

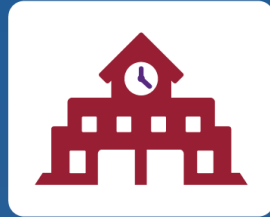
SAFER SCHOOLS AND CAMPUSES  
**BEST PRACTICES  
CLEARINGHOUSE**

*Welcome!*

**Lessons from the Field: Guidance for Early Childhood  
Education Programs and Providers**

APRIL 14, 2021

*We will be starting at the top of the hour.*



**SAFER SCHOOLS AND CAMPUSES  
BEST PRACTICES  
CLEARINGHOUSE**

# **Lessons from the Field: Guidance for Early Childhood Education Programs and Providers**

APRIL 14, 2021



# NCSSLE Website

[HTTPS://SAFESUPPORTIVELEARNING.ED.GOV](https://safesupportivelearning.ed.gov)

National Center on Safe Supportive Learning Environments

Safe Supportive Learning  
Engagement | Safety | Environment

School Climate Improvement   Engagement Topics   Safety Topics   Environment Topics   Events, Products, and TA   States and Grantees



### Featured Event

Lessons from the Field: Guidance for Early Childhood Education Programs and Providers

April 14, 2021 - 03:00pm EDT

[Learn More](#)



DO YOU HAVE A QUESTION?

Find Out What You Can Do to Prevent College Drinking Based on Lessons Learned

Welcome!

The National Center on Safe Supportive Learning Environments (NCSSLE) offers information and technical assistance to States, districts, schools, institutions of higher learning, and communities focused on improving school climate and conditions for learning. We believe that with the right resources and support, educational stakeholders can collaborate to sustain safe, engaging and healthy school environments that support student academic success.

[More About Us](#)

### In Demand

#### Resources

#### Topics

- School Climate Improvement
- ED School Climate Surveys
- Trauma-Sensitive
- Creating a Safe and Respectful
- Human Trafficking
- Improving Higher
- Supporting Trauma
- Promoting Mental Health
- Responding to Covid-19

- School Climate Improvement Resource Package
- ED School Climate Surveys
- Trauma-Sensitive Schools Training Package
- Creating a Safe and Respectful Environment in Our Nation's Classrooms
- Human Trafficking in America's Schools

- Improving Higher Education Learning Environment
- Supporting Trauma Recovery
- Promoting Mental Health
- Responding to Covid-19



# Logistics

## Zoom Control Panel

Audio Settings ^



Chat



Raise Hand



Q&A

Leave Meeting

## Technical Issues

For assistance during the webinar, please contact Shoshana Rabinovsky at [srabinovsky@air.org](mailto:srabinovsky@air.org).

This webinar is being recorded and will be archived at the following location:  
<https://safesupportivelearning.ed.gov/events/webinar/lessons-field-guidance-early-childhood-education-programs-and-providers>



# Initial Polling Questions

1. Are you a:
  - Teacher
  - Program staff
  - Program administrator
  - Education agency staff
  - Public health professional
  - Other (Please specify in the chat.)
2. In your community, are instruction and supports being delivered:
  - In-person
  - Hybrid
  - Virtually



# Speakers



**Christian Rhodes**

Chief of Staff, Office of Elementary and Secondary Education, U.S. Department of Education



**Angie Claussen**

Research Psychologist, Child Development Studies Team, Centers for Disease Control and Prevention



**Christy Kavulic**

Associate Division Director, Early Childhood and Parents Team, U.S. Department of Education



**Dori Yorks**

Director, Washington County Family Support Center (MD)



**Mindy Zapata**

Director, Early Head Start and Head Start, Southwest Human Development (AZ)

Bios for the speakers are archived at the following location:

<https://safesupportivelearning.ed.gov/events/webinar/lessons-field-guidance-early-childhood-education-programs-and-providers>



# Agenda

1

Introduction and Logistics

2

Guidance for Operating Child Care Programs during COVID-19

3

Panel Discussion with Practitioners from Early Education Settings

4

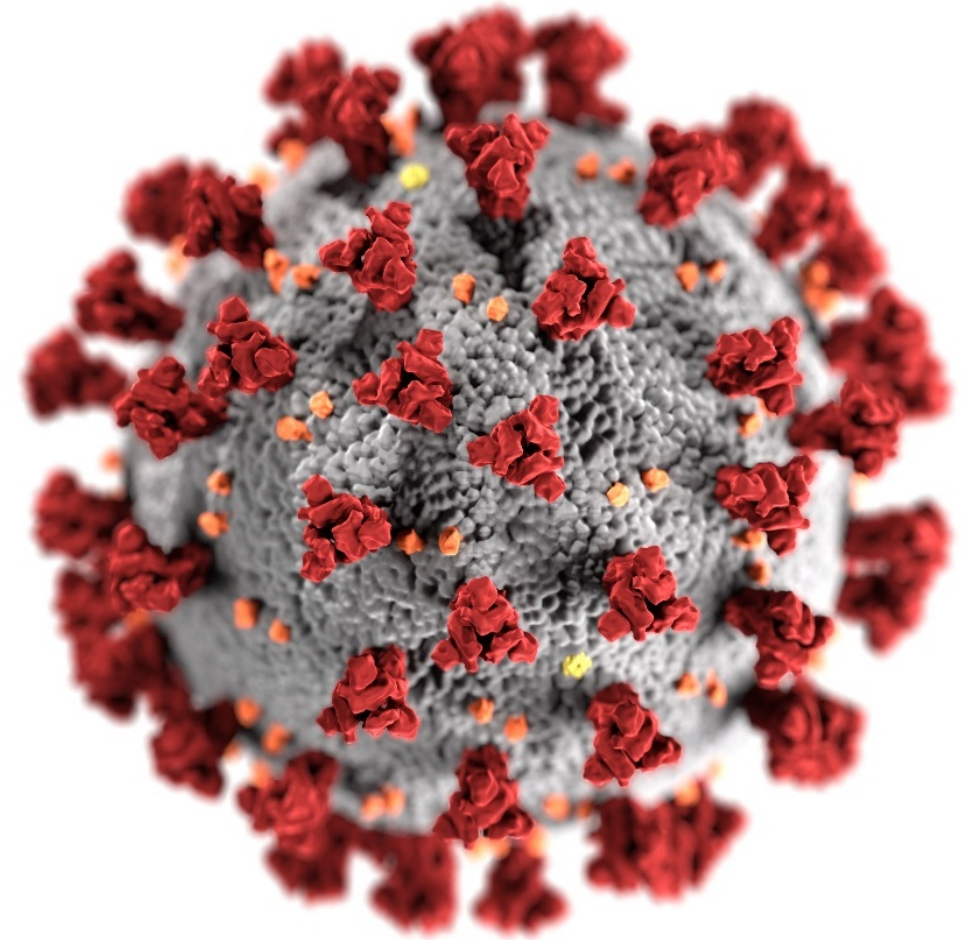
Questions and Answers

5

Wrap Up & Closing

# Guidance for Operating Child Care Programs During COVID-19

## CDC Community Interventions and Critical Populations Task Force



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



# Disclaimer


- The information covered in this presentation is not exhaustive.
- For access to CDC's full suite of materials and resources for Child Care Programs: <https://www.cdc.gov/coronavirus/2019-nCoV/community/schools-childcare/index.html>.



# Prevention Strategies to Reduce Transmission

- All child care programs should use and layer key prevention strategies:
  - Universal and correct use of masks for children 2 years and older
  - Physical distancing
  - Handwashing and respiratory etiquette
  - Cleaning and maintaining healthy facilities
  - Contact tracing in combination with isolation and quarantine
  - Avoiding poorly ventilated indoor spaces
  - Cohorting

**Stop the spread of germs  
that can make you and others sick!**



The infographic features four circular icons on a teal background. The first icon shows hands being washed under a faucet with bubbles. The second icon shows a person wearing a pink floral mask. The third icon shows a person coughing into their elbow. The fourth icon shows two silhouettes of people with a double-headed arrow between them labeled '6 feet' and '2 jump ropes' below it.

Wash your hands often

Wear a mask

Cover your coughs and sneezes

Keep **6 feet** of space between you and your friends

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

# What's New in the Guidance for Operating Child Care Programs during COVID-19 (updated March 12, 2021)

- Expanded guidance background for what is known about COVID-19 and transmission in child care settings
- Updated guidance with vaccine information
- Updated guidance on ventilation and water systems
- Updated guidance for mask use in child care settings
- Updated guidance for students with special healthcare needs and disabilities
- Guidance for Direct Service Providers



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

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/direct-service-providers.html>

# What's New in the Guidance for Operating Child Care Programs During COVID-19 (Cont.)

- Updated guidance on:
  - Cohorting and staggering strategies
  - Communal spaces, food service, playgrounds, and play spaces
  - Recognizing signs and symptoms of COVID-19 and daily health screening
- This CDC guidance is meant to supplement—**not replace**—any federal, state, tribal, local, or territorial public health and safety laws, rules, and regulations with which child care programs must comply



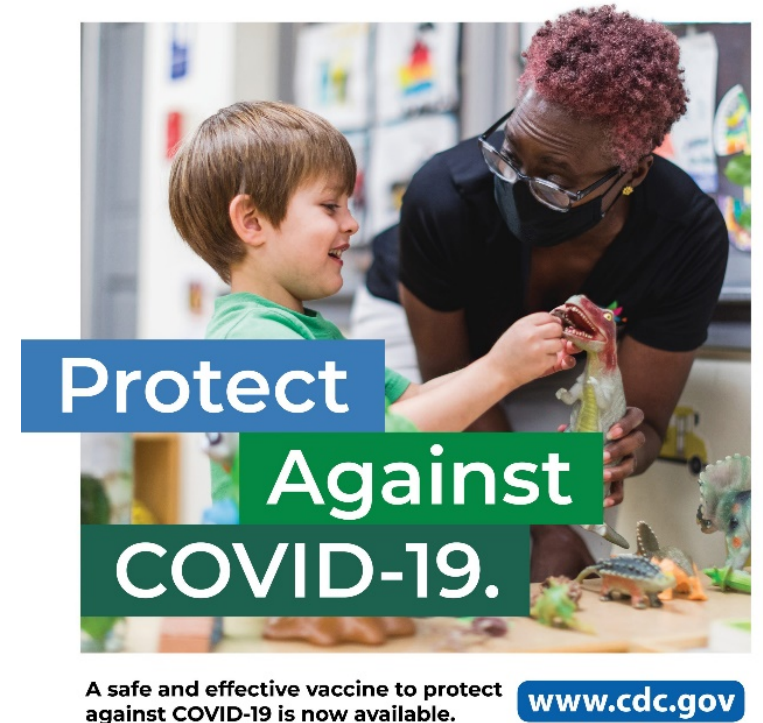
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html>

# Vaccination



# Vaccination for Child Care Programs

- Important tool to help stop the COVID-19 pandemic
- Child care staff have been prioritized nationally to receive vaccination
- New CDC resources are available to provide information about vaccines for child care staff
- Continue prevention measures even after child care staff are vaccinated



<https://www.cdc.gov/coronavirus/2019-ncov/vaccines/recommendations/specific-groups/teachers-childcare.html>

<https://www.cdc.gov/coronavirus/2019-ncov/vaccines/toolkits/schools-childcare.html>

# Ventilation



# Ventilation

- Increase outdoor air ventilation, using caution in highly polluted areas
- Bring in as much outdoor air as possible (if it's safe to do so) by
  - Opening windows and doors
  - Using child-safe fans to increase the effectiveness of open windows.
  - Having activities, classes, or lunches outdoors when circumstances allow





## Ventilation (Cont.)

- Ensure heating, ventilation, and air conditioning (HVAC) settings are maximizing ventilation
  - Make sure your ventilation systems are serviced and meeting code requirements
  - Consider running your HVAC system at maximum outside airflow for 2 hours before and after the facility is occupied
- Consider other approaches for reducing the amount of virus particles in the air, such as using air filtration and exhaust fans
- Ventilation considerations are also important on your transport vehicles such as buses or vans. Open windows when safe to do so

# Mask use



# Mask Wearing for Children and Staff

- People 2 and older should wear a well-fitted mask covering their mouth and nose when around people who do not live in their household, except when **eating or sleeping**
- When used consistently and correctly for children and staff, masks are important to help slow the spread of COVID-19



**If you are able, find a mask that is made for children**



**If you can't find a mask made for children, check to be sure the mask fits snugly over the nose and mouth and under the chin**



**Do NOT put on children younger than 2 years old**

# Mask Wearing for Children and Staff (Cont.)

- CDC recognizes there are specific instances when wearing a mask might not be feasible. In these instances, consider adaptations and alternatives
- CDC **does not recommend** using face shields or goggles as a substitute for masks. Do NOT put a plastic face shield (or a mask) on newborns or infants

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html#feasibility-adaptations>

# Mask Wearing for Children and Staff (Cont.)

- Certain groups of people might find it difficult to wear a mask including:
  - Some children 2 years and older
  - People of any age with certain disabilities
- When determining if children and people with certain disabilities should wear a mask, assess their ability to:
  - Use a mask correctly
  - Avoid frequent touching of the mask and their face
  - Limit sucking, drooling, or having excess saliva on the mask
  - Remove the mask without assistance



# Disabilities and special healthcare needs



# Children with Disabilities or Special Needs

- Your child care program should remain accessible for children with disabilities
- Physical distancing and wearing masks can be difficult for young children with disabilities
- Assistance or visual and verbal reminders
- Behavioral techniques can help children adjust to changes in routines
- Allow direct service providers into your facility to provide important services to children



# Direct service providers





# Guidance for Direct Service Providers

- Direct service providers include direct support professionals, paraprofessionals, therapists, early intervention specialists, and others
- Allow Direct Service Providers into your facility to provide important services to children
- Ask direct service providers before they enter your facility if
  - They are experiencing any symptoms of COVID-19
  - Been in contact with someone who might have COVID-19



# Cohorting and staggering



# Identifying Small Groups and Keeping Them Together (Cohorting)

- If possible, place children and child care staff into distinct groups that stay together from day to day
- Consider whether to change or stop daily group activities that might increase risk of COVID-19 transmission
- Keep each group of children in a separate area (classroom or outdoor area if weather permits)
- Staggering schedule (parent drop-off and pick-up)



# Quick guides for facilities



# QUICK GUIDE: HELP PROTECT YOUR CHILD CARE CENTER FROM COVID-19

As a child care provider, you can help protect children, their families, and staff and slow the spread of COVID-19 by using CDC's updated [Guidance for Operating Child Care Programs during COVID-19](#). Tailor your COVID-19 plans and actions based on the unique needs of your child care center.

Actions like [wearing masks properly](#), [staying home when sick](#), physical distancing, [frequent handwashing](#), cohorting, and regular and consistent cleaning and disinfecting can help all types of child care programs make spreading COVID-19 less likely.

Refer to [Guidance for Operating Child Care Programs during COVID-19](#) for more in-depth information about preventing the spread of COVID-19 in the child care setting. This CDC guidance is meant to supplement—not replace—any Federal, state, tribal, local, or territorial public health and safety laws, rules, and regulations with which child care programs must comply.

## Quick Guide: Help Protect Your Child Care Center from COVID-19

Visual of key  
prevention strategies in  
CDC's Child Care  
Guidance



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

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>



# Quick Guide: Help Protect Your Family Child Care Home from COVID-19

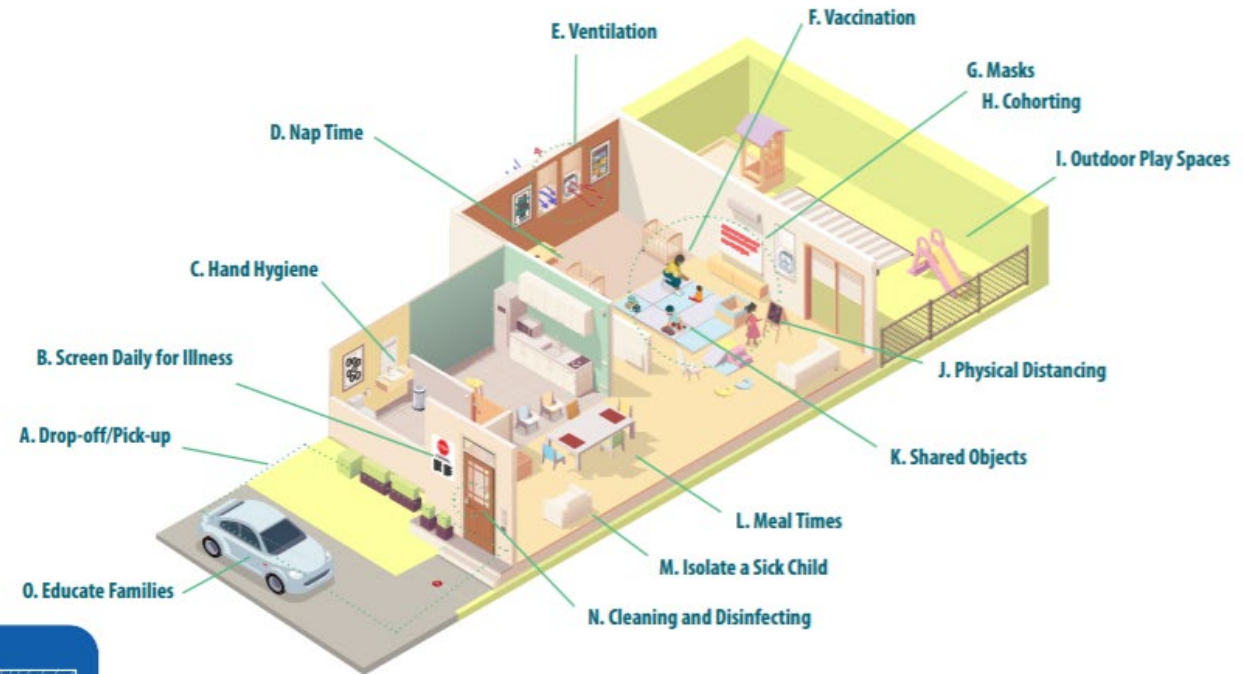
Visual of key  
prevention strategies in  
CDC's Child Care  
Guidance

## QUICK GUIDE: HELP PROTECT YOUR FAMILY CHILD CARE HOME FROM COVID-19

As a child care provider, you can help protect children and their families and slow the spread of COVID-19 by using CDC's updated [Guidance for Operating Child Care Programs during COVID-19](#). Tailor your COVID-19 plans and actions based on the unique needs of your family child care home.

Actions like [wearing masks properly](#), [staying home when sick](#), physical distancing, [frequent handwashing](#), cohorting, and regular and consistent cleaning and disinfecting can help all types of child care programs make spreading COVID-19 less likely.

Refer to [Guidance for Operating Child Care Programs during COVID-19](#) for more in-depth information about preventing the spread of COVID-19 in the child care setting. This CDC guidance is meant to supplement—not replace—any Federal, state, tribal, local, or territorial public health and safety laws, rules, and regulations with which child care programs must comply.



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

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

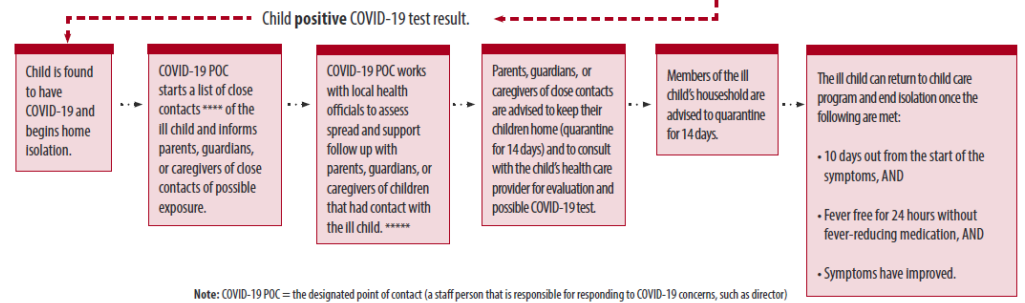
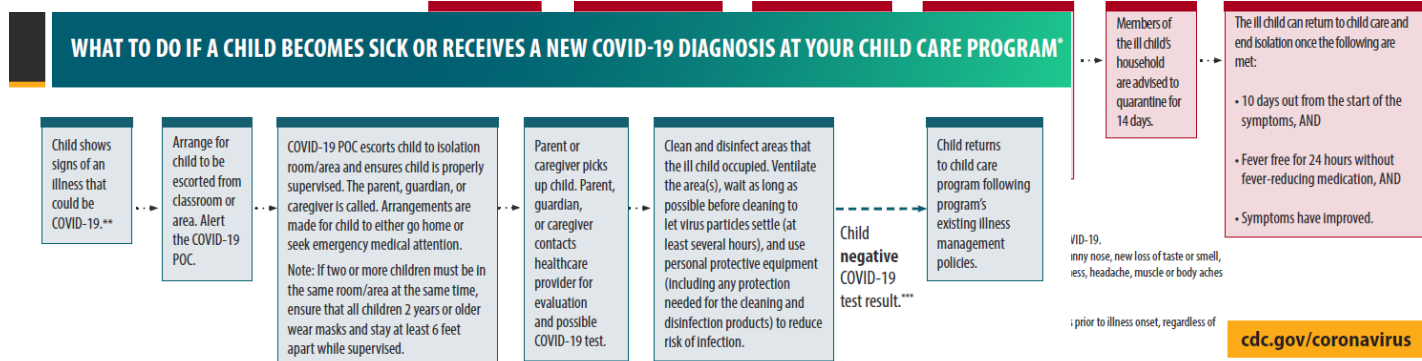
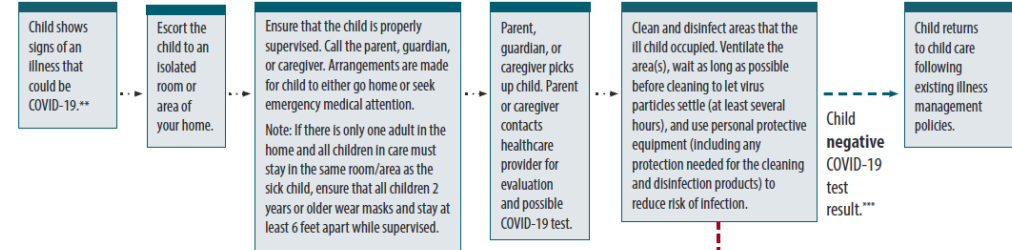
# If a child gets sick



# Flowcharts: If a Child Gets Sick

## ■ What do I Do If a Child Becomes Sick or Receives a New COVID-19 Diagnosis at Child Care?

- Series of 2 printable flowcharts for
  - Child care centers
  - Family child care homes



**Note:** COVID-19 POC = the designated point of contact (a staff person that is responsible for responding to COVID-19 concerns, such as director)  
 \* Scenario based on geographic area with community transmission of SARS-CoV-2 the virus that causes COVID-19.  
 \*\* The most common symptoms of COVID-19 in children include fever or chills, cough, nasal congestion or runny nose, new loss of taste or smell, shortness of breath or difficulty breathing, diarrhea or vomiting, stomachache, tiredness, headache, muscle or body aches, and poor appetite or poor feeding (especially in babies under 1 year old).  
 \*\*\* With no known close contact.  
 \*\*\*\* Close contact is defined as someone who was within 6 feet for a total of 15 minutes or more within 2 days prior to illness onset, regardless of whether the contact was wearing a mask.  
 \*\*\*\*\* To the extent allowable by applicable laws regarding privacy.





# Posters: Child Showing Symptoms at Child Care

- What Do I Do If a Child Is Showing Signs of COVID-19 at Child Care?
- Series of 2 printable quick guides for
  - Child care staff
  - Parents, guardians, and caregivers

## My Child is Showing Signs of COVID-19 at Child Care: What Do I Do? Quick Guide for Parents, Guardians, and Caregivers

If your child is sick or shows signs of illness, do NOT send them to child care. If your child begins to have symptoms while in child care, follow these instructions:

### 1. PICK UP YOUR CHILD

- If possible, pick up your child alone.
- If possible, wait in the car for your child to be brought to you.
- Everyone in the car should wear a mask except for children under 2 years old.
- Open the car windows for ventilation.
- If possible, wait 24 hours before the amount of virus in the air.
- If you are unable to pick up your child, arrange to safely transport your child to a designated isolation area.
- Arrange to pick up any of your child's belongings.

### 2. KEEP YOUR CHILD AT HOME

- Call your child's healthcare provider if a COVID-19 test is needed.
- If possible, have the sick child use a separate bathroom.
- Make sure everyone that you are in contact with is covering their mouths and no one with symptoms or care.
- After being in contact with someone who is sick, people who live with you and advised by a healthcare provider.
- Encourage everyone who lives with you to share personal household items.
- Use an effective household disinfectant, such as door handles, counter tops, and light switches.

### 3. IF YOUR CHILD TESTS POSITIVE FOR COVID-19:

- Notify the child care program.
- Your child can return to child care when the following conditions are met:
  - It has been at least 10 days.
  - Overall symptoms have improved.
  - Your child has had no fever for 24 hours.

## A Child in My Classroom is Showing Signs of COVID-19: What Do I Do? Quick Guide for Child Care Providers

### KNOW POSSIBLE SYMPTOMS OF ILLNESS



### OTHER SYMPTOMS INCLUDE:

Shortness of breath, chills, sore throat, loss of taste or smell, muscle pain, runny nose, feeling tired, and poor appetite. Symptoms may be very mild or more severe.

### EMERGENCY WARNING SIGNS (CALL 911):

Trouble breathing, persistent pain or pressure in the chest, new confusion, inability to wake or stay awake, and bluish lips or face.

### 1. SEPARATE the Child

- Be discreet and calm.
- Make sure you and the child (if age 2 or older) are wearing a mask and standing at least 6 feet apart.
- Following the child care program protocol, have the child safely escorted from the classroom to a designated isolation area.

### 2. INFORM

- Contact designated staff responsible for COVID-19 concerns (e.g., program director).
- Let them know the child is being escorted to the isolation area and will need to be supervised (according to child care program protocol).

### 3. CLEAN and DISINFECT

- Close off the classroom and wait 24 hours before cleaning and disinfecting, if possible. This will allow more time for the virus to die off.
- The classroom should be cleaned and disinfected, especially items in the child's area and shared items the child may have touched (e.g., doorknob, bathroom, and supplies).
- Note: Disinfectants can trigger an asthma attack. Choose safer products if any children have asthma.
- Open outside door(s) and window(s) to increase ventilation in the room (if possible).

### 4. IDENTIFY Close Contacts

- Write down where the child was relative to other children in the room.
- Note the name of any person who was within 6 feet of an infected child for a total of 15 minutes or more over a 24-hour period. Work with child care administrator to inform close contacts in accordance with applicable privacy laws.

### 5. NOTIFY Administration about the Sick Child

- Assist child care administration with close contact assessment. Observe applicable privacy laws.
- Consider linking family of the sick child to any emergency services (such as a nutrition program) that the child might need while in quarantine\* at home.

\* For more information on quarantine see <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>



# Conclusion



# In Conclusion

- Many child care programs have implemented prevention strategies to be able to operate safely
- This guidance document presents a pathway to programs and helps them remain open through consistent use of prevention strategies



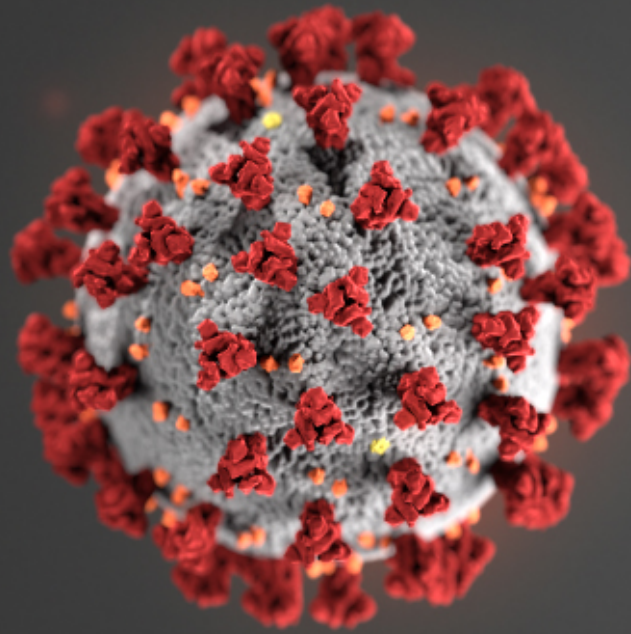
# Schools and Child Care Programs Website

For access to CDC's full suite of materials and resources for K-12 settings, please see Schools and Child Care Programs:

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

The screenshot shows the top navigation bar of the CDC COVID-19 website. The main header is dark teal with 'COVID-19' in white. To the right is an orange 'ACT NOW!' button and three icons: 'WEAR A MASK' (person with mask), 'STAY 6 FEET APART' (two people with distance line), and 'AVOID CROWDS' (group of people). Below the header is a teal navigation bar with links: Home, Your Health, Vaccines, Cases & Data, Work & School (highlighted), Healthcare Workers, Health Depts, and More. A left sidebar lists categories: Community, Work & School (selected), Vaccination, Health Equity (+), Community Mitigation Framework, Cleaning, Disinfecting, & Ventilation (+), Workplaces & Businesses (+), and Schools & Child Care (-). The main content area features the title 'Schools and Child Care Programs' with the subtitle 'Plan, Prepare, and Respond'. It includes a date 'Updated Jan. 20, 2021', a 'Languages' dropdown, and a 'Print' link. Below this is a photograph of three children wearing winter coats and face masks. To the right of the photo is a box titled 'For Parents and Caregivers' with the text 'Info on schools, health, coping, and more >'.





For more information, contact CDC  
1-800-CDC-INFO (232-4636)  
TTY: 1-888-232-6348 [www.cdc.gov](http://www.cdc.gov)

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.





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# Panel Discussion

LESSONS FROM THE FIELD



washington county



family center



Washington County

M A R Y L A N D



MARYLAND DEPARTMENT OF  
HUMAN SERVICES



MARYLAND  
FAMILY  
NETWORK

WCPS

Washington County  
Public Schools



# Participant Questions and Answers







# Closing Polling Question

## **3. Select the topic(s) for which you feel additional information is needed. (Select all that apply.)**

- Consistent implementation of layered mitigation strategies to reduce transmission of SARS-CoV-2 in schools
- Indicators of community transmission to reflect level of community risk
- Phased mitigation and learning modes based on levels of community transmission
- Testing to identify individuals with SARS-CoV-2 infection to limit transmission and outbreaks
- Vaccination for teachers and school staff, and in communities, as soon as supply allows



# Feedback Form



SAFER SCHOOLS AND CAMPUSES  
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## Lessons from the Field: Guidance for Early Childhood Education Programs and Providers

Thank you for attending the webinar, *Lessons from the Field: Guidance for Early Childhood Education Programs and Providers*, on April 14, 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
- Strongly Agree

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SESSION2](https://www.surveymonkey.com/r/lftf_session2)



# Thank You!

Should you have any questions, please contact us at [NCSSELE@air.org](mailto:NCSSELE@air.org) or 800-258-8413. We are happy to help!

NCSSELE Website

<https://safesupportivelearning.ed.gov>

Best Practices Clearinghouse

<https://bestpracticesclearinghouse.ed.gov/>