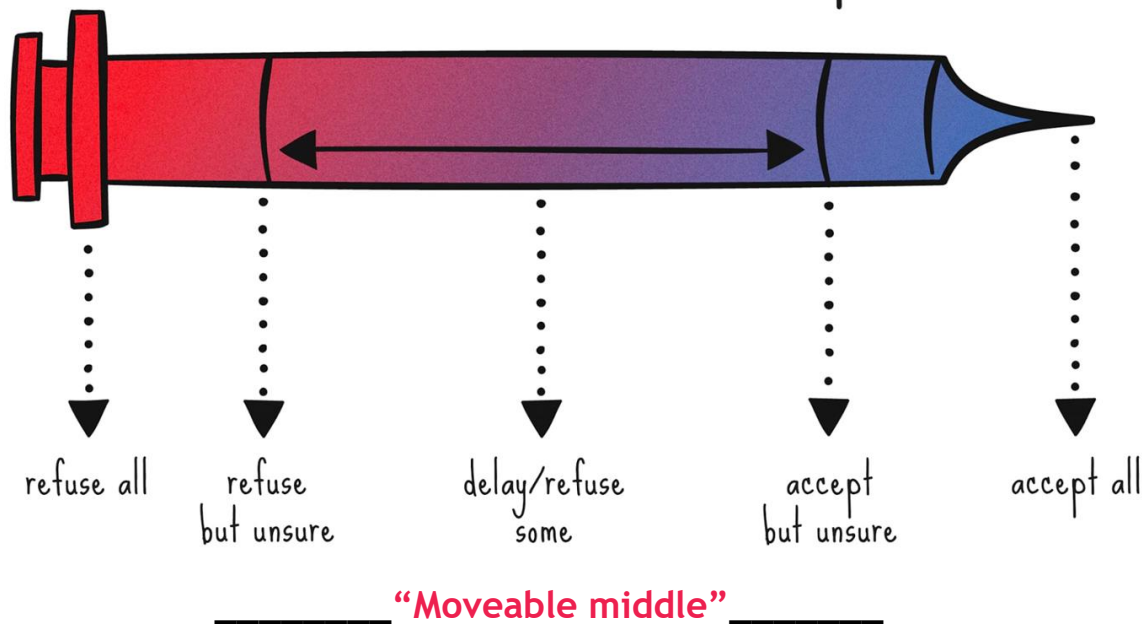
# Vaccine Hesitancy

01	LACK OF CONFIDENCE	<ul style="list-style-type: none"><li>• Effectiveness</li><li>• Safety/timeline of ....</li></ul>
02	FEELINGS OF COMPLACENCY	<ul style="list-style-type: none"><li>• Medical autonomy</li><li>• Weighing the risks vs. benefits</li></ul>
03	LACK OF CONVENIENCE	<ul style="list-style-type: none"><li>• Availability</li><li>• Accessibility</li></ul>

The World Health Organization defines *vaccine hesitancy* as a “delay in acceptance or refusal of vaccines despite availability of vaccination services.” (Shen, S. C., & Dubey, V., 2019)

Vaccination coverage disparities **have been observed** between different ethnic groups and between communities with different socioeconomic statuses. (Chen, E. 2021)

## Continuum of Vaccine Acceptance

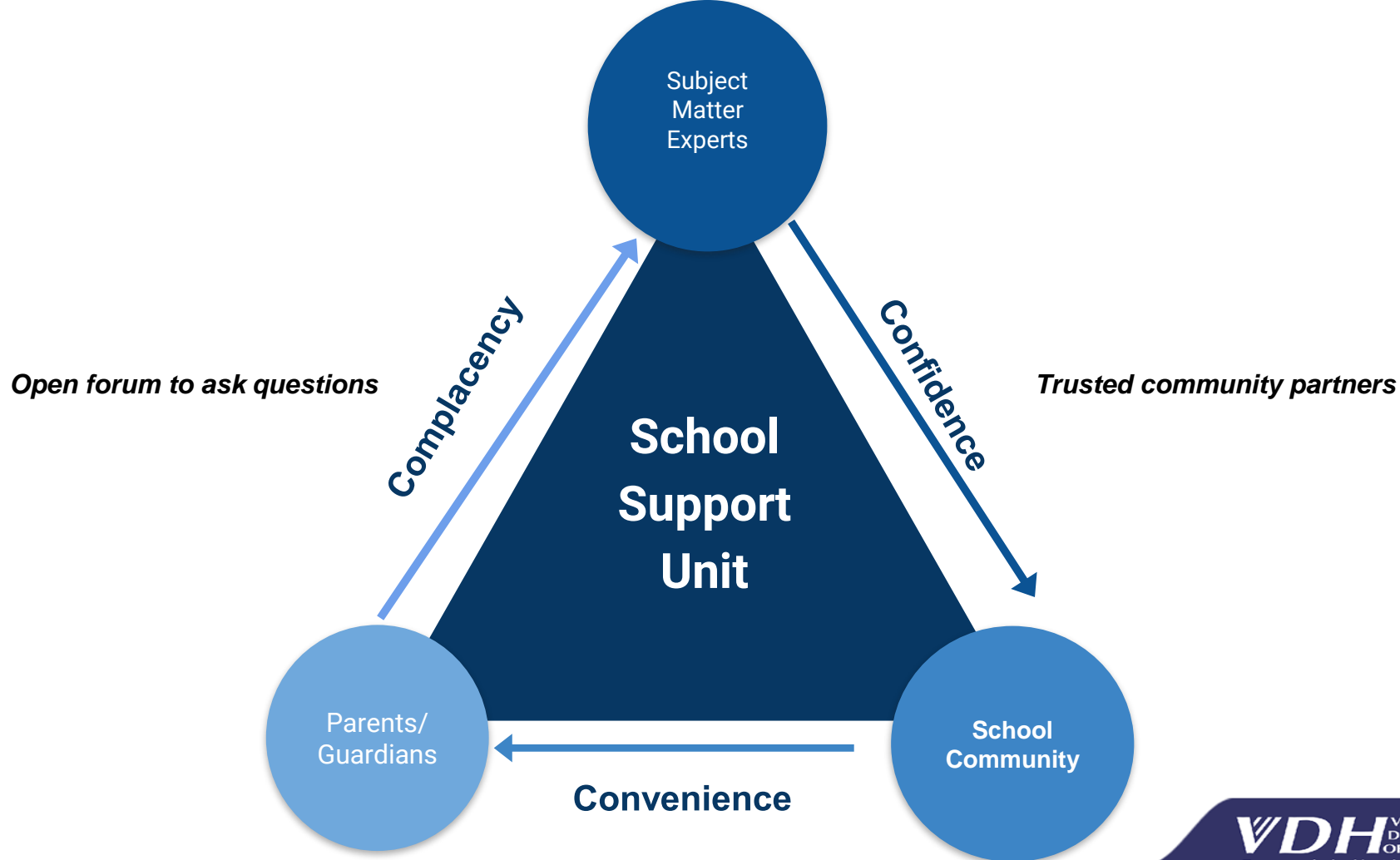


# How will the Tele Town Hall serve communities?

“Telling stories, building trust with parents, addressing pain associated with vaccination, presenting vaccination as the default approach early on, focusing on the benefits of protection, and being honest about side effects when asked” is an effective approach to reach the moveable middle and increase their chance of becoming vaccinated. (Shen, S. C., & Dubey, V., 2019)

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6515949/>







- [Back to School Website](#)
- [VDH K-12 Education-Coronavirus Website](#)

- Mental Health Resources
- Oral Health Resources
- [Bridge2ResourcesVA](#)
- [Vaccine-Schedule](#)
- Back to School Checklist

## Do you want a copy of your immunization record?

Save or Print Your COVID-19 Vaccination Record

Request All Other Immunization Records

## PROTECTING YOUR CHILD FROM COVID-19

COVID-19 never takes a break! Check out the links below to find the most up-to-date recommendations and policies for schools.

For students, parents, and schools

VDOE information regarding COVID-19 in schools

School COVID-19 Testing

VDH Algorithm for Evaluating a Child with COVID-19 Symptoms or Exposure



Chen, E. (2021). *Vaccine hesitancy: More than a pandemic*. Retrieved from:  
<https://sitn.hms.harvard.edu/flash/2021/vaccine-hesitancy-more-than-a-pandemic/>

Shen, S. C., & Dubey, V. (2019). Addressing vaccine hesitancy: Clinical guidance for primary care physicians working with parents. *Canadian family physician Medecin de famille canadien*, 65(3), 175–181. Retrieved from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6515949>.

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