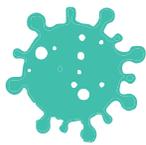


COVID-19 School Manual



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Responding to COVID-19 in your school

There are many things to think about as schools reopen during the pandemic. Schools are not only a place of learning for students, but workplaces for teachers and employees. Decisions about how to respond to COVID-19 in schools should be made to protect both the immediate and long-term health and safety of students, teachers, and employees.

The goal of the Utah Department of Health (UDOH) and Utah's 13 local health departments is to provide a safe learning environment for students and a safe workplace for teachers and employees.

COVID-19 spreads very easily and quickly. Even if you are doing everything right, your school may see cases of COVID-19. The types of prevention measures in schools and how much COVID-19 is in your community will also impact your school. Schools cannot stop the spread of COVID-19 alone. It is critical for communities, families, and individuals to take all of the necessary measures they can to lower the spread of COVID-19.

The two most important things you need to know are:

1. What to do if a student, teacher, or employee is exposed to COVID-19 or tests positive for the virus.
 2. How to make a healthy learning environment and protect your school.
-

COVID-19 is a new disease. We learn more every day about COVID-19 and the best ways to stop it from spreading.

We know this can make it very hard for school administrators, teachers, employees, and families to know what to do. This manual provides public health recommendations to help you make informed decisions about how to protect your school and prevent the spread of COVID-19.

Recommendations may change as we learn more about COVID-19. Schools and public health need to be willing to adapt to these changes as we learn more about the best ways to keep students, teachers, and employees safe and schools open for in-person learning.

COVID-19 School Manual

This manual provides public health recommendations for K-12 public, private, and charter schools. It is not intended to be used by higher education institutions.

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Schools are essential to our communities.



In Utah, we consider the education sector critical to the long-term health and economic success of our state.

Students, teachers, and employees who test positive for COVID-19 should isolate at home until the health department has notified the school that his or her isolation is over.

A student, teacher, or staff member who was exposed at school to someone who tested positive for COVID-19 may return to work at a school or in-person learning if he or she meets ALL of the following:

1. The school verifies the student, teacher or staff member who was exposed and the person who tested positive were both wearing a face mask as defined by the [State Public Health Order](#) on masks in schools.
2. The quarantined student, teacher, or staff member has a negative COVID-19 test result (must be a PCR or antigen test, not an antibody test). The test result must be from at least 7 days after the last exposure to the person who tested positive.
3. The student, teacher, or staff member does not have symptoms of COVID-19.

This release from quarantine does not apply to students, teachers, staff, or settings that are exempt from the [State Public Health Order](#) on masks in schools.

If the student, teacher, or staff member who was exposed meets ALL 3 criteria he or she may return to work, school, or related activities, if the employee or the parents of the student choose. If the person does not meet ALL 3 criteria or chooses not to get tested, he or she should quarantine at home for 14 days from the last day of exposure.

Anyone who has been exposed to COVID-19 and comes back to school must continue to watch for symptoms. If employees or students get symptoms, they should isolate at home and call their healthcare provider.

These guidelines only apply to exposures that occur at school.





Who is considered part of the education sector?

- Students
- Teachers
- Employees
- Paraprofessionals
- School nurses
- Volunteers

Who is involved in the decision-making process for schools?

There are many people and organizations involved in the plans for reopening schools.

- Utah State Board of Education (USBE)
- State and local health departments
- Local education associations (school districts and charter schools are also known as LEAs)
- State and local government officials
- School administrators
- Parents
- Eligible students (students who are 18 years old or students of any age who have taken postsecondary classes)
- Teachers
- Employees who work in the education sector

Why is it important to open schools for in-person instruction?^{1,2,3,4}

Schools play an essential role in the infrastructure and well-being of our state and our communities.



Schools provide safe and supportive environments.

- When they are in school, children benefit from important routines, structure, and support services.
- Schools are essential for the economic health of communities. Schools give jobs to teachers and other employees and allow parents, guardians, and caregivers to be able to work.
- Schools provide critical psychological, mental, and behavioral health services to children who may not have access to these services outside of school (such as psychological counseling, and other mental health and behavioral assessments).



Schools provide critical instruction and academic support that benefit students and communities in both the short- and long-term.

- Schools provide age-appropriate instruction and support students' academic development.
- In-person instruction allows teachers and students to communicate better. It also provides students with critical academic services which are not always available or accessible if students are not in school. Some examples of these services are: school-based tutoring, special education, and other specialized learning supports.

1 <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/prepare-safe-return.html>

2 <https://www.nationalacademies.org/news/2020/07/schools-should-prioritize-reopening-in-fall-2020-especially-for-grades-k-5-while-weighting-risks-and-benefits>

3 <https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>

4 <https://pws.byu.edu/making-sense-of-the-research-on-covid-19-and-school-reopenings>



Students benefit from the interpersonal interactions they get in school.

- Social interaction for children in grades K-12 is important not only for emotional wellbeing, but also for children's language, communication, social, and interpersonal skills.
- Schools provide part of children's foundation for socialization. When children are out of school, they may be separated from their social network and peer-to-peer social support.
- Teachers are able to more actively participate in student learning and provide feedback.
- In-person instruction may be even more important for students with more learning needs. Children with disabilities may not have virtual access to the support they need, such as specialized instruction, related services, or any additional support required by their Individualized Education Programs (IEPs) or 504 Plans.
- Students may also not have access virtually to quality English Language Learning (ELL).



When schools are closed to in-person instruction, disparities in educational outcomes could become wider.

- Some families may not be able to fully participate in distance learning because of computer and internet access issues or lack of support due to parent, guardian, or caregivers' work schedules. Families may rely on school-based services that support their child's academic success.
- The achievement gaps which existed before COVID-19 closures, such as disparities across income levels and racial and ethnic groups, could get worse and cause long-term effects on children's educational outcomes, health, and the economic wellbeing of families and communities.
- Students who rely on key services, such as school food programs, special education and related services (speech and social work services, occupational therapy), and after school programs can't access these programs and services when school buildings are closed. Students are put at greater risk for poor health and educational outcomes.

For more information about reopening schools around the world, visit <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/prepare-safe-return.html>.

Everyone must help to prevent the spread of COVID-19 in our schools.



Students should:

- Tell their parents or teacher if they feel sick or have symptoms of COVID-19.
- Stay home from school and other activities if they feel sick or have symptoms of COVID-19.
- Stay home from school and other activities if they are waiting for test results or test positive for COVID-19.
- Follow the quarantine guidance if they are exposed to someone with COVID-19.
- Wear a cloth face covering or mask at school and when they are around people they don't live with.
- Practice physical distancing as much as possible.
- Wash their hands with soap and water often.



Parents should:

- Check their child for symptoms of COVID-19 every day before school.
- Take their child's temperature every day before school. If their child has a temperature of 100.4 degrees F (38 degrees C) or higher, the child has a fever. If parents do not have a thermometer, they should check their child's skin to see if it feels warm or is red, or ask if he or she has chills or is sweaty.
- Keep their child home from school if he or she feels sick, has symptoms of COVID-19, or is waiting for test results.
- Get their child tested if he or she has symptoms of COVID-19.
- Follow the isolation guidance from the health department if their child or anyone who lives in their home tests positive for COVID-19.
- Follow the quarantine guidance if their child or anyone who lives in their home is exposed to someone with COVID-19.
- Before the school year starts, tell the school if their child has a health condition that puts him or her at a [higher risk](#) for severe illness from COVID-19. The health department will call parents of students who are at higher risk for severe illness from COVID-19 if they are exposed at the school.
- Review and update their child's plans (Individual Healthcare Plan, Individualized Education Plan, 504 plan) with the school.
- Help their child clean his or her cloth face covering or mask.
- Make sure they, and everyone in their family, wears a cloth face covering or mask when they are around people they don't live with.



Teachers and employees should:

- Stay home from school or work if they feel sick, have symptoms of COVID-19, or are waiting for test results.
- Get tested if he or she has symptoms of COVID-19.
- Follow the isolation guidance from the health department if they test positive for COVID-19.
- Follow the quarantine guidance if they are exposed to someone with COVID-19.
- Understand privacy laws and how these laws relate to any information the school is given by the health department.
- Know if they have a medical condition that puts them at [higher risk](#) for severe disease due to COVID-19.
- Provide a safe learning environment for students by following their school plan for reopening.
- Prepare curriculum plans in case they have to isolate or quarantine.
- Encourage students to wash their hands with soap and water often.
- Wear a cloth face covering or mask at school and when they are around people they don't live with.
- Practice physical distancing as much as possible.



School administrators should:

- Decide who the COVID-19 point of contact (POC) will be at the school. The POC will work with the local health department on contact tracing in the school. It is a good idea for schools to have several employees who are trained as backups for this role. Provide any needed support or equipment to the POC so he or she can work with the health department on contact tracing.
- Understand the privacy laws that protect student, teacher, and employee personally identifiable information (PII).
- Make sure all teachers, employees, and the school POC understand privacy laws and how these laws relate to any information the school is given by the health department. This includes privacy laws that protect students, teachers, and employees.
- Write and implement a plan for how to reopen the school and prevent the spread of COVID-19.
- Provide a safe learning environment for students, teachers, and employees. This includes considering their emotional and social needs.
- Write a plan that addresses the needs of students, teachers, and employees at [higher risk](#) for severe illness from COVID-19. This plan may include how the school will handle parent requests for alternative learning arrangements, remote learning, and work re-assignments.
- Review plans (Individual Healthcare Plan, Individualized Education Plan, 504 plan) for students with special healthcare needs with the student's parents and update care plans to help lower the risk of exposure to COVID-19 in the school.
- Provide resources to parents and students who choose or need to continue remote learning.
- Wear a mask at school and work, and when they are around people they don't live with.



Point of contact (POC) at each school should:

- Work with the local health department and school administrators to identify students, teachers, and employees who may have been exposed to someone with COVID-19 in the school.
- Provide a list of students, teachers, and employees who are at higher risk for severe illness from COVID-19 to the health department when there is an exposure at the school. The health department will call parents of students, teachers, and employees who are at [higher risk](#) of severe illness from COVID-19 if they are exposed at the school and to tell them what to do.
- Understand privacy laws and how these laws relate to any information the school is given by the health department. This includes privacy laws that protect students, teachers, and employees.
- Protect the privacy of the student, teacher, or employee who tests positive or is exposed to someone with COVID-19 as much as possible.
- Notify the parents of students, eligible students, teachers, and employees if they have been exposed to someone with COVID-19 in the school.
- Provide guidance on when and how to quarantine, check for symptoms, and when to get tested.
- Work with school administrators to prevent the spread of COVID-19 in the school.
- Wear a mask at school and work, and when they are around people they don't live with.



Health departments should:

- Call students, teachers, and employees who test positive for COVID-19.
- Protect the privacy of the student, teacher, or employee who tests positive or is exposed to someone with COVID-19 as much as possible.
- Conduct a case investigation to find out if a person who tests positive was at school up to 2 days before he or she got sick or tested positive.
- Provide isolation guidance to students, teachers, and employees who test positive for COVID-19. Work closely with the POC and school administrators on contact tracing in the school.
- Get a list of students, teachers, and employees who are at higher risk for severe illness from COVID-19 from the POC.
- Call students, teachers, and employees who are at [higher risk](#) for severe illness from COVID-19 who were exposed.
- Provide quarantine guidance to students, teachers, and employees who are at higher risk for severe illness from COVID-19, as well as anyone living with a person who tests positive for COVID-19.
- Tell the POC at the school the names of students, teachers, or employees who have tested positive for COVID-19.
- Notify the POC when the student, teacher, or employee is no longer under isolation and can return to school.
- Provide guidance to the POC and school administrators on how to prevent the spread of COVID-19 in the school.



Community members should:

- Wear a face covering when they are around people they don't live with.
- Stay home if they are sick, have symptoms of COVID-19, or are waiting for test results.
- Get tested if they have symptoms of COVID-19.
- Follow quarantine and isolation guidelines if they test positive for or are exposed to COVID-19.
- Consider volunteering with community organizations to help families in their community without the resources necessary to quarantine or isolate.
- If they are an employer, follow the recommendations in the [COVID-19 Business Manual](#) to protect their employees and reduce the risk of exposure in their business.

What do we know about how COVID-19 is spread?

We still have much to learn about COVID-19. From what we know right now about the virus and about similar coronaviruses, COVID-19 is most easily spread from close contact with someone who has the virus (within about 6 feet). Sometimes it can be spread through airborne transmission⁵.

The virus is spread by respiratory droplets. Airborne transmission means that an infection can be spread by small droplets and particles that have stayed in the air for a long time or over long distances (more than 6 feet). Some viruses and bacteria, like tuberculosis, seem to be more easily spread through airborne transmission. The reason scientists and researchers believe that COVID-19 is not mainly spread by airborne transmission is based upon the infection rates of COVID-19 as it quickly spread around the world. We know a significant amount of COVID-19 cases are found in asymptomatic individuals (people who don't have any symptoms), so if the virus was spread easily through airborne transmission, scientists believe there would have been many more cases of COVID-19 early on in 2020. This data tells us that COVID-19 is spread mainly by close contact in shorter distances.



However, airborne transmission can happen under special circumstances:

- **In enclosed spaces.** People have gotten the virus if they were exposed in an enclosed space to someone who had the virus or were in the enclosed space shortly after the infected person left.
- **Exposed to respiratory particles for long periods of time.** Certain activities put more respiratory droplets into the air, such as singing, shouting, and exercising. When you do these activities with other people, it means that everyone is putting more of their respiratory droplets in the air than you would normally have. Especially if people aren't wearing face coverings in enclosed spaces during these activities. People have gotten the virus if they were in environments such as these that increased the amount of respiratory droplets in the air.
- **Inadequate ventilation or air handling.** People have gotten the virus if they were exposed in environments that had poor ventilation.



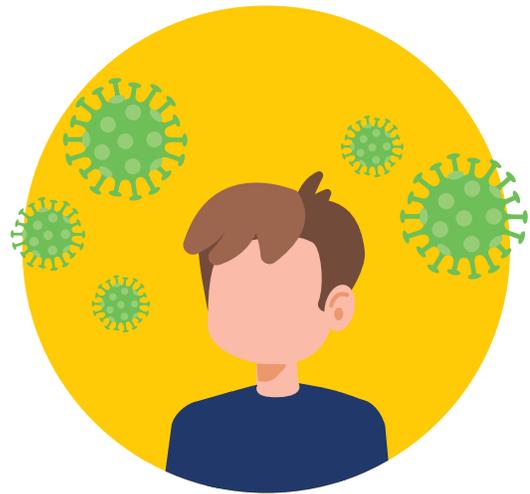
Recommended interventions (such as wearing face coverings, physical distancing, cleaning and disinfection, hand hygiene, etc.) seem to be sufficient to prevent airborne transmission of COVID-19.

It may be possible that a person can get COVID-19 by touching a surface or object that has the virus on it and then touching his or her own mouth, nose, or their eyes. This is not thought to be the main way the virus spreads. From what we know, COVID-19 can live on surfaces for hours to days. Warmer temperatures and exposure to sunlight may reduce the amount of time the virus lives on objects. We are still learning many things about COVID-19 and how it spreads.

⁵ <https://www.cdc.gov/coronavirus/2019-ncov/more/scientific-brief-sars-cov-2.html>

What do we know about COVID-19 and children?^{6,7}

The amount of available data and research on COVID-19 and children is growing. This not only helps us understand the risk of the virus to children, but also gives us more information about the best ways to prevent the spread of COVID-19 in schools. The science available right now suggests:



- Fewer children have been sick with COVID-19 than adults. However, children of any age can get the virus that causes COVID-19 and spread the virus to other people.
- When children do get COVID-19, they usually have mild symptoms or even no symptoms⁸ at all. However, some children can get very sick from COVID-19.
- Children can spread the virus that causes COVID-19 even when they do not have any symptoms (asymptomatic).
- Children younger than age 10 may be less likely to get COVID-19 and less likely to spread the virus to others. Children and adolescents older than age 10 may spread the virus as much as adults.
- Studies from other countries show that most children get COVID-19 from a family member.
- Since March 2020, there have been 2 times as many cases of adolescents aged 12-17 years old who have gotten COVID-19 than children aged 5-11 years old.

⁶ <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/prepare-safe-return.html>

⁷ <https://pws.byu.edu/making-sense-of-the-research-on-covid-19-and-school-reopenings>

⁸ <https://jamanetwork.com/journals/jamapediatrics/fullarticle/2770150>



- Children are significantly less likely than adults to be hospitalized or die from COVID-19 related illnesses. However, it is still very important to help children take precautions to stay safe. Even though the risk is lower, 1 in 3 children who are hospitalized with a COVID-19 related illness end up in intensive care.
- Most children who had severe illness from COVID-19 had underlying medical conditions. Severe illness means they may need to be in the hospital, in intensive care, need a ventilator to help them breathe, or may even die.
- Children with intellectual and developmental disabilities are more likely to have additional health conditions that put them at increased risk for severe illness from COVID-19.
- Although rare, some children have developed multisystem inflammatory syndrome (MIS-C) after exposure to COVID-19. According to the Centers for Disease Control and Prevention (CDC), as of May 20, 2020, most of the children hospitalized with MIS-C had recovered.
- We do not know the long-term health effects of COVID-19 on children. Some research indicates youth and young adults may be at risk for heart damage even if they had mild symptoms of COVID-19.

Symptoms of COVID-19

The most common symptoms of COVID-19 in children are fever and cough⁹. If students, teachers, or employees have any of the 6 symptoms of COVID-19, they should call a healthcare provider and get tested for COVID-19, even if the symptom is mild. Testing locations can be found at <https://coronavirus.utah.gov/testing-locations>.

Even if they don't have symptoms, students, teachers, and employees need to be very careful and take precautions at school because children and adults may be asymptomatic. This means they have no signs or symptoms of the virus but can still spread it to others.

If you think someone has a fever but can't do a temperature check on a student, teacher, or employee, ask the person if he or she is feeling feverish (the person's skin may feel hot or be red, or he or she may have chills or be sweaty).



Fever

(temperature of 100.4°F or 38°C or higher or feeling feverish)



Cough



Shortness of breath



Decrease in sense of smell or taste



Sore throat



Muscle aches and pains

Visit the Centers for Disease Control and Prevention (CDC) [website](https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/children/symptoms.html) to find out other symptoms that may be associated with COVID-19. The 6 symptoms which are eligible for testing in Utah currently are fever, cough, shortness of breath, decrease in sense of smell or taste, sore throat, and muscle aches or pains.

⁹ <https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/children/symptoms.html>

Screening students for symptoms of COVID-19

Right now, the CDC does not recommend screening all students for symptoms at school. There is some evidence that relying on temperature or fever checks alone is an insufficient method of preventing the spread of the disease¹⁰. There are many illnesses with symptoms like COVID-19, especially in children. Students with chronic health conditions like asthma or allergies may have a cough without being infectious. Researchers have not found a single symptom or set of symptoms, that are only seen in children diagnosed with COVID-19¹¹.



Students, teachers, and employees who are sick should not go to school. This is a good idea for any illness, not just during the COVID-19 pandemic.

It is important to have school policies that encourage and support students, teachers, and employees to stay home when they are sick. This will help keep schools open for in-person learning.



¹⁰ Lambert NI, Survivor Corps, El-Azab S, Yu L, Esperanca A. Fever Scans Offer False Sense of Security for Stopping the Spread of COVID-19. Indiana University School of Medicine. October, 2020]

¹¹ <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/symptom-screening.html>

How do parents know if their child should get tested for COVID-19?

Children who are sick at all should not go to school. Parents should check students for symptoms of COVID-19 every day before school. This quick assessment can help parents check for symptoms of COVID-19. It is not meant to replace any advice from a healthcare provider. If at any time a parent has questions about their child's health, they should seek advice from a healthcare provider.

If your child has a health condition that puts him or her at [higher risk](#) for severe illness from COVID-19, you should call a doctor or healthcare provider for advice.

Part 1: Symptoms	
Does your child have any of these symptoms?	
<ul style="list-style-type: none"> • Fever or temperature of 100.4° F (38° C) or higher. If you do not have a thermometer, check your child's skin to see if it feels warm or is red, or ask if he or she has chills or is sweaty. • Sore throat • Cough - if your child normally has a cough because of allergies or asthma, is this cough different than normal? • Shortness of breath • Muscle aches or pains • Decrease in sense of smell or taste 	
Yes, my child has at least 1 of those symptoms.	No, my child is sick, but does not have any of the symptoms listed above.
If you answered YES, move on to part 2.	<p>You answered NO, your child does not have one of the 6 eligible symptoms of COVID-19 for testing.</p> <p>Follow your school's sick policy. Most likely this will mean to keep your child at home until he or she has been fever-free (for 24 hours without medicine) and has not had any symptoms of sickness for 24 hours.</p> <p>If your child does not seem to be getting better, or is getting worse, your child should see a doctor right away.</p>
Part 2: Has your child been exposed to COVID-19?	
<p>Has your child been in close contact to someone who tested positive for COVID-19, in the last 2 weeks (14 days)?</p> <p>This means he or she was closer than 6 feet or 2 meters (about 2 arm lengths) to the person for a total of 15 minutes or longer.</p> <p>If your child came into close contact with someone at school who tested positive for COVID-19, the school or health department would have likely notified you and asked that your child quarantine.</p>	
YES	NO
<p>If you answered yes to any questions in both parts 1 and 2, you should call a doctor or healthcare provider right away. Your child may need to get tested for COVID-19.</p> <p>Your child should not go to school until he or she has seen a doctor or healthcare provider because your child was in close contact with someone who tested positive for COVID-19.</p>	<p>Your child has one or more symptoms of COVID-19 but was not in close contact with someone who tested positive.</p> <p>You should call a healthcare provider to find out if your child should be tested for COVID-19.</p>

What to do if a student gets sick at school

Some students may get sick when they are at school. Schools should isolate students who get symptoms of COVID-19 from other students, teachers, and employees. Work with your school nurse to designate the areas you will need to respond appropriately to students who are sick while at school.

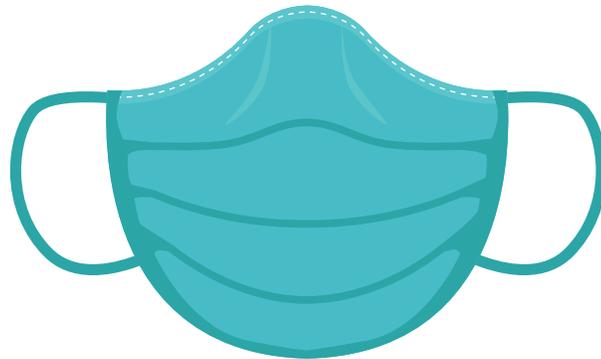


Consider having 3 separate areas for students if possible.

- Sick area (for students who get sick or hurt at school, but do not have symptoms of COVID-19).
- Well student area (for students with scheduled medical needs, such as students who receive insulin or medication at school).
- Isolation area (for students who have symptoms of COVID-19. This should be separate from other students).

Separate students who have symptoms of COVID-19 from other students, teachers, or employees to an isolation area:

- The student should stay in a separate room (like a sick room in the office) and away from other students.
- Call the student's parents and ask them to come pick up their child from school right away.
- Any rooms the student was in should be cleaned using the cleaning guidelines starting on page 88.
- Schools will decide which PPE (such as a mask or gloves) employees who help or interact with students who get sick at school need (such as paraprofessionals, teacher aides, school health staff). Employees who come into close contact with sick students should wear the PPE recommended by their school.



Some students, teachers, and employees may be at higher risk for severe illness from COVID-19

People of any age with the following conditions are at increased risk of severe illness from COVID-19:

- Cancer
- Chronic kidney disease
- COPD (chronic obstructive pulmonary disease)
- Immunocompromised (weakened immune system) from solid organ transplant
- Obesity (body mass index [BMI] of 30 or higher)
- Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies
- Sickle cell disease
- Type 2 diabetes

Based on what we know now, people with the following health conditions might be at increased risk for severe illness from COVID-19:

- Asthma (moderate to severe)
- Cerebrovascular disease (a disease which affects blood vessels and blood supply to the brain)
- Cystic fibrosis
- Immunocompromised state (weakened immune system) from blood or bone marrow transplant, immune deficiencies, HIV/AIDS, use of corticosteroids, or use of other immune weakening medicines
- High blood pressure or hypertension
- Liver disease
- Neurologic conditions such as dementia
- Pregnancy
- Pulmonary fibrosis (having damaged or scarred lung tissues)
- Thalassemia (a type of blood disorder)
- Type 1 diabetes



Children who have special health care needs or are medically complex are also at higher risk for severe illness from COVID-19. These children may have neurologic, genetic, or metabolic health conditions or a congenital heart disease.

Smoking may also increase the risk of severe illness from COVID-19. For more information on who may be at higher risk for severe illness from COVID-19 and what precautions these individuals should take, visit <https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-with-medical-conditions.html>.

Privacy laws and how student, teacher, and employee information will be protected

As schools reopen, it is important to make sure administrators, employees, and parents understand privacy laws and how they apply during the COVID-19 pandemic.

What laws protect student, teacher, and employee privacy?

Public health laws

COVID-19 is reportable by law, under [Utah Code Annotated § 26-6-1 et seq.](#), the [Utah Communicable Disease Control Act](#), and [Utah Administrative Code R386-702 Communicable Disease Rule](#), to the Utah Department of Health or the local health department in the health district where the individual lives. This means a person's COVID-19 test results must be reported to public health by the provider or testing location where the person was tested.



A person's test result is considered private health information and is kept confidential by public health. Public health agencies are allowed, by law, to disclose the name of a person who tested positive to a school if it is necessary to protect the health and safety of students, teachers, and employees. The information that is disclosed by the health department to the school is strictly confidential and protected under [Utah Code § 26-6-27](#).



If the information is about an employee, [Utah Code § 26-6-27](#) continues to protect the privacy of the information even after it is shared with the school's point of contact (POC). The POC must maintain the confidentiality of the employee while acquiring information necessary to assist the health department to contact others who may have been exposed. The POC must emphasize the importance of not re-disclosing the information to anyone else and that all notifications will be made by the POC or the health department.

If the information is about a student, the information, once shared with the POC becomes protected by [FERPA](#). The POC must ensure that this information remains confidential and is shared only with those who have a need to know to assist the POC in carrying out the responsibility to notify others who may have been exposed. The POC must emphasize the importance of not re-disclosing the information to anyone else and that all notifications will be made by the POC or the health department.



The POC and the school officials cannot release the private health information disclosed by public health under any circumstances. This includes the name of the person who tested positive for COVID-19.

The POC may need to share the identity of the person who has tested positive for COVID-19 with other school officials to determine the identity of individuals who have been in close contact with the person who has tested positive for COVID-19 and the risk level of those individuals. This must be limited to the least number of school officials possible and each must be notified that the information is confidential and cannot be redisclosed or shared with anyone else.

Other laws schools need to consider

There are other laws that protect the privacy of students, teachers, and employees. Schools are responsible to work with their legal counsel to understand these laws and how they apply during the COVID-19 pandemic. Schools must follow all regulatory requirements and governing structures that apply to an educational setting.

Some of these laws may include:

- [Family Educational Rights and Privacy Act \(FERPA¹²\)](#)
- [Utah Code Annotated § 53E-9-101 et seq., Student Privacy and Data Protection](#)
- State and federal labor laws



There are very few circumstances when the name of an individual who tested positive for COVID-19 may be released. If this situation were to occur, the determination to release this information and to whom it may be released will be made on a case-by-case basis by the local health officer.

The [Family Educational Rights and Privacy Act \(FERPA¹³\)](#) is a federal law that protects the privacy of student education records. FERPA gives parents certain rights about their child's education records. When a student turns 18 years old or if a student attends a postsecondary institution (such as a college) at any age, the student becomes an "eligible student." This means the student, not the parent, becomes the only person who has rights to the student's educational record. In some cases, FERPA information can still be provided to the parents of eligible students without a written consent.

FERPA says that in most cases, a parent or eligible student must give his or her written consent, or permission, before a school can give out any personally identifiable information (PII) from an education record.



¹² https://studentprivacy.ed.gov/sites/default/files/resource_document/file/FERPA%20and%20Coronavirus%20Frequently%20Asked%20Questions.pdf

¹³ https://studentprivacy.ed.gov/sites/default/files/resource_document/file/FERPA%20and%20Coronavirus%20Frequently%20Asked%20Questions.pdf

Personally identifiable information (PII)

- This is information that can be used to identify who a student is, such as a student's name or identification number.
- PII includes information that directly or indirectly identifies a student. This means PII does not just include information that has a student's name on it. If someone can use a piece of information that does not say who the student is, with a different piece of information, and is able to link the pieces of information together to know who the student is, all of the information is considered to be PII.



Under FERPA, a school is allowed to disclose student PII to the health department on a case-by-case basis if it is necessary to protect the health and safety of the student or others, without the written consent of an eligible student or parent or guardian.

The United States Department of Education oversees FERPA and has published [Frequently Asked Questions \(FAQs\) regarding FERPA and COVID-19](#) which is linked within this document and may be consulted for more information in addition to specific guidance by a school's legal counsel.



What information can a school disclose when someone in the school tests positive for COVID-19?

A school may disclose that someone at the school tested positive for COVID-19, as long as the facts alone or in combination with other information released, do not identify the person.

The school may not publicly release the PII of the student such as the student's name or whether they tested positive for COVID-19.

The school may not publicly release the name of a teacher or employee who tested positive for COVID-19.

Keeping your school open if a student, teacher, or employee is exposed to or tests positive for COVID-19

COVID-19 is spreading in many Utah communities. This means students, teachers, and employees are at risk for being exposed to COVID-19 in their homes, community, or at school. It is important everyone do their part to help slow the spread of COVID-19.

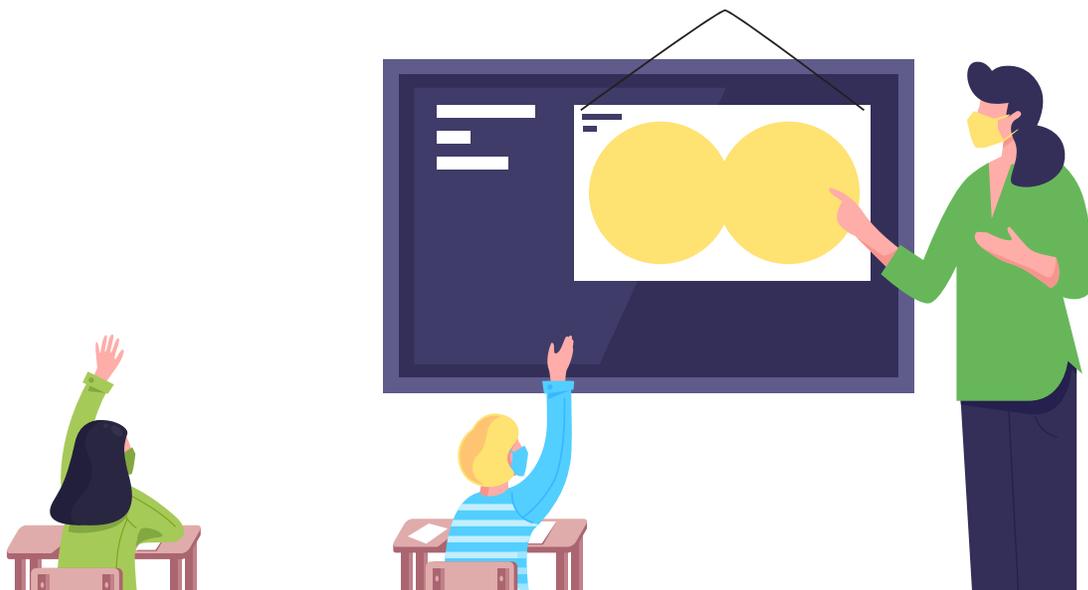
Following public health recommendations will help keep schools open for in-person learning. If one of your students, teachers, or employees tests positive for COVID-19, it does not mean he or she did anything wrong. It also does not mean your school necessarily did anything wrong.



If you have questions about what to do after a student, teacher, or employee is exposed to COVID-19 or tests positive, call your local health department. You can find your local health department at <https://ualhd.org/>.

If a student, teacher, or employee tests positive for COVID-19, does the school need to close?

In most cases, schools do not need to close for in-person learning. Schools may consider hybrid or remote learning options to protect students, teachers, and employees. Local education agencies (LEAs) should work closely with the local elected school board and the health department before making the decision to temporarily transition to hybrid or remote learning options.



What happens if a student, teacher, or employee tests positive for COVID-19?

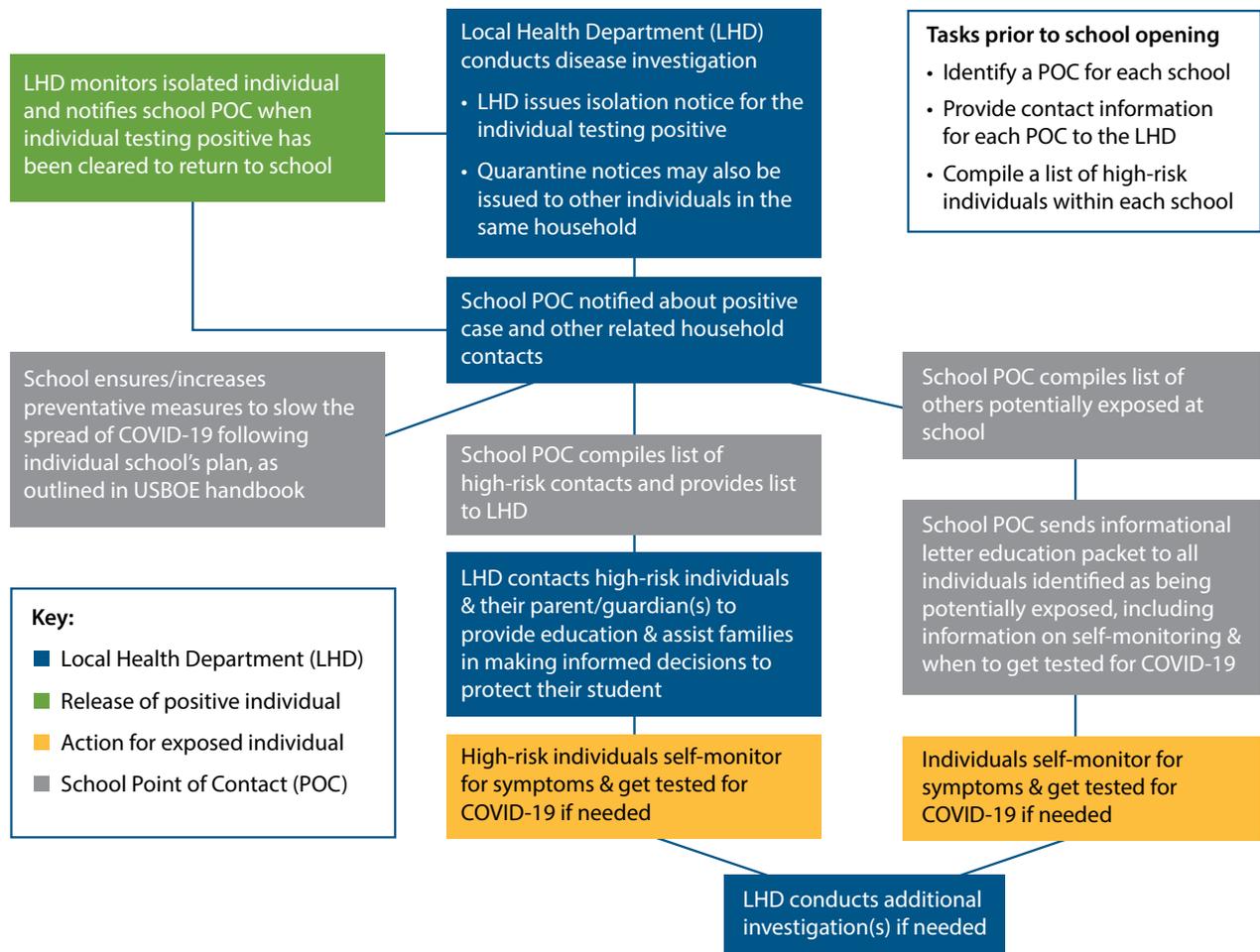
If a student, teacher, or employee tests positive for COVID-19, he or she should isolate right away. This means the person needs to stay at home and away from other people as much as possible. The student, teacher, or employee should not go to school or work.

The person who tested positive should isolate until he or she has been:

- Fever-free for 24 hours, and
- His or her respiratory symptoms have improved for 24 hours, and
- It has been at least 10 days since he or she first got sick.
- If the person did not have symptoms, he or she should isolate for 10 days from the day he or she was tested.

People who have been in close contact with someone who tests positive for COVID-19 are at an increased risk of getting infected and infecting others. Close contact means someone was closer than 6 feet or 2 meters (about 2 arm lengths) to a person who has COVID-19 for a total of 15 minutes or longer in a 24-hour period. Contact tracing is how public health workers find the close contacts of someone who has COVID-19. Anyone who was in close contact with the person who tested positive for COVID-19 will be asked to quarantine.

Case investigation and contact tracing in schools (K-12) 2020-2021



Contact tracing in schools

Each school should have a COVID-19 point of contact (POC).

The POC works with the health department on contact tracing. The POC will notify eligible students, parents, teachers, and employees if they were exposed to COVID-19 at school.



- 1 People who are tested for COVID-19 will get their test results from the healthcare provider or testing location where their sample was collected.
- 2 The health department will call anyone who tests positive for COVID-19. It may take a few days for the health department to call the person who tested positive. They will ask the person who he or she may have been in close contact with up to 2 days before he or she got sick or tested positive.
- 3 The health department will notify the POC at the school if a student, teacher, or employee tests positive for COVID-19. The health department gives the name of the person who tested positive and the date of last exposure to the POC.
- 4 The POC collects and provides a list to the health department of students, teachers, or employees who are at [higher risk](#) for severe illness from COVID-19 and anyone at higher risk known to have come into close contact with the person who tested positive.

The health department will notify the parents of students, teachers, or employees who are at higher risk and provide guidance on how long they should quarantine, how to check for symptoms, and when to consider testing.

- 5 The POC will notify any other eligible students or students' parents, teachers, or employees who may have been exposed to the person who tested positive. The POC will provide guidance on how long they should quarantine, how to check for symptoms, and when to consider testing.

In most cases, the school may only notify the parents of an eligible student (a student who is 18 years old or a student of any age who has taken postsecondary courses) if the eligible student has signed a written consent. There are some situations where parents of eligible students will be notified without a written consent.

- 6 Only students, teachers, or employees who came into close contact with the person who tested positive will be notified of a possible exposure.

What is the difference between quarantine and isolation?

[Quarantine](#) is for people who may have been exposed to COVID-19, but aren't sick yet. [Isolation](#) is for people who are sick or who have symptoms of COVID-19.

Quarantine¹⁴

You should quarantine for 14 days if you were exposed to COVID-19. This means you were in close contact with someone who has COVID-19 while that person was infectious. Close contact means:

- You were closer than 6 feet from someone who has the virus for a cumulative total of 15 minutes or longer in a 24 hour period¹⁵.
- You cared for someone at home who is sick with COVID-19.
- You had direct physical contact with the person who has COVID-19 (hugged or kissed them).
- You shared eating or drinking utensils with the person who has COVID-19.
- The person who has COVID-19 sneezed, coughed, or somehow got respiratory droplets on you.

Quarantine keeps you away from others so you don't infect someone else without knowing it. Symptoms of COVID-19 may appear 2-14 days after exposure. This is why you should quarantine for 14 days from the last date of exposure, because it can take 14 days for you to get sick.

During quarantine, you should stay in your home and not go around other people as much as you can. You should not go to work, school, extracurricular activities, religious services, family gatherings, or other activities. If you must leave your home for essential items like groceries or to seek medical care, you need to take extra safety precautions. These safety precautions can be found on page 50.



Wait 7 days after you were exposed to get tested for COVID-19. If you get sick or have symptoms of COVID-19 while on quarantine, you should isolate and call a healthcare provider right away. You should be tested for COVID-19.

¹⁴ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

¹⁵ <https://www.cdc.gov/coronavirus/2019-ncov/php/contact-tracing/contact-tracing-plan/appendix.html#contact>

Isolation

If you have symptoms of COVID-19 or tested positive, you should isolate. This means you stay at home except to get medical care. You should isolate until you have been:

- Fever-free for 24 hours (this means you did not use medicine to lower your fever), and
- Your respiratory symptoms have improved for 24 hours, and
- It has been at least 10 days since you first got sick.
- If you did not have symptoms, isolate for 10 days from the day you were tested.



AND



Without Medicine



If you are sick or have tested positive for COVID-19, try to stay in a different room in your home from other people. You should also try to use a different bathroom than other people. If you can't stay in a different room or use a different bathroom, stay as far away from other people in your home as possible. Wear a surgical mask if you need to be around other people. Try not to use the same personal items as other people. Clean surfaces that are touched often (phones, doorknobs, light switches, toilet handles, sink handles, countertops, and anything metal).

You are infectious and can spread the virus to others starting up to 2 days before you first had symptoms until your isolation period is over. If you never had symptoms, you are infectious starting 2 days before the day you were tested for COVID-19. Anyone who came into close contact with you during this time should quarantine. Everyone who lives in your home should quarantine for 14 days from the last date of their exposure if someone in your home tests positive for COVID-19.



Guidance changes as we learn more about COVID-19.

At the request of the Utah State Board of Education, school superintendents, and Utah's 13 local health departments, updates to quarantine guidelines have been made. These changes were made to address school operational difficulties with large numbers of students, teachers, and employees on quarantine. These guidelines are for K-12 public, private, and charter schools. The guidelines are not intended for use by higher education institutions.

Then and now COVID-19 quarantine guidelines for schools in Utah		
Then	Now	What we've learned
Return to school after 14-day quarantine for anyone who was exposed to someone who tested positive to COVID-19.	Return to school before 14 days if all three criteria below are met: <ol style="list-style-type: none"> 1. The school verifies the person who was exposed and the person who tested positive were both wearing a face mask as defined by the State Public Health Order on masks in schools. 2. The person who was exposed tests negative for COVID-19 at least 7 days after the last day of exposure. 3. The person who was exposed does not have symptoms of COVID-19. 	<p>Wearing a mask reduces the risk of COVID-19¹⁶.</p> <p>Mask policies or requirements increase the number of people who wear a mask which can reduce the spread of COVID-19^{17,18}.</p> <p>People with COVID-19 generally develop symptoms 5-6 days after infection¹⁹. About 75% of people will develop symptoms within 7 days after exposure. About 95% of people will develop symptoms within 12 days after exposure^{20,21,22,23}.</p>



16 <https://pws.byu.edu/covid-19-and-masks>

17 <https://www.pnas.org/content/117/36/21851>

18 <https://jamanetwork.com/journals/jama/fullarticle/2768532>

19 <https://www.who.int/docs/default-source/coronaviruse/who-china-joint-mission-on-covid-19-final-report.pdf>

20 <https://www.acpjournals.org/doi/10.7326/M20-0504>

21 <https://www.cdc.gov/mmwr/volumes/69/wr/mm6913e1.htm>

22 <https://bmjopen.bmj.com/content/10/8/e039652>

23 <https://bmjopen.bmj.com/content/10/8/e039856>

A student, teacher, or staff member who was exposed at school to someone who tested positive for COVID-19 may return to work at a school or in-person learning if he or she meets ALL of the following:



1. The school verifies the student, teacher or staff member who was exposed and the person who tested positive were both wearing a face mask as defined by the [State Public Health Order](#) on masks in schools.
2. The quarantined student, teacher, or staff member has a negative COVID-19 test result (must be a PCR or antigen test, not an antibody test). The test result must be from at least 7 days after the last exposure to the person who tested positive.
3. The student, teacher, or staff member does not have symptoms of COVID-19.

If the student, teacher, or staff member who was exposed meets ALL three criteria, he or she may return to work, school, or related activities, if the employee or the parents of the student choose. If the person does not meet ALL three criteria or chooses not to get tested, he or she should quarantine at home for 14 days from the last day of exposure.

Anyone who has been exposed to COVID-19 and comes back to school must continue to watch for symptoms. If employees or students get symptoms, they should isolate at home and call their healthcare provider.

These guidelines only apply to exposures that occur at school.

If students, teachers, or employees have a mask exemption or only wear a face shield, how long do they have to quarantine?

These guidelines do not apply to students, teachers, staff, or settings that are exempt from the [State Public Health Order](#) on masks in schools or anyone who was only wearing a face shield when exposed to the virus. If the person has a mask exemption or was only wearing a face shield, he or she should quarantine at home for 14 days from the last day of exposure.



- You must finish your entire 14-day quarantine, even if you do not have symptoms or test negative.
- You do not need a doctor's note or a negative COVID-19 test result to return to work or school after you finish your 14-day quarantine.

The point of contact (POC) at the school will work with the local health department to determine whether the students, teachers, or employees who were exposed were wearing masks as defined in the [State Public Health Order](#) on masks in schools.

For information on exemptions allowed under the State Public Health Order on masks in schools, visit https://coronavirus-download.utah.gov/Health/Mask_Order_FAQ.pdf.



If a student, teacher, or employee chooses not to be tested after being exposed to COVID-19, how long does he or she have to quarantine?

Students, teachers, and employees who were exposed to COVID-19 at school and choose NOT to be tested for COVID-19, he or she should quarantine at home for 14 days from the last day of exposure.

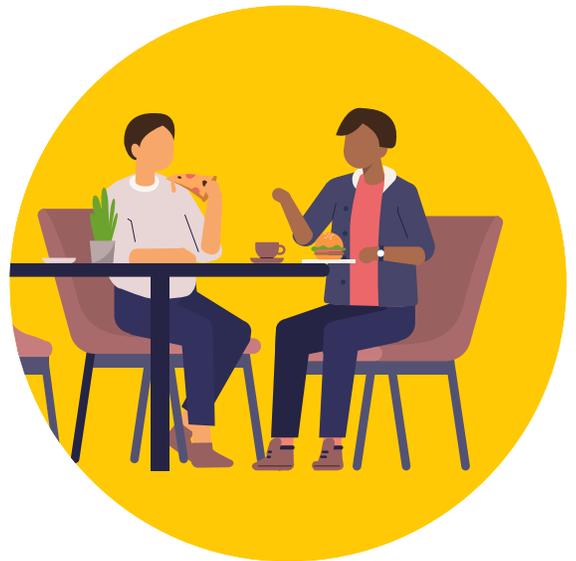
- You must finish your entire 14-day quarantine, even if you do not have symptoms or test negative.
- You do not need a doctor's note or a negative COVID-19 test result to return to work or school after you finish your 14-day quarantine.

If a student, teacher, or employee is exposed to COVID-19 at home or outside of school, how long does he or she have to quarantine?

These guidelines only apply to exposures that occur at school. The point of contact (POC) will work with the local health department to determine if the exposure happened at school.

Students, teachers, and employees who are exposed to COVID-19 in their personal lives or outside of the school setting should quarantine for 14 days from the last day of exposure. People who live with someone who tests positive (called a household contact) should also quarantine for 14 days from the last day of exposure.

- You must finish your entire 14-day quarantine, even if you do not have symptoms or test negative.
- You do not need a doctor's note or a negative COVID-19 test result to return to work or school after you finish your 14-day quarantine.



If a student, teacher, or employee is exposed to COVID-19 at an extracurricular activity, how long does he or she have to quarantine?

People who are exposed during extracurricular activities, such as sports, would not meet the criteria to end quarantine on page 6 if they were not wearing face coverings at the time of exposure.

Students, teachers, and employees who are exposed to COVID-19 at an extracurricular activity or outside of the school setting should quarantine for 14 days from the last day of exposure.

- You must finish your entire 14-day quarantine, even if you do not have symptoms or test negative.
- You do not need a doctor's note or a negative COVID-19 test result to return to work or school after you finish your 14-day quarantine.



How long do students, teachers, and employees have to isolate at home?

Anyone who tests positive for COVID-19 should isolate until he or she has been:

- Fever-free for 24 hours (this means you did not use medicine to lower your fever), and
- His or her respiratory symptoms have improved for 24 hours, and
- It has been at least 10 days since he or she first got sick.
- If the person did not have symptoms, he or she should isolate for 10 days from the day the person was tested.

Students, teachers, and employees should not go to school or work until the health department has said they are done with isolation.

Your school needs to be prepared for times when students or teachers need to isolate at home.



Being prepared to respond to COVID-19 in your school may require lesson planning in advance. You should also have a plan to provide another learning option for students who need to isolate or quarantine at home. School policies should allow students to make up any missed classwork without penalty if they are sick or need to quarantine²⁴. This will be a critical aspect of schools being able to stay open for in-person learning. With an increase in the spread of COVID-19 in Utah, it is likely some students and teachers will need to stay at home.



The time frame for isolation is the amount of time someone is infectious and can pass the virus to other people. A student or teacher who tests positive for COVID-19 will be required to isolate at home for at least 10 days. This does not mean someone will only be sick for that amount of time. Some people who get COVID-19 are sick for a long time. You need to be prepared in advance to continue student instruction without disruption. This can only happen if schools are well prepared.

Will the health department notify the school if a student, teacher, or employee tests positive?

Yes. The health department will notify the point of contact (POC) at the school if a student, teacher, or employee at the school tested positive for COVID-19. A school may learn about a student, teacher, or employee testing positive before the health department. In these cases, the school POC should contact the health department.

The POC will work closely with the health department on contact tracing.



²⁴ <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/symptom-screening.html>

Will the health department notify the school when a student, teacher, or employee is done with isolation?

It depends on the situation.

The health department will notify the school point of contact (POC) when a student, teacher, or employee who works at the school or with students has finished his or her isolation and can return to school or work. This means the person can no longer spread the virus to other people.



The health department will only notify the school if the employee works at the school. If the employee does not work at a school or with students (for example, works at a school district office), the employee may return to work after being fever-free for 24 hours, respiratory symptoms have improved for 24 hours, and it has been at least 10 days since he or she first got sick. If the employee never had symptoms, he or she may return to work after it has been 10 days since being tested for COVID-19.

Should students, teachers, or employees provide proof of a negative COVID-19 test result before returning to school?

Students, teachers, and staff who want to return to school or work before the end of their 14-day quarantine must provide proof of a negative COVID-19 test and meet all of the requirements on page 6.

Studies show people may test positive long after they are infectious. This means a person who at one time had COVID-19 could still test positive, even though he or she can't spread the virus to other people anymore. This makes it hard for students, teachers, and employees who tested positive to know when they can return to school or work if their school or employer requires a negative test result.



You should not ask students, teachers, and employees who are sick for a COVID-19 test result, a doctor's note, or a note from the health department to prove they are ill, qualify for sick leave, or to come back to work. This places a burden on the healthcare and public health systems. Employers do not need a doctor's note to get the tax credits under the [Families First Coronavirus Response Act](#).

Students and employees may not have health insurance, access to a healthcare provider, or the financial means to get a doctor's note or a negative test result.

Scenario example

A teacher tests positive for COVID-19.



Mrs. Watkins is a 2nd grade teacher.
Mrs. Watkins tested positive for COVID-19.



She must isolate at home. She can't go to work until her symptoms start to get better and she has been fever-free for 24 hours without medicine AND her respiratory symptoms have improved AND it has been at least 10 days since she first had symptoms or tested positive.

The health department called Mrs. Watkins to find out who she had been in close contact with, about 6 feet or 2 meters (about 2 arm lengths) for a total of 15 minutes or longer.

Anyone who lives with Mrs. Watkins should quarantine for 14 days.

This means the person should stay home and away from other people as much as possible. The health department will tell the people who live with Mrs. Watkins how long to quarantine and when to get tested.



Mrs. Watkins was at school 2 days before she got sick and tested positive for COVID-19. The health department called the school to tell them Mrs. Watkins tested positive for COVID-19.

The health department will notify anyone who is at higher risk he or she was exposed to COVID-19. The school will notify anyone else who was exposed in the school.



The students who were exposed in Mrs. Watkins' class should quarantine. They can return to school when they meet the criteria below:

- The school verifies that Mrs. Watkins and the students were wearing face masks.
- They test negative for COVID-19 at least 7 days after their date of exposure.
- They do not have symptoms.

If they do not meet the criteria above, they should quarantine at home for 14 days.



The students' families do not have to quarantine UNLESS the student who was exposed to COVID-19 tests positive.

The students who are quarantined should be extra careful and take safety precautions. They can still get sick with COVID-19 or expose others to the virus. For a list of safety precautions students should follow while quarantined, go to page 50.



No one else at the school was in close contact with Mrs. Watkins. No other students, teachers, or employees need to quarantine. No one else had a close contact exposure to COVID-19. The school does not need to notify any other parents in the school about the exposure. Only those students, teachers, or employees who need to quarantine will be notified.



The health department will notify the school when Mrs. Watkins has finished isolation and can return to school.

Scenario example

A student tests positive for COVID-19.



Pearl is an 8th grade student at a junior high school.
Cole is Pearl's brother. He is a 5th grade student at an elementary school.

Pearl tested positive for COVID-19.



Pearl must isolate at home.

She can't go to school until her symptoms start to get better and she has been fever-free for 24 hours without medicine AND respiratory symptoms have improved AND it has been at least 10 days since she first had symptoms or tested positive.

The health department called Pearl's parents to find out who she had been in close contact with, about 6 feet or 2 meters (about 2 arm lengths) for a total of 15 minutes or longer. Anyone in close contact with Pearl up to 2 days before she got sick or tested positive should quarantine for 14 days.



Pearl's family should quarantine for 14 days.

This means they should stay home and away from other people as much as possible. The health department will tell Pearl's family when they can end quarantine and when to get tested. Even if Pearl's family never gets sick or they test negative for COVID-19, they must finish their 14-day quarantine.



Pearl's brother Cole should quarantine for 14 days from the last day he is exposed to his sister while she is infectious. This means Cole may need to stay home longer than 14 days.

Even if he doesn't get sick or tests negative for COVID-19, Cole should finish his 14-day quarantine. No one else in Cole's class or his school needs to quarantine. His school does not need to tell other parents, teachers, or employees that Cole's sister tested positive for COVID-19.



Pearl was at school 2 days before she tested positive for COVID-19.

The health department called the school to tell them Pearl tested positive for COVID-19. The health department will notify anyone who is at higher risk they were exposed to COVID-19. The school will notify anyone else who was exposed in Pearl's school.



Anyone who was exposed to Pearl at school should quarantine. The person can return to school when he or she meets the criteria below:

- The school verifies that Pearl and anyone exposed to her at school were wearing face masks.
- The person who was exposed tests negative for COVID-19 at least 7 days after his or her date of exposure.
- The person who was exposed does not have symptoms.

Anyone who does not meet the criteria above, should quarantine at home for 14 days.



The families of the people who were exposed do not have to quarantine UNLESS their family member who was exposed tests positive.

Anyone who is on quarantine should be extra careful. He or she can still get COVID-19 and expose others to the virus. For a list of safety precautions students, teachers, and employees should follow while quarantined, go to page 50.

No one else at the school was in close contact with Pearl. No other students, teachers, or employees need to quarantine. No one else had a close contact exposure to COVID-19.

The school does not need to notify any other parents, teachers, or employees in the school that a student tested positive. Only the parents of students, teachers, and employees who were exposed will be notified.



The health department will notify the school when Pearl has finished isolation and can return to school.

Scenario example

A student on a school sports team tests positive for COVID-19.



Sam is a 12th grade student at the high school.

He plays on the school football team.

Sam tested positive for COVID-19.



He should isolate at home.

He can't go to school or play football until his symptoms start to get better and he has been fever-free for 24 hours without medicine AND his respiratory symptoms have improved AND it has been at least 10 days since he first had symptoms or tested positive.

The health department called Sam and his parents to find out who he had been in close contact with, about 6 feet or 2 meters (about 2 arm lengths) for a total of 15 minutes or longer up to 2 days before he got sick and tested positive. Anyone in close contact with Sam should quarantine.



Sam's family should quarantine for 14 days.

This means they should stay home and away from other people as much as possible.

The health department will tell his family when they can end quarantine and when to get tested.

Even if his family never gets sick, or they test negative for COVID-19, they should finish their 14-day quarantine.



Sam was at school and football practice 2 days before he tested positive for COVID-19.

The health department notified the school that Sam tested positive for COVID-19.

The health department will notify anyone who is at higher risk they were exposed to COVID-19. The school will notify anyone else who was exposed in the school or at football practice.



Anyone who was exposed to Sam at school or football practice should quarantine.

The person can return to school when he or she meets the criteria below:

- **The school verifies that Sam and anyone exposed to him at school were wearing face masks.**
- **The person who was exposed tests negative for COVID-19 at least 7 days after his or her date of exposure.**
- **The person who was exposed does not have symptoms.**

Anyone who does not meet the criteria above, should quarantine at home for 14 days.



Sam, his teammates, and coaches were not wearing face coverings at football practice.

This means anyone who was exposed during football practice should quarantine for 14 days.

The families of the people who were exposed to Sam do not have to quarantine UNLESS their family member who was exposed tests positive.

Anyone who is quarantined should be extra careful. He or she can still get COVID-19 and expose others to the virus. For a list of safety precautions students, teachers, or employees should follow while quarantined, go to page 50.

Only those people who were exposed will be notified.



The health department will notify the school when Sam has finished isolation and can return to school.

What happens if a student, teacher, or employee is exposed to someone with COVID-19?

If a student, teacher, or employee was exposed to a person who tested positive for COVID-19, the health department and the school will work together on contact tracing. Contact tracing is how public health workers find the close contacts of someone who has COVID-19.



Contact tracing in schools

Each school should have a point of contact (POC).

The POC works with the health department on contact tracing. The POC will notify eligible students, parents, teachers, and employees if they were exposed to COVID-19 at school.

- 1 People who are tested for COVID-19 will get their test results from the healthcare provider or testing location where their sample was collected.
- 2 The health department will call anyone who tests positive for COVID-19. It may take a few days for the health department to call the person who tested positive. They will ask the person who he or she may have been in close contact with up to 2 days before he or she got sick or tested positive.
- 3 The health department will notify the POC at the school if a student, teacher, or employee tests positive for COVID-19. The health department gives the name of the person who tested positive and the date of last exposure to the POC.
- 4 The POC collects and provides a list to the health department of students, teachers, or employees who are a [higher risk](#) for severe illness from COVID-19 and anyone at higher risk known to have come into close contact with the person who tested positive.

The health department will notify the parents of students, teachers, or employees who are at higher risk and provide guidance on how long they should quarantine, how to check for symptoms, and when to consider testing.

- 5 The POC will notify any other eligible students or students' parents, teachers, or employees who may have been exposed to the person who tested positive. The POC will provide guidance on how long they should quarantine, how to check for symptoms, and when to consider testing.

In most cases, the school may only notify the parents of an eligible student (a student who is 18 years old or a student of any age who has taken postsecondary courses) if the eligible student has signed a written consent. There are some situations where parents of eligible students will be notified without a written consent.

- 6 Only students, teachers, or employees who came into close contact with the person who tested positive will be notified of a possible exposure.

What does a close contact exposure mean in a school setting?

A close contact²⁵ exposure means a person was closer than 6 feet or 2 meters (about 2 arm lengths) from someone who tested positive for COVID-19 for a total of 15 minutes or longer within a 24-hour period²⁶. This is a cumulative total meaning you could have different exposure events throughout the day. For example, you could be closer than 6 feet to the person who tested positive 3 different times in the day for 5-minutes each time, bringing the total time you were in close contact to 15 minutes. You may also have a close contact exposure if:

- You cared for someone at home who is sick with COVID-19.
- You had direct physical contact with the person who has COVID-19 (hugged or kissed them).
- You shared eating or drinking utensils with the person who has COVID-19.
- The person who has COVID-19 sneezed, coughed, or somehow got respiratory droplets on you.

Anyone who was in close contact with a person who has COVID-19 up to 2 days before he or she had symptoms is considered exposed and should quarantine. Even if the person who has COVID-19 did not have any symptoms, he or she is infectious up to 2 days before being tested.



**For a total of
15 Minutes**

In a school setting, close contact exposure means:

- Anyone in a school setting (like a classroom) or in a school bus who sat 6 feet or 2 meters in the front, back, or to the side of the person who tested positive for a total of 15 minutes or longer.
- A teacher, employee (such as a paraprofessional or bus driver), or visitor who was 6 feet or 2 meters for a total of 15 minutes or longer from the person who tested positive.
- Anyone who was closer than 6 feet or 2 meters for a total of 15 minutes or longer to the person who tested positive during extracurricular activities (sports, dances, clubs); during a school gathering (assemblies, dances); or during lunch or free periods.



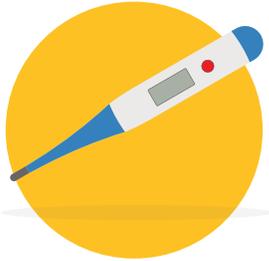
If the health department or point of contact at the school are unable to determine who was in close contact with the person who tested positive, everyone in the classroom, school bus, lunch or free period, extracurricular activity (sports, dances, clubs), or school gathering (assemblies, dances) will be considered exposed and should quarantine.

²⁵ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

²⁶ <https://www.cdc.gov/coronavirus/2019-ncov/php/contact-tracing/contact-tracing-plan/appendix.html#contact>



For a total of
15 Minutes



The health department may also consider other things when deciding if someone had a close contact exposure, depending on the situation²⁷. These are things we know increase the risk of exposure to COVID-19:

- **Proximity.** This means how close someone was to the person who has COVID-19. The closer you are, the more chance there is for exposure.
- **Duration of exposure.** This means how long you were around the person who has COVID-19. The more time you spend with a person who is infectious, the more chance there is for exposure.
- **Symptoms.** People are most infectious and can spread the virus to others more easily around the time their symptoms begin.
- **Respiratory aerosols.** The chance of exposure increases if the person who has COVID-19 is coughing, singing, shouting, or doing other things that make it easier for respiratory droplets to spread.
- **Environmental factors.** The chance of exposure increases from things like crowded spaces, poor ventilation, and if the exposure happened indoors instead of outdoors.



Wearing cloth face coverings or masks at all times during school reduces the risk of COVID-19. However, the use of cloth face coverings does not eliminate the risk completely. Because there is still some risk, the CDC considers anyone who had close contact exposed, even if he or she was wearing a mask. This means that anyone who comes into close contact with a person who tested positive for COVID-19 while the person was infectious is considered exposed and should quarantine, even if they were both wearing a cloth face covering or mask

²⁷ <https://www.cdc.gov/coronavirus/2019-ncov/php/contact-tracing/contact-tracing-plan/appendix.html#contact>

²⁸ <https://www.cdc.gov/coronavirus/2019-ncov/php/contact-tracing/contact-tracing-plan/appendix.html#contact>

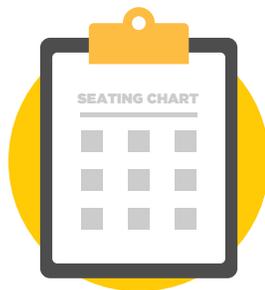
Schools will determine close contact exposures

The point of contact (POC) will work closely with the health department to determine who came into close contact at school with the person who tested positive.

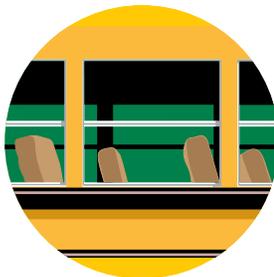
The POC may need to talk with a teacher or coach to understand who a student was in close contact with. Sharing this information must be limited to the least number of school officials possible and each must be notified that the information is confidential and cannot be re-disclosed or shared with anyone else.



To protect the privacy of the person who tested positive as much as possible and help with contact tracing efforts, schools may want to consider:



Asking teachers to have written seating charts and student groupings in advance for classroom activities.



Students should have assigned seats on buses if possible. This includes if a bus is used to take students to an activity, field trip, or sports events.



Coaches may want to consider advance written plans for practices that include student names and groupings for each activity or drill. Coaches and activity directors should keep a roster of attendance at activities, practice, and games.

Understanding the date of exposure

The date of exposure is when the person who tested positive for COVID-19 was first considered infectious and could spread the virus to others. This date begins 2 days before the person has symptoms. If the person did not have symptoms, he or she is infectious starting 2 days before the person was tested for COVID-19. Anyone who came into close contact with the person who tested positive from the date of exposure until the person has ended isolation and is no longer considered infectious, is exposed to the virus. The health department will give the POC the date of exposure.



Questions the POC may need to ask to figure out who else was exposed at school:

- Does the student ride a school bus to and from school? Is there assigned seating on the school bus? If so, who sits within 6 feet of him or her to the front, back, and to the side?
- What classes does the student have? Are any of his or her classes off-campus? Does he or she have release time?
- Does the student have assigned seating during class? Who sits within 6 feet of him or her in the front, back and to the side? Are students in the class grouped into cohorts or pods? Are students able to physical distance?
- What lunch period does the student have? Is there assigned seating during lunch? If so, who sits within 6 feet of him or her in the front, back, and to the side?
- What extracurricular activities at the school is the student involved in? These activities may include sports teams, drill, clubs, theater, choir, or other activities.
- Did the student attend any school gatherings like assemblies, spirit nights, dances, or parent teacher conferences?
- Does the teacher, coach, or organizer of the activity keep a roster or attendance tracking sheet? Are students at the activities grouped into cohorts or pods? Are students able to physical distance?
- Are there other times during the school day when the student is in close contact with other students, teachers, or employees?

How long do students, teachers, and employees have to quarantine?



Anyone who had a close contact exposure should quarantine.

Students, teachers, and staff who were exposed at school can return before 14 days if they can meet these criteria:

1. The school verifies the student, teacher or staff member who was exposed and the person who tested positive were both wearing a face mask as defined by the [State Public Health Order](#) on masks in schools.
2. The quarantined student, teacher, or staff member has a negative COVID-19 test result (must be a PCR or antigen test, not an antibody test). The test result must be from at least 7 days after the last exposure to the person who tested positive.
3. The student, teacher, or staff member does not have symptoms of COVID-19.

If the student, teacher, or staff member who was exposed meets ALL three criteria, he or she may return to work, school, or related activities, if the employee or the parents of the student choose. If the person does not meet ALL three criteria or chooses not to get tested, he or she should quarantine at home for 14 days from the last day of exposure.

Anyone who has been exposed to COVID-19 and comes back to school must continue to watch for symptoms. If employees or students get symptoms, they should isolate at home and call their healthcare provider.

These guidelines only apply to exposures that occur at school.

It can be very hard to stay isolated from people who have COVID-19 and live in your home. People who are living with a person who tests positive for COVID-19 (called a household contact) may have ongoing exposures and may need to quarantine longer than 14 days. Every time a household contact comes into close contact with the person who is positive while they are infectious, his or her quarantine starts over.

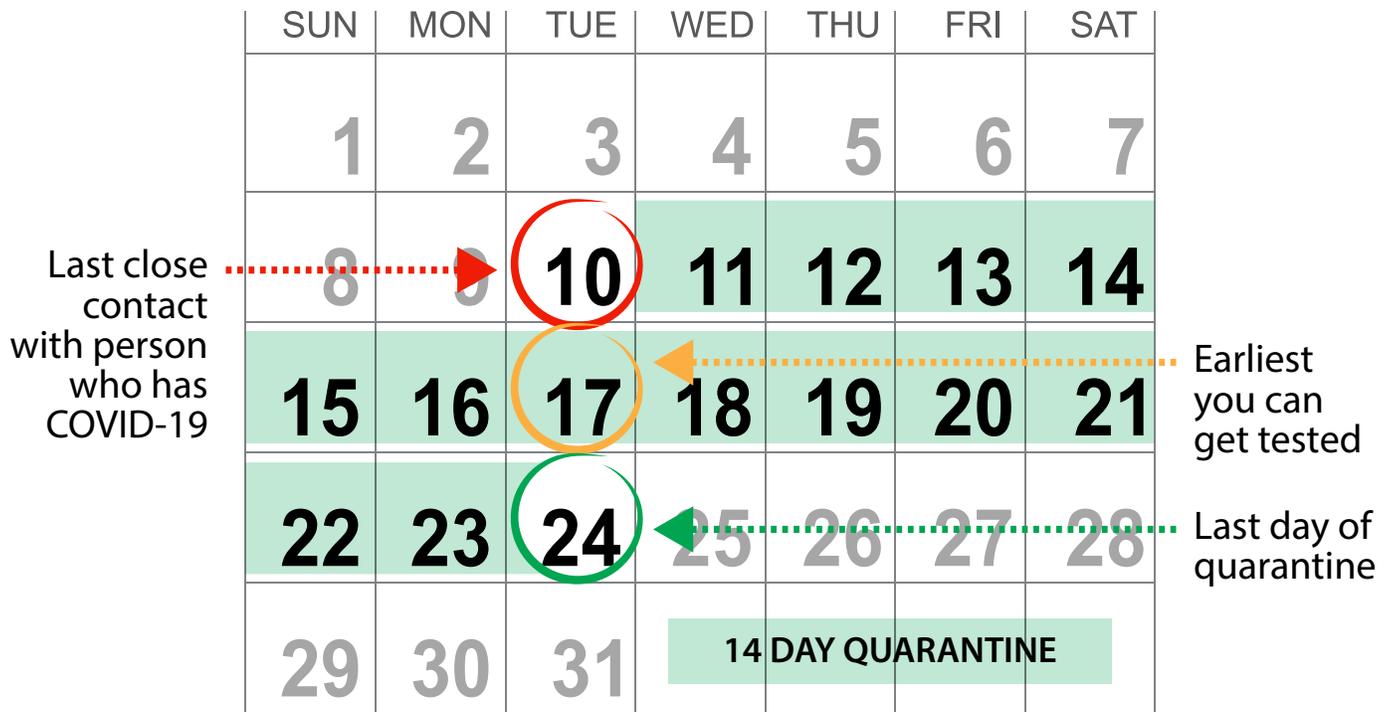


How to determine when someone can end quarantine?²⁹

- The POC will work closely with the health department to find out the last time someone had close contact with the person who tested positive for COVID-19 (last date of exposure).
- The POC will give the person who was exposed the date of last exposure and when the person can return to school.
- If the person who was exposed meets the criteria on page 6, he or she must wait 7 FULL days from the date of last exposure to get tested.
- If the person who was exposed does not meet the criteria on page 6, he or she should quarantine for 14 FULL days.
- People who are living with someone who tests positive for COVID-19 may need to quarantine for longer than 14 days because it may be hard to isolate and not have ongoing exposures.

This may be confusing to some people.

- The next day at the same time (24 hours later) is considered one FULL day.
- Quarantine will end at the same time, 14 days later.



²⁹ <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

Extracurricular activities and COVID-19

Extracurricular activities are important to students, their families, and our communities. This is why we are asking students, schools, families, and community members to take extra precautions to slow the spread of COVID-19 in their communities. It will take everyone working together and taking precautions to make sure students get to participate in these important activities.



If a student who participates in school activities, sports, or clubs tests positive for COVID-19, will the whole group, team, or club be quarantined?



It depends on the situation.

Anyone who was in close contact, 6 feet or 2 meters (about 2 arm lengths) for a cumulative total of 15 minutes or longer during a 24-hour period, with the person who tested positive for COVID-19 should quarantine. If the school point of contact (POC) cannot clearly determine who the person came into close contact with, it is recommended that the entire team, club, or extracurricular activity be considered exposed and quarantine.

People who are exposed during some extracurricular activities, such as sports, may not meet the criteria to end quarantine on page 6 if they were not wearing face coverings at the time of exposure.

The POC at the school will work with the local health department to determine if the exposure happened at school. Anyone who is exposed outside of school will not meet the criteria on page 6 and should quarantine at home for 14 days.

Anyone who tests positive for COVID-19 will need to isolate at home. He or she will not be able to go to school or participate in school-sponsored extracurricular activities or sports until his or her isolation is over. He or she can end isolation after being fever-free for 24 hours AND respiratory symptoms have improved AND it has been at least 10 days since he or she first got sick. If the person did not have symptoms, he or she can end isolation after it has been 10 days since getting tested for COVID-19. A student, teacher, or employee may not seek out testing (with the hope of a negative test result) in order to end his or her isolation before the minimum 10 days.

What precautions can we take to make sure students are able to participate in school activities, sports, and clubs?

Schools should follow the specific requirements for extracurricular activities from the [Utah High School Activities Association](#), [Utah State Board of Education](#), and any state or local guidelines.

We encourage everyone to do everything they can to make sure students have the opportunity to participate in extracurricular activities.

- ✓ Everyone should wear a face covering in public and when you are around people you don't live with, even outside.
- ✓ Activity directors, coaches, and training staff should encourage students to wear a face covering, physical distance, limit the number of people they come into close contact with in their personal lives, and the number of places they go where they may be in large groups.
- ✓ Everyone should wear a face covering at events. Participants and athletes are exempt from wearing a face mask while they are performing or playing. Participants and athletes should wear a face mask as much as possible, including while sitting on the bench or sideline or even during the activity, practice, or game if it is feasible.
- ✓ Explain to participants that all of the extra precautions they are taking to stay safe and keep activities going are undone if they don't wear a mask any time they are in close contact with people who don't live in their home. This includes times like riding in a car with other people or after school at someone's house. They need to wear a mask any time they are close to other people, especially indoors.
- ✓ Space participants and coaches 6 feet apart as much as possible at activities, practice, and games.
- ✓ Consider placing markers 6 feet apart to make it easy for participants and coaches to practice physical distancing without having to think about it. People are more likely to practice health behaviors when they are easy. Place markers in both home and away sections, to keep everyone safe.
- ✓ Limit spectators to only the families of participants, and not the general public.
- ✓ Group bleachers or seating areas to keep household groups 6 feet from other people who do not live in their home.
- ✓ Consider blocking off every other row of seating.
- ✓ Place markers 6 feet apart in typical areas of congestion (outside restrooms, at entrances and exits, in front of concession stands).
- ✓ Provide hand sanitizer at concession stands. Only serve individually packaged items or grab and go items at concession stands.
- ✓ Have automatic hand sanitizer stations outside restrooms.
- ✓ Students may not understand the severity of many students being exposed to the virus. Influential adults should consider explaining to students the effect many students being exposed would have on their events or sports seasons.
- ✓ Influential adults may also consider using the students in their circle of influence as school and community leaders to encourage other students, their families, and members of the community to take precautions at all times. Positive peer influence may help everyone in the school adopt more personal safety measures to stop the spread of the virus in the community, even when they are not at school.

Safety precautions for students, teachers, and employees who have been exposed to someone with COVID-19

- Check for symptoms of COVID-19 every day, including taking your temperature if possible. If you do not have a thermometer, check your skin to see if it feels warm or looks red. A helpful booklet called, “What to do if you are on quarantine or self-isolation,” can be downloaded at <https://coronavirus.utah.gov/protect-yourself/>.
- Stay home and away from other people as much as possible. Do not go to school, work, extracurricular activities, religious services, family gatherings, or other activities until your quarantine is over.
- Wear a cloth face covering or mask if you need to leave your home for essential errands like getting groceries or to get medical care. Only leave your home if you have to.
- Limit the number of visitors to your home. This is especially important if you or someone you live with is at higher risk for severe illness from COVID-19.
- Clean surfaces that are touched often (phones, doorknobs, light switches, toilet handles, sink handles, countertops, and anything metal).
- Wash hands with soap and water often. If soap and water are not available, use an alcohol-based hand sanitizer that is at least 60% alcohol.
- Open the windows as much as you can to improve the ventilation and increase air exchanges in rooms.
- Do not share food or utensils with other people.
- Do not share personal items like a toothbrush with other people.



What happens if students, teachers, or employees are exposed to COVID-19 more than once?³⁰

COVID-19 is spreading in many Utah communities. This means students, teachers, and employees may be exposed to COVID-19 many times during the school year.

If students, teachers, or employees are exposed to COVID-19 again (a new exposure) within 90 days of testing positive for COVID-19.

Students, teachers, or employees who do not have symptoms of COVID-19 do not need to quarantine and may go to school or work. They do not need to be tested again for COVID-19. They should also follow these guidelines for 14 days from the date of their last exposure:

- Take his or her temperature before school or work. Check for symptoms of COVID-19 every day.
- Wear a face covering at school and when around people they don't live with.
- If the student, teacher, or employee gets sick or has symptoms of COVID-19, he or she should isolate for at least 10 days after symptom onset and call a doctor or healthcare provider to determine if he or she should get tested for COVID-19 again. Even if the student, teacher, or employee tests negative for COVID-19, he or she needs to finish the 14-day quarantine.

If students, teachers, or employees are exposed to COVID-19 again (a new exposure) and it has been more than 90 days since they tested positive for COVID-19.

Students, teachers, or employees should quarantine. If they get sick or have symptoms while on quarantine, they should isolate right away, call a doctor or healthcare provider, and get tested for COVID-19 again.

Students, teachers, and employees who are in this situation may meet the criteria to end quarantine on page 6.

If students, teachers, or employees who tested negative before and completed quarantine are exposed to the virus again (a new exposure), they should quarantine AGAIN.

Students, teachers, or employees can return to work after they finish their quarantine. If they get sick or have symptoms while quarantined, they should isolate right away, call a doctor or healthcare provider, and get tested for COVID-19.

Students, teachers, and employees who are in this situation may meet the criteria to end quarantine on page 6.



³⁰ <https://www.cdc.gov/coronavirus/2019-ncov/php/contact-tracing/contact-tracing-plan/contact-tracing.html>

Scenario example

Students who are at higher risk for severe illness from COVID-19 are exposed to someone at school who tested positive for COVID-19.



Remie and Kendon are 1st grade students at an elementary school. They are in the same class. They both have health problems that put them at higher risk for severe illness from COVID-19.

Remie and Kendon were exposed to someone at school who tested positive for COVID-19.



The health department called the school to tell them who tested positive for COVID-19.

The school gave the health department a list of students who are at [higher risk](#) for COVID-19 who are in the same class as the person who tested positive. Remie and Kendon are on this list because they are at higher risk and were exposed to the person who tested positive.

The health department called Remie and Kendon's parents. The school will notify anyone else who was exposed in the school.



Remie and Kendon can return to school if:

- **The school verifies that Remie, Kendon, and the person who tested positive were wearing face masks.**
- **They test negative for COVID-19 at least 7 days after their date of exposure.**
- **They do not have symptoms.**

If Remie or Kendon do not meet these criteria, they should quarantine for 14 days from the last date of exposure.



Remie and Kendon's families do not need to quarantine UNLESS Remie or Kendon test positive for COVID-19. Remie and Kendon's families should be extra careful. For a list of safety precautions they should follow, go to page 50.

Scenario example

A student is exposed to someone in his personal life who tests positive for COVID-19.



Caesar is a 10th grade student at the high school. He goes to a family party. **His cousin who was at the party tested positive for COVID-19.**



The health department called Caesar's parents to tell them their family had close contact with someone who tested positive for COVID-19. This means Caesar and his family were closer than 6 feet or 2 meters (about 2 arm lengths) from his cousin for a total of 15 minutes or longer.

The health department will tell Caesar's parents what to do next, how long to quarantine, and when their family should get tested.



Caesar should quarantine at home for 14 days from the last time he had close contact with his cousin. Caesar was exposed to COVID-19 outside of school so he should quarantine at home for 14 days. Even if he does not get sick or tests negative, he must finish his 14-day quarantine.

The rest of Caesar's family should also quarantine for 14 days because they had close contact with his cousin.

This means they should stay home and away from other people as much as possible. They should not go to work, school, church, other family gatherings, or anywhere else until the 14-day quarantine is over. If they need to leave their home for essential errands like groceries or to get medical care, they should wear face coverings.



Caesar and his family should be extra careful. For a list of safety precautions Caesar and his family should follow, go to page 50.

The other students in Caesar's classes do not need to quarantine UNLESS Caesar gets sick or tests positive for COVID-19 **and** he was at school during his infectious period.

The school does not need to notify other students, parents, teachers, or employees that Caesar was exposed to someone with COVID-19.

Scenario example

A school employee is exposed to someone in his personal life who tested positive for COVID-19.



Mr. Penna is the custodian at an elementary school.

The health department called Mr. Penna and told him he was exposed to someone who tested positive for COVID-19.

This means Mr. Penna was closer than 6 feet or 2 meters (about 2 arm lengths) for a total of 15 minutes or longer from the person who tested positive. The health department will tell Mr. Penna what to do next, how to quarantine, and when to get tested. Even if Mr. Penna tests negative, he must finish his 14-day quarantine.



Mr. Penna calls and lets his employer know he was exposed to COVID-19 and needs to quarantine.



Mr. Penna should quarantine at home for 14 days from the last time he had close contact with the person who tested positive.

He CANNOT return to work until his 14-day quarantine is over because he was exposed to someone with COVID-19 outside of school. Even if he tests negative, Mr. Penna must finish his 14-day quarantine.



Mr. Penna quarantines at home and does not go to work. He stays at home and away from other people as much as possible.

Mr. Penna's family does not need to quarantine UNLESS Mr. Penna gets sick or tests positive for COVID-19.



No one at the school where Mr. Penna works came into close contact with the person who tested positive for COVID-19. No one else needs to quarantine.

The school does not need to notify anyone at the school that Mr. Penna was exposed to COVID-19.

Scenario example

A school employee lives with someone who was exposed to COVID-19, but the school employee was not exposed to the person who tested positive.



Ms. Borski works at the school district office.

Her roommate was exposed to someone who tested positive for COVID-19.



The health department called Ms. Borski's roommate to tell her she was exposed to someone who tested positive for COVID-19. **Ms. Borski's roommate should quarantine for 14 days.**



The health department did not call Ms. Borski.

She was not in close contact to the person who tested positive.

Ms. Borski does not need to quarantine UNLESS her roommate tests positive for COVID-19.

She can go to work. Ms. Borski does not need to get tested for COVID-19.

Ms. Borski does not need to tell her employer her roommate was exposed to COVID-19 and is quarantined.

Scenario example

A student has a family member who was exposed to someone who tested positive for COVID-19, but the student was not exposed to the person who tested positive.



Gia is a 3rd grade student at an elementary school.
Her mom works at a grocery store.



The health department called Gia's mom to tell her she was exposed to someone who tested positive for COVID-19. This means Gia's mom was closer than 6 feet or 2 meters (about 2 arm lengths) to the person who tested positive for a total of 15 minutes or longer. The health department will tell her what to do next, when she can end quarantine, and when to get tested.



Gia's mom should quarantine at home for 14 days from the last time she was in close contact with the person who tested positive.



Gia was not in close contact with the person who tested positive for COVID-19.

She can go to school. She does not need to quarantine UNLESS her mom tests positive for COVID-19. Gia does not need to get tested for COVID-19.

Gia's mom does not need to tell Gia's school she was exposed to someone who tested positive for COVID-19 and is quarantined.

No one at the school needs to be notified that Gia's mom was exposed to someone who tested positive for COVID-19 and is quarantined.

Testing students, teachers, and employees for COVID-19

Testing should be done if students, teachers, and employees have symptoms of COVID-19. Testing may be recommended in schools for people without symptoms in certain situations, such as if there is a high rate of spread in a school or within a particular age group. Testing may also be done if a student, teacher, or employee is exposed to someone who tested positive for COVID-19.



Students, teachers, and employees with symptoms of COVID-19 should isolate and get tested right away. Testing locations can be found by calling a healthcare provider or at <https://coronavirus.utah.gov/testing-locations>.

Symptoms of COVID-19:

If you think someone has a fever but can't do a temperature check on a student, teacher, or employee, ask the person if he or she is feeling feverish (the person's skin may feel hot or be red, or he or she may have chills or be sweaty).



Fever

(temperature of 100.4°F or 38°C or higher or feeling feverish)



Cough



Shortness of breath



Decrease in sense of smell or taste



Sore throat



Muscle aches and pains

Is testing for COVID-19 free?

Most people will not have to pay for COVID-19 testing. You should not be asked for payment when you go to a testing location. The [Families First Coronavirus Response Act and subsequent sub-regulatory guidance](#) ensures the cost of getting a COVID-19 test is covered at 100% if you have health insurance and you have a medical reason to be tested. This means you have symptoms of COVID-19, you have had close contact with someone who has COVID-19, or you have a referral from a healthcare professional.

If you have health insurance:

- You should not be charged for a test no matter what testing site you go to.
- Healthcare providers are required by federal law to post a cash price for COVID-19 tests. This is to inform health insurance companies what to pay if you get tested by a provider that is out-of-network. If you are insured and have been charged for a test, please email the Utah Department of Health at COVID19TestingCoverage@utah.gov or the Utah Insurance Department at health.uid@utah.gov.
- Your insurance company may require you to have an order from a physician, practitioner, pharmacist, or other authorized health care professional for the cost of your test to be covered. Please check with your individual health insurance company to determine if this is a requirement for coverage. This type of visit or assessment should also be covered at 100%.

If you have Medicare coverage:

- Medicare will make payment for one diagnostic test per resident/patient without an order from a physician, practitioner, pharmacist, or other authorized health care professional. For more than one COVID-19 test to be covered by Medicare, you will need an order from a doctor or medical provider. This type of visit or assessment should also be covered at 100%.

If you are tested for a non-medical reason:

- You may be charged if you are getting tested for employment, travel, or non-medical reasons.
- Your health insurance company may not cover the cost of the test if you are getting tested for a non-medical reason. This includes if you get tested for general workplace health and safety (such as employee 'return to work' programs) or public health surveillance. Health insurance may only cover tests used to diagnose or treat you for COVID-19 or another health condition included in the requirements of the Families First Coronavirus Response Act.
- Before you get tested, check with your health insurance company for coverage details.

If you are uninsured and are a U.S. citizen and a Utah resident:

- You qualify for COVID-19 testing coverage through Medicaid. You must apply for this program at <https://medicaid.utah.gov/covid-19-uninsured-testing-coverage/>.
- Medicaid COVID-19 testing coverage for the uninsured covers the COVID-19 tests and all testing related services including doctor appointments (both in-person and through telehealth), ER visits, and any services performed in order to diagnose COVID-19, including X-rays, etc. Testing and other services will be paid for back to the date of your services.

If you are uninsured and do not qualify for the Medicaid option:

- There are locations that will provide testing free of charge. If you need help finding a location that provides free testing please call the Utah Coronavirus Hotline at 1-800-456-7707 or use the chat feature on the coronavirus.utah.gov website.



What are the types of COVID-19 tests?³¹

There are three types of tests related to COVID-19.



PCR test: A PCR test tells you if you have COVID-19 right now and could spread it to other people. A PCR test looks for the genetic material of the virus. It is a very accurate test and almost always detects if a person is infected with the virus. PCR tests are processed in a lab and the results can take a few days to get back. PCR tests are usually done by:

- **Nasal or nasopharyngeal swab:** A healthcare worker puts a swab into your nose to collect a sample either just inside your nose or reaching further down your throat.
- **Saliva:** The saliva test is easier to perform, safer for healthcare workers, and more comfortable for the patient. You spit into a cup or tube and your saliva is then tested. The saliva test is as accurate as the swab test.



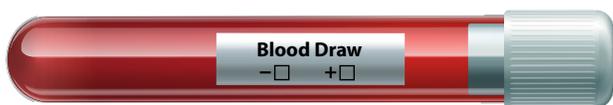
Rapid antigen test: An antigen test looks for proteins found on or within the virus. It tells you if you have COVID-19 right now and could spread it to other people. An antigen test is like a PCR test, where a sample is collected with a nasal or nasopharyngeal swab, but you are able to get the results much quicker. Results take about 15 minutes.

Antigen tests can detect only high amounts of virus and are less sensitive than PCR tests. They work best when someone has symptoms of COVID-19. Antigen tests are most accurate during the first 5-7 days of your illness when your viral load is highest³².



You may need to get a PCR test to confirm the results of your antigen test. You should get a PCR test within 24-48 hours after you got your rapid antigen test if:

- You have symptoms of COVID-19 but your rapid antigen test result was negative.
- You do not have symptoms of COVID-19 and were not in close contact with someone who has COVID-19 but your rapid antigen test result was positive.



Serology or antibody test: Serology, or antibody tests, may be able to tell if you have ever been exposed to the virus that causes COVID-19. They do not tell you if you are infected with the virus that causes COVID-19 right now and can spread it to other people. Antibody tests should not be used to diagnose current infections. A positive antibody test does not guarantee immunity to COVID-19. A sample of your blood is collected and is used to see if your body has made antibodies to the virus. Your body makes antibodies when it fights an infection. Antibodies in your blood mean, at one time, you were exposed to COVID-19. Antibody tests find these antibodies in your blood and tell you if your immune system has responded to the infection.

³¹ <https://www.fda.gov/media/140161/download>

³² <https://www.cdc.gov/coronavirus/2019-ncov/lab/resources/antigen-tests-guidelines.html>



Testing for COVID-19 is most accurate when someone has symptoms.

Testing students, teachers, or employees who do not have symptoms or were not exposed to COVID-19 can increase the chance of an inaccurate test result. Getting tested too soon after being exposed to someone with COVID-19 may also increase the chance of an inaccurate test result.

If a person who was exposed to COVID-19 chooses to get tested, he or she should wait at least 7 days after their last exposure to get tested. This lets enough of the virus build up in his or her body to be detected by the test. Getting tested before this time may result in a false negative test result. This means the person tested negative but is really positive and can infect others with COVID-19.

Some testing sites in Utah may not test people who are asymptomatic (this means they do not have symptoms), even if they were exposed to COVID-19. It's always best to call a healthcare provider or testing site first, to make sure you are able to get tested. Testing people who do not have symptoms or who have not had a known exposure to COVID-19 may also place strains on limited testing resources.

The decision about who can be tested for COVID-19 is made by a healthcare provider, the Utah Department of Health, and the health systems in Utah.

Should students, teachers, or employees get an antibody test?

Antibodies develop several days after an individual gets infected and the strength of the immune response is highly variable among people. Right now, we know having antibodies to the virus that causes COVID-19 may offer some protection from getting infected again. We don't know how much protection the antibodies may provide or how long this protection will last³³. Schools and employers should not require students, teachers, or employees to have an antibody test to come to school or work. Having your students, teachers, or employees get antibody testing may be expensive and does not tell you if he or she could spread the virus to other people.

If a student, teacher, or employee wants to get an antibody test, he or she will need to ask a healthcare provider to order the test. Antibody tests may also be available through private companies. There may be a cost for this test. If someone tests positive for COVID-19 antibodies, there is a chance that the person could still be infectious. He or she should get a PCR or antigen test to know if he or she is infectious right now and can spread the virus to others.

33 <https://www.cdc.gov/coronavirus/2019-ncov/testing/serology-overview.html>



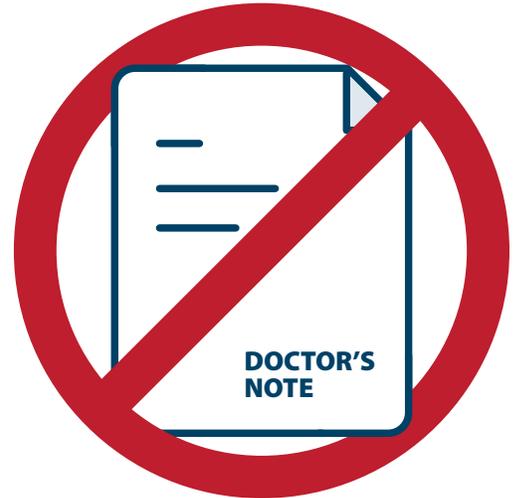
If a student, teacher, or employee tests positive for COVID-19, does he or she need a doctor's note or a negative test result to go back to school or work?

No. If a student, teacher, or employee tests positive for COVID-19, the health department will tell the person how long to isolate. In some situations, the health department may also call the point of contact (POC) at the school to let him or her know the person who tested positive has finished their isolation and can return to school.

Studies show people may test positive long after they are infectious. This means a person, who at one time was sick with COVID-19 could still test positive, even though he or she can't spread the virus to other people anymore. This makes it hard for students, teachers, and employees to know when they can return to school or work if their school or employer requires a negative test result.

You should not ask students, teachers, and employees who are sick for a COVID-19 test result, a doctor's note, or a note from the health department to prove they are ill, qualify for sick leave, or to come back to work. This places a burden on the healthcare and public health systems.

Students and employees may not have health insurance, access to a healthcare provider, or the financial means to get a doctor's note or a negative test result.



If a student, teacher, or employee tests negative for COVID-19, does he or she need a doctor's note to go back to school or work?

Students, teachers, and staff who want to return to school or work before the end of their 14-day quarantine must provide proof of a negative COVID-19 test and meet all of the requirements on page 6.

If a student, teacher, or employee does not meet the criteria on page 6, he or she must quarantine for 14 days.

The Utah Department of Health does not recommend employers require evidence of a negative test result to come back to work. This places a burden on the healthcare and public health systems.

Create a healthy learning environment.

COVID-19 is spread mainly by close contact between people. Close contact means a person was within 6 feet or 2 meters (about 2 arm lengths) for a total of 15 minutes or longer of someone who tested positive for COVID-19.

It is very hard to prevent close contact in a school setting. You won't always be able to prevent close contact, especially between young students. However, if you think about how people use the spaces in your school and modify them to reduce close contact as much as you can, you decrease the chance of exposures in the school.

This manual provides public health recommendations that will help make schools safer, but they will not eliminate the risk of COVID-19 completely. Schools cannot stop the spread of COVID-19 alone. Communities which have a lot of COVID-19 spread will also see outbreaks in schools. It is critical for communities, families, and individuals to take necessary measures to lower the spread of COVID-19. If we all follow as many of the recommendations as we can, it will greatly reduce the risk of COVID-19 spreading in our schools.^{34,35}

The Utah State Board of Education (USBE) has specific state requirements for schools at <https://www.schools.utah.gov/coronavirus>.



Attendance policies for students

The easiest way to protect students, teachers, and employees from COVID-19 is to ask any person who is sick to stay home and not come to school. Students may be afraid to miss school if they are sick, for fear of having their grades or citizenship grades lowered. Students may also be worried about falling behind in their classwork or they may not have the resources or support at home to do their schoolwork. Students may also not realize that even mild symptoms can mean they have COVID-19 and can spread the virus to others. It is important to review your school attendance policies. Consider a non-punitive attendance policy which allows students to stay home without the absence hurting their grades when they are sick, under isolation, or asked to quarantine. Make sure students know about the attendance policy so they aren't afraid to stay home if they are sick.



34 <https://pws.byu.edu/making-sense-of-the-research-on-covid-19-and-school-reopenings>

35 <https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>

Prepare your school for in-person learning.

Custodians and maintenance employees should be the first employees back in your building after a school closure. Allow plenty of time for them to prepare the building before you allow other employees to return.

The CDC uses a list of things you can do to lower the risk to students and employees. This list is called the [hierarchy of controls](https://www.cdc.gov/niosh/topics/hierarchy/default.html)³⁶. They are listed from the best ways you can control and stop the spread of COVID-19, to the ways that are least effective. Use a combination of these controls to best protect your school. Some of these include engineering controls (ventilation and how you set up the spaces in your school and workspaces), policies for your school and workplace, and personal protective equipment (PPE).

Your hazard assessment will tell you what kind of COVID-19 workplace hazards you have, or may get. This will help you decide what to do to lower the risk, or what type of PPE are needed for specific job duties.



³⁶ <https://www.cdc.gov/niosh/topics/hierarchy/default.html>

Engineering and ventilation controls³⁷

You may want to improve the engineering controls using the building ventilation system. It is a good idea to work with an HVAC professional who knows the best way to improve ventilation for local environmental conditions and spread in the community.

- ✓ Increase the percentage of outdoor air to as high as 100% as possible with the HVAC system capabilities (such as using economizer modes). You will need to verify to make sure the HVAC system is compatible for both temperature and humidity, as well as indoor and outdoor air quality. If you have fewer people in the building, this increases the effective dilution ventilation per person.
- ✓ Increase total airflow supply to occupied spaces, if possible.

Make sure ventilation systems are working properly.

- ✓ Disable demand-controlled ventilation (DCV) that reduces air supply based on temperature or occupancy.
- ✓ Consider using natural ventilation (open windows if it is safe and possible to do so) to allow outdoor air to dilute the indoor air.
- ✓ Increase air filtration to as high as possible without weakening the design airflow.
- ✓ Check filters to make sure they are within service life and have been installed correctly. Inspect the filter housing racks to make sure the filter fits correctly and check for ways to minimize filter bypass.
- ✓ Consider running the HVAC system at maximum outside airflow for 2 hours before and after areas are occupied, according to the [industry standards](#).
- ✓ Keep systems running for longer hours. It is best to run them all the time if you can (24 hours a day, 7 days a week). This makes the air exchanges in the building space better.
- ✓ Generate clean-to-less-clean air movements. Re-evaluate how supply and exhaust air diffusers are positioned. Adjust the zone supply and exhaust flow rates to establish measurable pressure differentials.
- ✓ Have employees work in “clean” ventilation zones and out of higher risk areas, such as visitor reception or exercise facilities.
- ✓ Consider using a portable HEPA fan or filtration system to help clean the air, especially in higher-risk areas.
- ✓ Consider using [ultraviolet germicidal irradiation \(UVGI\)](#) as another way to get rid of potential airborne virus in the [upper room](#) air of common areas.
- ✓ Post warning signs if exhaust outlets are near pedestrian areas; consider diverting to avoid them.

Some of these recommendations are from the American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) Guidance for Building Operations During the COVID-19 Pandemic. Learn more about ASHRAE guidelines at <https://www.ashrae.org/>.

³⁷ <https://www.ashrae.org/>



Protect your building water system and devices after a long shutdown:

If you had to shut down your building for a long time, there are steps you need to take before you reopen. The CDC Guidance for Building Water Systems has 8 steps you should take before you reopen your business or building. Learn more at <https://www.cdc.gov/coronavirus/2019-ncov/php/building-water-system.html>.

Recommendations for specific areas and spaces:

Make sure you know where the supply and return outlet locations are for these spaces and that there won't be long time periods where people are exposed to air flow from the face of one person to another. For more information, visit

<https://www.ashrae.org/technical-resources/commercial#general>

https://aiha-assets.sfo2.digitaloceanspaces.com/AIHA/resources/Guidance-Documents/Reopening-Guidance-for-General-Office-Settings_GuidanceDocument.pdf.



Lobby:

- Pressurized lobby to outside.
- Label entrance and exit doors for one-way traffic.

Elevator and escalators:

- Ask riders to wear face coverings and minimize talking.
- Limit riders for physical distancing and face away from each other. Place decals inside the elevator to show riders where to stand, if needed.
- Consider having elevators stop at every floor in low-rise buildings.
- Turn on elevator cab (lift) ventilation fans, when possible.
- Ask people to take the stairs, if possible. This is very helpful when elevator lobbies are crowded.
- Post signs to remind people to physical distance.
- Allow elevators to run at high speed to reduce time in elevators.
- Consider installing a touchless call button.
- Consider a portable air cleaner with HEPA filter in the elevator for vulnerable riders.
- Use floor markings in elevator lobbies and near the entrance to escalators to remind people to physical distance.
- Consider leaving steps empty between passengers on escalators, if possible.
- Post signs to remind people not to touch surfaces. They should use an object (such as a pen cap) or their knuckle to push elevator buttons.
- Ask elevator and escalator riders to wash their hands and not touch their face after holding on to handrails or touching buttons.





Stairs:

- Consider one-way traffic if there are more than 2 stairs.
- Turn on fans or stairwell pressurization, if possible.
- Open windows to outside, if possible and outside conditions allow.
- Consider portable air cleaners.

Toilet:

- Consider installing an occupancy sensor, if possible.
- Add a lid to the toilet and ask people to put the lid on before they flush.



Conference room or private office:

- Keep doors open to allow air movement. If doors must be closed, consider a portable air cleaner or return fan to ceiling plenum.

Atrium:

- All air handling systems that connect to an atrium should have similar measures.
- Review impact of stack effect.

Other recommendations or areas to review:

- Keep dry bulb temperatures within the comfort ranges indicated in [ANSI/ASHRAE Standard 55-2017](#). You should try to keep them at the higher end of the dry bulb temperatures.
- Keep relative humidity between 40% and 60%, if possible. This can reduce how long the virus lives. You may need to watch for the possibility of issues with indoor condensation.
- Do not open windows if outdoor air quality is not healthy or increase ventilation without using the proper filters. For more information, visit [ANSI/ASHRAE Standards 62.1-2019](#).
- Check outside air intake often to make sure there is not a potential risk.
- Check the air intake location for any obstruction, or less than 10' above ground.
- Check the nearby exhaust for other contaminants.

Find risks in your school.

You should give students, teachers, and employees a safe and healthy learning environment and workplace. You should find out where and how people might be exposed to COVID-19 in the school. You can find out if there are risks for students, teachers, and employees to be exposed to COVID-19 by doing a thorough COVID-19 hazard assessment of your school.



You may want to hold a training for teachers and employees so they understand your school's plan to reopen for in-person learning and what will be involved in the hazard assessment of your school. It is very important every employee understands what the school is doing and what they can do to keep the school safe.

Ideas to consider for this training:

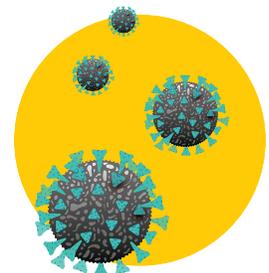
- Hold all meetings, trainings, and professional development virtually.
- Your employees know their jobs best. Consider having all employees complete a hazard assessment of their workspaces and work processes. Identifying and modifying spaces or processes used in your school that increase the chance a student, teacher, or employee may be exposed to COVID-19 is a critical part of your school's COVID-19 response.
- Make sure everyone understands what poses a threat and why. Work together to come up with ways you can decrease the risk of COVID-19. Provide this training in plain language, if you can. Employees may have limited knowledge about COVID-19 and how it spreads and limited knowledge about eliminating workplace hazards. If you have employees whose preferred language is not English, you may want to provide this and other trainings in other languages.



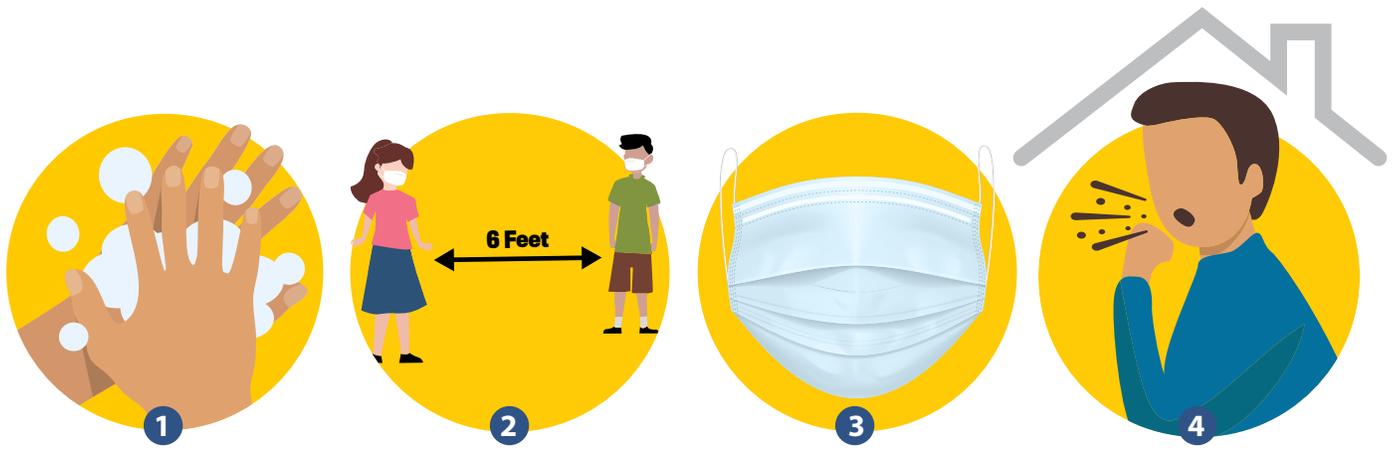
What is a COVID-19 hazard?³⁸

A COVID-19 hazard is something in the physical environment (workplace hazard) or in the way we do things (work process hazard) that increases our chances of being exposed to COVID-19. The best way to reduce exposure is to eliminate the hazard, if you can. However, many times it may be too costly to fix the problem. Even if you can't eliminate the hazard completely, there are usually things you can do to reduce the risk. You can often reduce the risk of exposure with very simple modifications.

The Utah Department of Health (UDOH) has 4 main health behaviors that reduce your risk of exposure to COVID-19. These 4 simple health behaviors reduce the risk of exposure in EVERY workplace, work process, situation, or scenario you may find yourself in. Keep these behaviors in mind as you respond to risks in your school or workplace.



³⁸ <https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-business-response.html>



The 4 health behaviors you should practice in your school:

1 Wash your hands for 20 seconds with soap and water:

- After you blow your nose, cough, or sneeze.
- After you use the restroom.
- Before you make or eat food.
- After you touch animals or pets.
- Before and after you care for another person who needs help, such as a child.
- Before and after school or work.
- Before and after you take breaks at work.
- After you put on, touch, or take off a cloth face covering or masks.

If you do not have soap and water, you can use an alcohol-based hand sanitizer with at least 60% alcohol. Children younger than 6 years old should be supervised when they use hand sanitizer.

2 Physical distance. COVID-19 is mainly spread by close contact. Stay at least 6 feet or 2 meters (about 2 arm lengths) from people who do not live in your home as much as possible. We know this isn't easy in a school setting. If you can't stay 6 feet away from other people, stay as far away as you can. Any distance between you and other people can help.

3 Wear a face covering or mask. Cloth face coverings are effective at reducing the spread of COVID-19, especially when both people who may come into close contact are wearing a face covering.

It is important to remember that even when you wear a face covering, you still need to physical distance.

Sometimes when people hear this, it makes them wonder if face coverings are actually an effective way to reduce the chances of getting COVID-19. Cloth face coverings are very effective³⁹. If you wear a mask AND physical distance, the chance of being exposed to COVID-19 is much lower.

4 Stay home if you are sick. Students, teachers, and employees should not go to school or work if they are sick. They should stay home until they are feeling better.

³⁹ <https://pws.byu.edu/covid-19-and-masks>

You can begin your hazard assessment as soon as custodial and maintenance staff say the school is prepared for employees to return.

Remember, COVID-19 is spread mainly through close contact. Close contact means a person was within 6 feet or 2 meters (about 2 arm lengths) for a total of 15 minutes or longer of someone who tested positive for COVID-19. It spreads through respiratory droplets from person-to-person.

The good thing about doing a hazard assessment in a school, is that schools function on routine. With few exceptions, when, by whom, and how the spaces in the school are used, is planned out in advance. The work processes teachers and students use also function on routine. Almost everyone who attends or works in a school does the same thing, with the same people, in the same place, at the same time every day. It may seem overwhelming before you get started, but doing a hazard assessment in a school will be easier than doing one for the workplaces and work processes of other employees who do not work in the school.



Creating a hazard assessment for your school:

- Make a schedule for the week. Each day should be broken into 15 minute increments.
 - Administrators should create a schedule that starts at the time the first teacher or employee usually arrives at the school and ends when the last employee usually leaves.
 - Teachers and employees should create a schedule that starts when they arrive at the school or workplace and ends when they leave.
- Make a list of the spaces in the school used by students, teachers, and employees.
 - Administrators should also make a list of shared spaces, or common areas of the school. This may include the front office, cafeteria, pick-up and drop off zones, playgrounds or areas used for recess, hallways, bathrooms, breakrooms, and other shared spaces.
 - Teachers should make a list of the spaces in the school they or their students use during the day. This may include the classroom, the playground, the cafeteria, teacher workrooms, the library, and any other shared spaces teachers or students use.
 - All employees should make a list of the spaces in the school or the workplace they use throughout the day. This may include offices, other worksites, transportation vehicles, other vendor locations the employee visits as part of his or her job duties, and any other spaces the employee uses during the workday.



Assess the risk in each space.

Once you have a list of the spaces students, teachers, and employees use throughout the day, it is important to think about how the setup of the spaces or the way people use them may increase the risk of exposure to COVID-19.

Use your schedule to write down the spaces you use at different times during the day. Administrators should create a separate hazard assessment for each shared space. Use these questions to assess possible threats to the health of students, teachers, and employees **for each space in the school or workplace at each time of the day.**

- Who uses the space?
- Do students, teachers, employees, or outside visitors use the space at the same time?
- Do students from different grades or classrooms use the space at the same time?
- How many students, teachers, or employees are in the space at one time?
- What is the space being used for?
- Are the people using this space able to physical distance?
- Are the people in this space in close contact for 15 minutes or longer when they are using the space?
- How long are the people using the space in close contact?
- Will the people using the space wear masks when they are in close contact with other people?
- Are people in the space exercising or physically playing, eating, drinking, or doing other activities where respiratory droplets from their eyes, nose, mouth, or body could get on someone else?
- Is the space cleaned after each use?
- Are people able to wash their hands with soap and water right before and after they use the space?
- Where do the people using this space go next?

Sample hazard assessment of student drop off and pick-up.

Who uses the drop off and pick-up areas?

Teachers, students, parents or visitors, and employees.

Do students, teachers, employees, or outside visitors use the space at the same time?

Yes.

Do students from different grades or classrooms use the space at the same time?

Yes.

How many students, teachers, or employees are in the space at one time?

Many. Every student who comes to school, any teachers on morning duty, any visitors to the school.

What is the space being used for?

Student drop off and pick-up.

Are the people using this space able to physical distance?

Yes. There is enough space people could physical distance. However, students, teachers, and employees rarely physical distance in drop off and pick up areas.

Are the people in this space in close contact for 15 minutes or longer when they are using the space?

No. However, students often rush through the entrance doors at the same time.

How long are the people using the space in close contact?

Briefly.

Will the people using the space wear masks when they are in close contact with other people?

No. Students, teachers, and employees will be required to wear masks when they enter the school.

Are people in the space exercising or physically playing, eating, drinking, or doing other activities where respiratory droplets from their eyes, nose, mouth, or body could get on someone else?

Yes. Students often run to the entrance doors from their cars. Students often eat as they are entering the school. Many students are finishing breakfast as they enter the building.

Is the space cleaned after each use?

No. Most of the drop off and pick up area is outdoors.

Are people able to wash their hands with soap and water right before and after they use the space?

We do not know if students wash their hands right before they come to school. Students are able to wash their hands once they get to school. However, students rarely wash their hands right after they enter the school. This includes students who are eating as they enter the building.

Where do the people using this space go next?

When students get to school, they go outside on the playground, to the cafeteria to eat breakfast, to the office, to the library, or to their classroom.

What are the hazards in the sample assessment of drop off and pick up areas?

How can drop off and pick up areas be modified to reduce the chance a student, teacher, or employee will be exposed to COVID-19?

Hazard: Many people who do not live in the same home come to, and enter, the school at the same time.

Everyone in the drop off and pick-up areas and who enters the school is exposed to different people in their personal lives. This many different, possible exposures being in the same place or entering the school at the same time, increases the risk of exposure in the school.

Ideas to reduce the number of people who do not live in the same home entering the school at the same time:

- Have different drop off and pick up times for each grade level.
- In areas of higher community spread, have a designated drop off and pick up time and area for each class. Consider having classroom teachers meet students outside at the designated time and location outside the school and take students directly to the classroom or to the playground, if time and scheduling permits. This way, when students are at school, they are only in close contact with the other students in their class.
 - This recommendation would be challenging for students who need to eat breakfast at school. It would also be challenging for parents who need to drop their children off earlier because of work schedules. If you consider using this approach, you will need to plan to accommodate situations such as these.

Hazard: Drop off and pick up areas have the potential for close contact exposures.

People are social by nature, especially students. Social interaction usually involves close contact between people. Plan for areas of the school where students, teachers, or employees naturally are in close contact and interact with their friends, neighbors, or colleagues. You should try to control movement in these areas and limit close contact as much as possible.





Ideas to reduce the potential for a close contact exposure in drop off and pick up areas:

- Students, teachers, and employees should put on their face covering before they exit their vehicle and enter the school. No one should enter the school without wearing a face covering or mask.
- Place markers at least 6 feet apart for teachers or employees who oversee drop off and pick up areas to stand. It is a good idea to also place another marker 6 feet from where the teacher or employee will stand. It is common for students or parents to take the opportunity to talk to a teacher in drop off and pick-up areas. People are more likely to practice health behaviors when they are easy to do. Having a spot marked off by the teacher will remind students and parents to physical distance and keep teachers and employees safe.
- Create a student drop off and pick-up process that promotes physical distancing. Place markers 6 feet apart at the entrance and exits of the school. Students should not get closer than 6 feet to the person in front of them as they enter or exit the school. Place markers where students should be dropped off and picked up. After they exit their vehicle, students should stand on their marker and wait until the person in front of them has moved to the next spot.
- Place markers 6 feet apart where students who ride the bus will enter and exit the school. Bus drivers should place markers in the bus 6 feet apart for students to stand when they enter or exit the bus. Students should stay seated until the row in front of them has moved to the next marker. Students, teachers, and employees should put on their face covering or mask before they enter the bus and should wear it any time they are on the bus.



Hazard: Even if you improve hygiene practices after students get inside the school or are in the classroom, there are many opportunities for students, teachers, and employees to spread germs beforehand.

People are more likely to practice health behaviors when they are easy to do. Plan to make good hygiene practices before entering the school easier.

Ideas to promote good hygiene practices in drop off and pick up areas:

- Students should eat or drink only in designated areas. Students should not exit their vehicle while eating.
- Ask parents to have students wash their hands before they leave home or use hand sanitizer before they exit their vehicle.
- Consider having automatic hand sanitizer stations at entrances and exits. You may consider posting a video on your school's website of hygiene practices people should use before they enter the school.
- Consider having teachers or employees who oversee drop off and pick up areas provide students with hand sanitizer before they enter the school, or have a designated employee at entrance and exits to provide students with hand sanitizer.
- Clean high-touch surfaces more often, such as door knobs and handles.



Ideas to prevent close contact exposures, reduce hazards in the school or workplace, and make your learning environment healthier.⁴⁰

To reduce the chance of exposure at the beginning of the year, you may want to provide information to families to help them understand your policies, procedures, and give them strategies to keep their families and the school safe.

Sometimes health information is hard to understand, especially for people who have lower literacy levels. Many people have an easier time understanding information from videos or other formats. Consider different ways you can provide information to families, including translating materials into other languages depending on the needs of your school community.

Cafeterias:

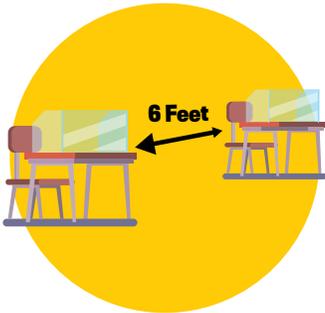
- Record seating and attendance to support contact tracing.
- Keep the same students together in cohorts. Assign cohorts to the cafeteria by times or areas.
- Decrease lunch times. Have separate times for lunch recess.
- Place floor markers and lines to show the flow in lunch lines and areas.
- Consider staggering lunch hours to reduce the number of students in the cafeteria at one time.
- Use outdoor eating areas as much as possible.
- Have students wash their hands before they eat. If soap and water are not available, use an alcohol based hand sanitizer that is at least 60% alcohol.
- Increase how often you clean and disinfect high-touch areas.
- Consider having sack or boxed lunches students can eat in classrooms or outside. Have a plan for how lunches will be distributed. Prepare and distribute sack or box lunches for students to eat in classrooms or outside.
- Use paper cups and personal bottles instead of water fountains.
- Avoid any self-serve food or drink options, such as hot and cold food bars, salad or condiment bars, and drink stations.
- Consider having students eat lunch in the classroom. Reserve the cafeteria for students with food allergies. This will help students stay safe and avoid exposure to students they normally would not have been close to.
- If your school uses the cafeteria, space students 6 feet apart. Stagger students so they are not sitting face-to-face on each side of the table.
- Schools should clean and disinfect food line areas, tables, and chairs between uses.
- Schools should encourage students and employees not to share food or utensils and use disposable food service items (utensils, trays) as much as possible. If use of disposable items is not possible, make sure employees wear gloves when they touch any food service items and equipment that can't be thrown away. Wash items you can't throw away with dish soap and hot water or in a dishwasher.
- Employees should wash their hands for 20 seconds with soap and water after they remove their gloves or after they touch used food service items.
- Use touchless payment methods if possible. If touchless payment is not possible, provide hand sanitizer to students and employees to use after they touch money, cards, or keypads.



⁴⁰ <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/cloth-face-cover.html>

If you offer food at events:

- Consider having pre-packaged boxes or bags for each person at the event, instead of a buffet or family-style meal.
- Provide tissues and no-touch trash cans.



Classrooms:

- Keep the same students together as much as possible when they are at school, such as a cohort of students.
- It is very hard to prevent close contact in a classroom setting. You won't always be able to prevent close contact, especially between young students. However, if you think about how students use the spaces in your classroom and modify them to reduce close contact as much as you can, you decrease the chance of exposures in the school.
- Assign seats to students and small groups to support contact tracing.
- Develop and provide educator training for how they can implement strategies to identify and mitigate risk in a classroom setting.
- Keep the same students and teachers or staff with each group or class as much as you can.
- Try to keep as much space between desks as you can.
- Identify and use large spaces (auditoriums, gyms, and outdoors) to maximize physical distancing.
- Move nonessential furniture and equipment out of classrooms to increase the space students have to physical distance.
- Seat students facing forward.
- Consider using other ways to separate students, such as plexiglass barriers, if possible.
- Place floor markers or post signs so students know how to move around the classroom without coming into close contact with other people.
- You may need to consider changing the way you group students when they work together. Even in the classroom, it is important to keep students in the same small groups as much as possible. Everyone is exposed to different people in their personal lives. Every time you can reduce the possible exposures a student may have, you should.
- You may need to allow more time for transitions so students can maintain physical distancing.
- Provide explicit instruction and give students ideas about how to physical distance when they play and learn. Students are more likely to practice physical distancing at recess and when they play with other children in their personal lives if you teach them how they can stay safe and have fun at the same time.
- Try to get students to use water fountains as little as possible. Provide disposable cups or other ways for students to stay hydrated.
- Prop open doors so people do not have to touch them.
- Clean high-touch surfaces often, especially after transition periods.



What is a cohort, and how does it work⁴¹?

One strategy administrators can consider is cohorting (or forming “pods”). Cohorting keeps groups of students, and sometimes teachers or employees, together throughout the school day to minimize exposure for students, teachers, and employees across the school environment.

Students and staff in a cohort only have potential close contact exposures with others in the same cohort. This practice may help prevent the spread of COVID-19.

- Decreases opportunities for exposure to COVID-19.
- Helps make contact tracing more efficient.
- Only a single cohort may need to be quarantined or isolated, instead of many students throughout the school.
- Cohorting can be used in a traditional school model where all students attend school in-person, full-time, or as part of a hybrid school model (students attend in-person school on an alternating schedule).
- Different strategies may be needed for elementary, middle, and high schools. Cohorting is commonly used in many elementary schools, where students have the same teacher and classmates all day and all year.
- How schools implement this in secondary schools looks different across schools. Some schools choose to keep cohorts in one classroom, and have teachers move between classrooms. Other schools may assign students to specific days or weeks for in-person instruction.



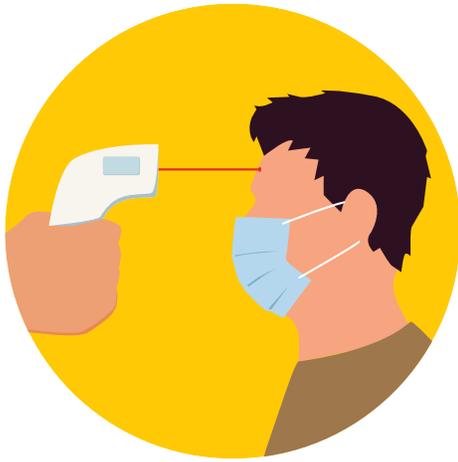
What is an alternating (hybrid) schedule⁴²?

Students attend school in-person part of the time and attend virtually part of the time.

From what we know right now, alternating schedules can help reduce contact between students, teachers, and employees. However, while alternating schedules may reduce the spread of COVID-19, there may be additional costs for lesson planning, childcare costs for parents, and other potential costs. More research is needed on the layered impact of alternating schedules with other COVID-19 mitigation strategies (such as physical distancing, cloth face coverings, proper hygiene, and cohorting) as well as the impact of alternating schedules on students' learning and well-being.

⁴¹ <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/prepare-safe-return.html#cohorting>

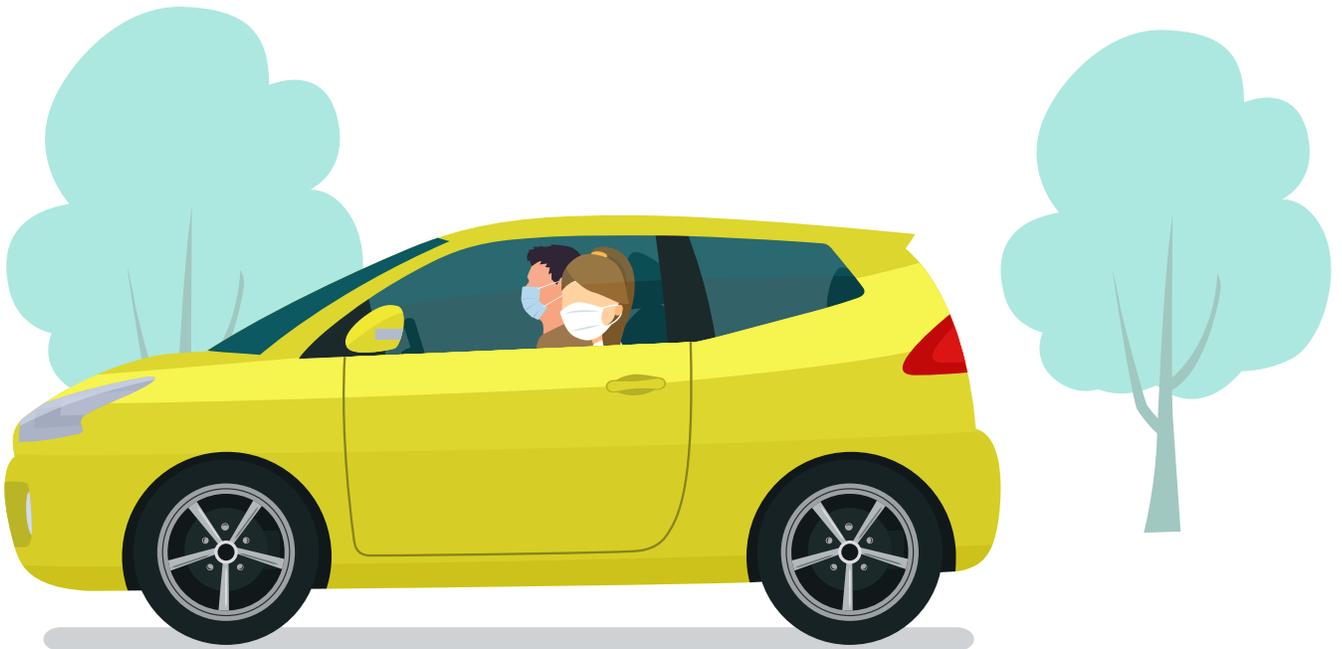
⁴² <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/reopening-schools-faqs.html>



Driver education

Behind-the-wheel instruction has challenges to preventing the spread of COVID-19 because students and instructors are in close proximity to each other while inside a vehicle.

- Check instructors for symptoms of COVID-19 before each shift. This may include temperature checks.
- Students should be screened for symptoms of COVID-19 before they enter the vehicle. This may include temperature checks.
- Anyone with symptoms should be sent home and isolate.
- Students and instructors should wear a face covering while they are in the vehicle. It is not recommended that face covering exemptions be allowed for students or instructors while in a driver's education vehicle.
- Do not touch or share paperwork. Send documents electronically to parents and students.
- Leave enough time in between appointments for an instructor to disinfect all surfaces in the vehicle.
- Limit the number of people in the vehicle.



Drop off and pick up:

- Create drop off and pick up procedures that promote physical distancing and hygiene practices. Let parents know what to do when they drop off and pick up students and how to keep their families healthy and the school safe.
 - Place markers 6 feet apart at the entrance and exits of the school.
 - Students should not get closer than 6 feet to the person in front of them as they enter or exit the school.
 - Place markers where students should be dropped off and picked up. After they exit their vehicle, students should stand on their marker and wait until the person in front of them has moved to the next spot.
- Place markers 6 feet apart where students who ride the bus will enter and exit the school.
 - Bus drivers may want to place markers in the bus 6 feet apart for students to stand when they enter or exit the bus.
 - Students should stay seated until the row in front of them has moved to the next marker.
 - Students, teachers, and employees should put on their face covering or mask before they enter the bus and should wear it any time they are on the bus.
- Place markers at least 6 feet apart for teachers or employees who oversee drop off and pick up areas to stand.
 - It is a good idea to also place another marker 6 feet from where the teacher or employee will stand.
 - It is common for students or parents to take the opportunity to talk to a teacher in drop off and pick-up areas.
 - People are more likely to practice health behaviors when they are easy to do. Having a spot marked off by the teacher will remind students and parents to physical distance and keep teachers and employees safe.
- Consider having different drop off and pick up times for each grade level.
- In areas of higher community spread, have a designated drop off and pick up time and area for each class. Consider having classroom teachers meet students outside at the designated time and location outside the school and take students directly to the classroom or to the playground, if time and scheduling permits. This way, when students are at school, they are only in close contact with the other students in their class.
 - This recommendation would be challenging for students who need to eat breakfast at school.
 - It would also be challenging for parents who need to drop their children off earlier because of work schedules. If you consider using this approach, you will need to plan to accommodate situations such as these.
- Have a designated location on the playground for teachers to meet their class when the bell rings in the morning. This will help prevent students from being in close contact with students from other classes when they go back into the building. If you do not have automatic hand sanitizer stations at entrance and exits, consider having teachers provide students with hand sanitizer before they go back into the school.
- For secondary students, consider having students' 1st period teachers meet them at a designated location outside the school. If you do not have automatic hand sanitizer stations at entrance and exits, consider having teachers provide students with hand sanitizer before they go back into the school.



Face coverings:

- Ask students, teachers, and employees to put on their face covering before they exit their vehicle and enter the school. No one should enter the school without wearing a face covering.
- All visitors and non-regular staff should wear a face covering.
- You may want to include cloth face coverings on school supply lists and provide cloth face coverings as needed to students, teachers, employees, or visitors who do not have them.
- Consider clear face coverings for teachers and staff who interact with students who are deaf or hard of hearing, students learning to read, students with disabilities, and those who rely on lip reading as a part of learning, such as students who are English Language Learners.
- Make sure students, teachers, and employees know how to use face coverings correctly. Face coverings should be worn over the nose and mouth, and fit securely around the face. You may consider having teachers include this instruction as they teach classroom procedures.
- Wash your hands before you put on a face covering.
- Encourage students, teachers, and employees to try not to touch their faces when they wear a face covering. If they touch their face, they should wash their hands or use hand sanitizer right away.
- Teachers and employees should wash or sanitize their hands before and after they help students put on or adjust a face covering. Consider having a designated employee for this task.
- Do not wear face coverings if they are wet. A wet face covering may make it hard to breathe.
- Students, teachers, and employees should never share face coverings.
- Write students' names or initials on face coverings to keep them from wearing someone else's.
- Students may need you to label their face coverings to show them the top, bottom, front, and back.
- Store student face coverings separately.
- Wash face coverings every day, or if they look dirty.
- Have extra face coverings for students, teachers, and employees in case a back-up is needed during the day.



Does everyone need to wear a face covering?

There is clear scientific evidence that wearing a face covering prevents the spread of COVID-19⁴³.

The CDC recommends all people 2 years of age and older wear a cloth face covering in public settings and when around people who don't live in your household, especially when it is hard to physical distance⁴⁴.

While cloth face coverings are strongly encouraged to reduce the spread of COVID-19, it may not be possible in every situation or for some people to wear a face covering. In some situations, a cloth face covering could make a physical or mental condition worse or be a safety concern. Consider adaptations and alternatives whenever possible to help someone wear a face covering or to reduce the risk of COVID-19 spread if it is not possible for someone to wear one.



⁴³ <https://pws.byu.edu/covid-19-and-masks>

⁴⁴ <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>

Examples of times people may need adaptations and alternatives to cloth face coverings⁴⁵:



People who rely on lipreading to communicate may not be able to wear a cloth face covering (such as someone who is deaf or hard of hearing, or someone who cares for or interacts with a person who is hearing impaired).

- Consider using a clear face covering.
- If a clear face covering isn't available, consider whether you can:
 - Use written communication, or
 - Use closed captioning, or
 - Decrease background noise to make it possible to communicate if you are wearing a cloth face covering that blocks your lips.
- Consider using a plexiglass barrier.
- If you choose to wear a face shield, make sure it wraps around your face and goes below your chin. When you are not communicating, you should put your cloth face covering back on.

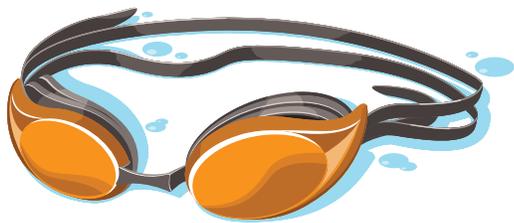


It may be hard for some people with intellectual and developmental disabilities, mental health conditions, or other sensory sensitivities to wear a cloth face covering. They should talk to their doctor or healthcare provider for advice about wearing a cloth face covering.

It may be hard for young children (preschool or early elementary aged children) to wear a cloth face covering correctly, especially for a long time.

- Make sure face coverings fit correctly. Face coverings should be the right size and fit.
- Teach children how important it is to wear a face covering, and remind them often.
- Double check to make sure young children are wearing their face coverings correctly during times when it is hard to stay 6 feet from others.

Students, teachers, and employees should not wear cloth face coverings during activities that may cause the cloth face covering to get wet, like swimming. A wet cloth face covering may make it hard to breathe. **For activities like swimming, it is very important to physical distance from others when you are in the water.**



⁴⁵ <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html#feasibility-adaptations>

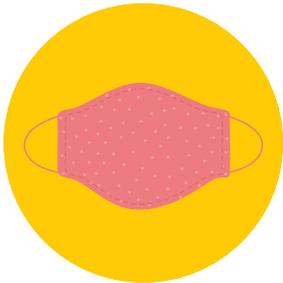


Students may not be able to wear a face covering during high intensity activities, like running, if it makes it hard for them to breathe.

- Consider doing the activity in a location with more ventilation and air exchange (for example, outdoors versus indoors) and where they can physical distance from others.

Some students, teachers, or employees may have classes or work in areas where cloth face coverings may increase the risk of heat-related illness or cause safety hazards (for example, straps could get caught in machinery).

- In these situations, students, teachers, and employees should talk to an occupational safety and health professional to find the right face covering for their setting.



Cloth face coverings

Cloth face coverings are an important safety precaution, and are most important when you can't physical distance. If cloth face coverings can't be used, make sure to take other safety precautions to reduce the risk of COVID-19 spread (such as physical distance, wash hands often, clean and disinfect high-touch surfaces). **Remember, even when you wear a cloth face covering, you still need to physical distance.**



Face shields

It is not known if face shields provide any benefit to protect others from the spray of respiratory particles. The CDC does not recommend use of face shields instead of a cloth face covering, or for normal everyday activities. If you choose to wear a face shield, you should also wear a face covering or mask.

- If you wear a face shield without a cloth face covering, make sure it wraps around your face and goes below your chin.
- Only wear a disposable face shield one time.
- Clean and disinfect reusable face shields after each use.
- DO NOT use a plastic face shield for a newborn or infant.



Surgical masks

Cloth face coverings are not surgical masks or respirators. Right now, surgical masks and respirators are critical supplies that should be reserved for healthcare workers and other medical first responders.



What are some strategies I can use to help students wear a cloth face covering in school?

Try to always be positive when you talk about ways to prevent the spread of COVID-19 and wearing face coverings. This is a scary time for students. Students are likely to practice health behaviors to help others. Try to frame prevention as something positive we can do to reduce everyone's risk, without letting students be scared.



- Consider asking parents, caregivers, and guardians to practice wearing cloth face coverings with students at home before the first day of school. If they show students how to use face coverings correctly and help them get used to wearing one before they have to in school, students may be more comfortable using one on the first day.
- Make sure there is someone to help students put on and adjust face coverings if students need help. Teachers and employees should wash or sanitize their hands before and after they help students with face coverings. Teachers and employees should ALWAYS wear a face covering when they are in close contact with students.
- Post signs in classrooms and in the hall to remind students how to wear a face covering correctly. You may want to use pictures of popular influencers or characters your students are interested in to promote or model how to use a cloth face covering.
- Remind students about face coverings during daily announcements, in the school newspaper, and any other medium students are likely to engage with. Make sure communication is written in plain language and available in different languages.
- You may want to include how to correctly use, take off, and wash a face covering in back-to-school materials.



Elementary school

- Play games or do fun activities to teach students how to wear a face covering.
- Use some art materials or other creative ways to help students understand how face coverings help reduce the spread of COVID-19.
- Read or share stories so students know what changes to expect at school.



Middle and high school

- Show short videos or use short lessons (less than 2 minutes) to teach students how to wear a face covering. You may want to use videos with celebrities, musicians, athletes or other influencers popular among these age groups.
- Show students how to wear a face covering correctly.
- Have the class come up with a class project about how your class can help reduce the spread of COVID-19 in your community.
- Use science lessons to show students how respiratory droplets spread infectious disease.
- Create a schoolwide competition to see which class can create the best health communication strategy about how important it is to wear a cloth face covering and use prevention strategies to middle and high school students.



Students with special healthcare needs

- Ask parents, caregivers, and guardians to practice wearing face coverings at home before students return to school.
- Read or share stories so students know what changes to expect at school.
- You may want to have students with sensory concerns or tactile sensitivities try face coverings made of different materials, prints, and textures. Allow students to choose the most comfortable face covering.

Hygiene practices and symptom checking

- Check students, teachers, and employees for symptoms of COVID-19 before they enter the school. If someone is sick, he or she should not enter the school.
- Have a designated isolation room if students get sick at school. This helps the student stay away from other people while they wait for his or her parents to come pick them up.
- Check visitors and non-regular staff for symptoms of COVID-19. All visitors and non-regular staff should wear a face covering.
- Provide education to students and families about hygiene practices.
- Students, teachers, and employees should wash their hands often for 20 seconds with soap and water. If soap and water are not available, use an alcohol-based hand sanitizer that is at least 60% alcohol.
 - If students' hands look dirty, they need to wash them with soap and water. Washing your hands is best, but if students' hands do not look dirty and they do not have soap and water, they can use hand sanitizer. Children younger than 6 years old should be supervised by an adult when they use hand sanitizer.
- Provide tissues and no-touch trash cans in the classroom.
- Students should eat or drink only in designated areas. Students should not exit their vehicle while eating.
- Ask parents to have students wash their hands before they leave home or use hand sanitizer before they exit their vehicle.
- Consider having automatic hand sanitizer stations at entrances and exits. You may consider posting a video on your school's website of hygiene practices people should use before they enter the school.
- Consider having teachers or employees who oversee drop off and pick up areas provide students with hand sanitizer before they enter the school, or have a designated employee at entrance and exits to provide students with hand sanitizer.
- Clean high-touch surfaces more often, such as door knobs and handles.



Fever

(temperature of 100.4°F or 38°C or higher or feeling feverish)



Cough



Shortness of breath



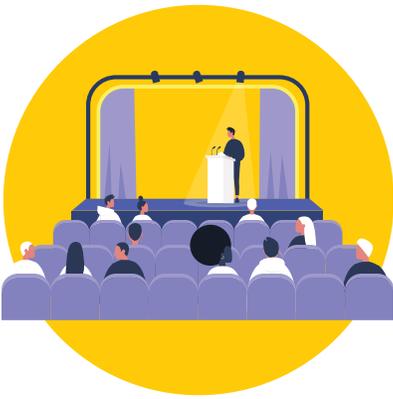
Decrease in sense of smell or taste



Sore throat



Muscle aches and pains



Large group gatherings (such as assemblies and performances):

- Record attendance and seating location for large gatherings to support contact tracing.
- At special events, consider screening adults who will be direct participants and will have direct contact with students for symptoms of COVID-19. You should also take temperatures if possible.
- Make sure group gatherings are organized with health and safety principles and requirements in place. You should consult with the local health department on how to hold the event safely if needed.
- You may want to consider limiting or canceling nonessential assemblies, recitals, dances, and other school gatherings or reschedule them as virtual gatherings. Gatherings that are held outside, where students and others who attend can practice physical distancing, are also an option to reduce the risk of exposure.
- Broadcast assemblies to classrooms or hold multiple sessions of the assembly, with smaller group sizes.
- Try to avoid in-person meetings as much as possible. Consider having virtual meetings and gatherings.



Recess and playground:

- Have assigned, staggered times for each class for recess, playground, and outdoor spaces. It is best if the same students can stay together all day, including on the playground.
- Teach children how to physical distance when they play. Students are more likely to practice physical distancing at recess and when they play with other children in their personal lives, if teachers provide explicit instruction about how to physical distance when they play and provide them with ideas of how they can stay safe and have fun at the same time.
- Students are not required to use face coverings at recess⁴⁶. It is less likely students will be exposed outside, especially if they are practicing physical distancing when they play or participate in activities. However, there is still a risk of students being exposed if they have a close contact exposure when they are outside. This is why it is important for students to stay with the same students as much as possible.
- Have a designated location on the playground for teachers to meet their class when the bell rings after lunch and recess. This will help prevent students from being in close contact with students from other classes when they go back into the building. If you do not have automatic hand sanitizer stations at entrance and exits, consider having teachers provide students with hand sanitizer before they go back into the school.
- Make sure recess and playgrounds are managed with health and safety principles and requirements in place. Work with the local health department if needed.

⁴⁶ <https://coronavirus.utah.gov/special-orders/>



Restrooms:

- Try to have the same groups of students use the same bathroom as much as possible. If students are grouped by the same hallway, floor, or grade level, designate a restroom for each cohort.
 - Tell younger students what to do in the case of a bathroom emergency. Younger students may think they can only use their designated restroom, even in an emergency.
- You may want to consider asking secondary students to use the restroom during class periods and reduce the number of students going to the restroom at one time.
- It may be effective in elementary classrooms to build in additional, scheduled times for restroom visits to reduce the number of students going to the restroom at once.
- Use strategies to minimize the number of individuals in a restroom, such as:
 - Increase barriers between stalls/urinals.
 - Block off every-other stall.
- Place floor markers to remind students to physical distance when waiting to use restrooms.
- Post signs to remind people to practice proper hand hygiene.
- Create a schedule for cleaning high-touch areas often (faucets, paper towel dispensers, door handles, etc.).
- Make sure employees who provide support in restrooms, including custodians, have the necessary PPE (gloves, masks).
- Provide training for proper cleaning protocols for COVID-19.
- Set a schedule to monitor to make sure soap is always available.

School courses that may increase the risk of exposure:

- School administrators should identify courses that would put students and teachers at an increased risk of exposure. Work with the local health department to make a plan to reduce the risk for these classes.
- Choir is an inherently high-risk of exposure because people are more likely to be exposed to someone else's respiratory droplets. Consider using several strategies, such as:
 - Hold choir courses or practice in outdoor spaces.
 - Students should be spaced 6 feet apart.
 - Limit the amount of time students are face-to-face.
 - Use barriers in between students.
 - Increase the airflow and ventilation.
- You may want to consider limiting or canceling nonessential assemblies, recitals, dances, and other school gatherings or reschedule them as virtual gatherings. Gatherings that are held outside, where students and others who attend can practice physical distancing, are also an option to reduce the risk of exposure.
- Build in time to clean and sanitize between classes or when students use the area.



Special education, related services, or school counseling (school psychologist, speech language pathologist, etc.):

- Make accommodations for circumstances where a student or parent will be in close contact with someone else like a school counselor or speech language specialist.
- Provide plexiglass, face shields, or auxiliary aids for one-on-one close contact to provide students with disabilities equal access to information.
- Allow accommodations for students who are exempt from wearing a face covering or mask as described in the State Public Health Order available at <https://coronavirus-download.utah.gov/Governor/UPHO-2020-10-State-Public-Health-Order-Masks-in-Schools.pdf>.



Transitions:

- Keep the same students together as much as possible when they are at school.
- Post signs or use floor markers to show people which door they should use to enter or exit. This will reduce the chance people will have face-to-face contact if they are trying to use a door, but are going opposite directions.
- Post signs to remind people to physical distance.
- Let people enter and exit through all doors. This will help reduce the number of students who gather in groups while they wait to get into the building.
- Develop a plan for how you will maintain physical distancing during safety drills (fire, lockdown, earthquake).

Transportation:

- Assign seats on the bus to support contact tracing.
- Place markers in the bus 6 feet apart for students to stand when they enter or exit the bus.
- Students should stay seated until the row in front of them has moved to the next marker.
- Students, teachers, and employees should put on their face covering or mask before they enter the bus and should wear it any time they are on the bus.
- Consider seating children one student per row, facing forward and skip rows between students, if possible. Students who live in the same home can sit together if they need to.
- Clean and disinfect seats and other high-touch surfaces often.
- Try to physical distance as much as you can on the bus. If students can't stay 6 feet apart on the bus, try to keep them as far apart as possible.
- Make a plan to keep drivers safe, such as installing plexiglass around the driver.
- Consider staggered pick up and drop off times for students who ride the bus.
- Have clean, spare cloth face coverings for students who forget theirs.
- Open bus windows to increase circulation of outdoor air. Make sure windows do not open far enough to be a safety hazard.



Visitors, volunteers, and non-regular employees:

- Limit nonessential visitors and volunteers to schools, campuses, and programs. Your school should determine essential versus nonessential.
- Check visitors and non-regular staff for symptoms of COVID-19. If someone is sick, he or she should not enter the school.
- All visitors and non-regular staff should wear a face covering or mask when inside the building.
- Consider protocols for visitors, including sign-in and sign-out, locations being visited, screening, calling front office before entering, etc.



Cleaning⁴⁷

The guidance in this section is for regular cleaning of your school or workplace.

Clean visibly dirty and high-touch surfaces. Disinfect them after you clean. This will help prevent the spread of COVID-19 and other viral respiratory illnesses.

What is the difference between cleaning and disinfecting?



Cleaning

Cleaning uses soap (or detergent) and water to remove germs, dirt, and impurities from surfaces or objects. Cleaning doesn't usually kill germs, but it lowers their numbers and the risk of spreading infection when you remove them.



Disinfecting

Disinfecting uses chemicals to kill germs on surfaces or objects. Disinfecting doesn't clean dirty surfaces or objects. It should be done after you clean and remove germs, to kill germs and further lower the risk of spreading infection.

We don't know how long the air inside a room could be infectious after someone with COVID-19 was there. You can shorten the time it takes respiratory droplets to be out of the air, if you increase the ventilation in the area or room. When you decide how long to close off rooms or areas used by people who were sick before you start disinfecting them, think about:

- The size of the room.
- The ventilation system design. You should know where the supply and exhaust vents are. It is also important to know the flow rate (air changes per hour).

Have an after-hours cleaning and maintenance plan for your school.

- Vacuuming, sweeping, curtain cleaning, and brooms can send infected particles back into the air.
- Employees who are responsible for cleaning and maintenance tasks that are not affected by HVAC system operation are at an increased risk of close range exposure and should wear proper PPE, including an N95 mask⁴⁸.

⁴⁷ <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>

⁴⁸ <https://www.ashrae.org/technical-resources/commercial#general>

Administrators should:



- **Make a plan with staff and teachers.** Discuss obstacles to more frequent cleaning and disinfecting and ways to overcome those obstacles.



- **Train staff.** Make sure that cleaning staff, teachers, and others who use cleaners and disinfectants read and understand all instruction labels, understand safe and appropriate use, and have and are using the PPE appropriate to the product. Consider providing instructional materials and training in other languages.



- **Develop a schedule for increased, routine cleaning and disinfection.** Modify your standard procedures to accommodate more frequent cleaning and disinfection. Focus cleaning and disinfection on surfaces and objects that are touched often (doorknobs, light switches, classroom sink handles, countertops) and shared items between uses.



Cleaning and disinfection products should not be used by children or near children, and staff should make sure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic vapors.

Cleaning tips for teachers



What should I clean?

Clean and disinfect surfaces and objects in your classroom that are touched often. Follow the recommendations in this section for the types of cleaners and disinfectants you should use on different surfaces.

Examples of some of the surfaces in your classroom that may be touched often:

- Door handles and knobs
- Desks and chairs
- Cabinets, lockers, and bookshelves
- Shared computer keyboards and mice
- Light switches
- Pencil sharpener handles
- Sinks and surrounding areas
- Counter tops
- Shared electronics such as printers
- Other shared learning materials



When should I clean?

Clean and disinfect surfaces and objects that are touched often at least daily or between use by different students. Limit the use of shared objects when possible, or clean and disinfect between use.

Times you may want to clean or disinfect:

- In the morning before students arrive
- Between classes (if students change rooms and while students are not there)
- Between use of shared surfaces or objects
- Before and after food service
- Before students return from recess or breaks
- After students leave for the day



These cleaning guidelines are for community, non-healthcare facilities such as:

- Schools
- Institutions of higher education
- Offices
- Child care centers
- Businesses
- Community centers that do, and do not, house persons overnight

Cleaning products

Cleaning staff and others should clean hands often. Employees should wash their hands with soap and water right away after they take off gloves or have contact with someone who is sick. If you do not have soap and water and your hands do not look dirty, you can use an alcohol-based hand sanitizer that contains at least 60% alcohol. If your hands look dirty, you need to wash them with soap and water.



Call the Utah Poison Control Center if you have questions about exposures to cleaning products.

- To disinfect surfaces, use products that meet EPA criteria for use against SARS-CoV-2, the virus that causes COVID-19, and are the right ones for the surface. Disinfectants are important to reduce the spread of COVID-19. Do not overuse or stockpile disinfectants or other supplies. This can cause shortages of products needed in critical situations.
- Employers must follow OSHA standards on Bloodborne Pathogens (29 CFR 1910.1030), including proper disposal of regulated waste, and PPE (29 CFR 1910.132).
- Most common EPA-registered household disinfectants can be used to fight COVID-19.
- A list of EPA-approved products for use against the virus that causes COVID-19 is available at <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2>.
- Always follow the manufacturer's instructions for all cleaning and disinfection products for concentration, application method, and contact time, etc.
- Always read and follow the directions on the label to make sure you are safe and using the products correctly.
- Wear gloves and consider wearing eye protection in case chemicals splash.
- Make sure there is enough ventilation in the room when you are using chemicals.
- Only use the amount recommended on the label.
- If you are diluting chemicals, use water that is room temperature (unless it says something different on the label).
- Do not mix chemicals.
- Put a label on diluted cleaning solutions.
- Store and use chemicals out of the reach of children and pets.
- You should never eat, drink, breathe, or inject these products into your body or put them directly on your skin. They can cause serious harm. Do not wipe or bathe pets with these, or any other products that are not approved for animal use. You can also use diluted household bleach solutions (at least 1000ppm sodium hypochlorite, or concentration of 5%–6%) to fight COVID-19.
- Check to make sure bleach can be used on the surface before you use it.
- Follow the manufacturer's instructions to apply a bleach solution.
- Make sure it stays on the surface for at least 1 minute.
- Always make sure there is enough ventilation during and after using bleach solutions.
- Check to make sure the product is not past its expiration date.
- Never mix household bleach with ammonia or any other cleanser. This can cause fumes that could be very dangerous to breathe in.

If EPA-approved disinfectants are in short supply, you can use a bleach solution. Household bleach that is not expired will be effective against coronaviruses when it is properly diluted. Bleach solutions will be effective for disinfection up to 24 hours. You can make a bleach solution by mixing:

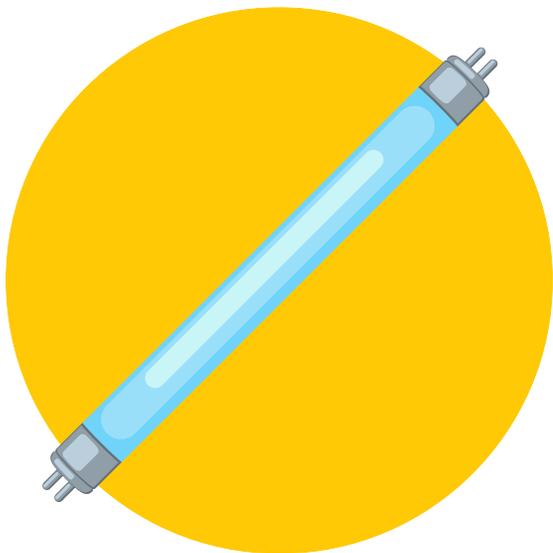
- 5 tablespoons (1/3 cup) bleach per gallon of room temperature water or
- 4 teaspoons bleach per quart of room temperature water.



Disinfectants

Some surfaces only need to be cleaned with soap and water. If surfaces aren't touched often, you can just clean them with soap and water and don't need to disinfect them. For more information about cleaning and disinfecting, visit <https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/cleaning-disinfection.html>.

- Do not apply disinfectants to items used by children, especially items they might put in their mouths. Many disinfectants can be harmful if they are swallowed.
- In a household setting, you can usually just clean toys with soap and water. For more information about cleaning and disinfecting toys and surfaces in a childcare setting, visit <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html>.
- Employees or companies who have specialized training and equipment may be required to apply certain disinfectants such as fumigants and fogs.



Alternative disinfection methods:

We do not know how effective alternative disinfection methods are against COVID-19, such as ultrasonic waves, high intensity UV radiation, and LED blue light. The EPA does not routinely review these, so they cannot confirm whether they are effective against COVID-19. The CDC only recommends the use of [EPA-recommended disinfectants](#) against the virus that causes COVID-19.

- The CDC does not recommend using a sanitizing tunnel. There is no evidence they are effective to reduce the spread of COVID. The chemicals used in these tunnels can cause eye, skin, or respiratory irritation or damage.

How to clean hard surfaces

Increase how often you clean surfaces and shared objects that are touched often (such as workstations, keyboards, telephones, handrails, and doorknobs). This will reduce the risk of cross contamination. For example, clean before and after school or before and after students or staff use shared objects.

- Clean dirty surfaces with soap and water before you disinfect them.
- Always wear gloves and gowns recommended for the type of chemicals you use.
- You may need to wear extra PPE to clean and disinfect. This will depend on the product you are using and if there is enough ventilation in the place you are cleaning. Always follow the manufacturer's instructions for each product you use.
- Give employees disposable disinfecting wipes so they can wipe down surfaces that are touched often before they use them (doorknobs, keyboards, remote controls, desks, or other work tools and equipment).



How to clean soft (porous) surfaces

Move or remove as many items as you can that are touched often or have contact with many people. You may want to remove soft and porous items such as area rugs and seating. These types of items are difficult to clean and disinfect. It may be easier to store these types of items during the pandemic. There are a limited number of EPA-approved products for soft and porous materials.

When you clean soft (porous) surfaces like carpeted floor, rugs, and drapes, remove anything you can see that is dirty or might contaminate it. Vacuum before you use any type of cleaner. You can then use a cleaner meant for this type of surface.

After you clean:

- If the items can be washed in a washing machine, follow the manufacturer's instructions to wash them. Use the warmest water setting you can for the items. Dry the items all the way.
- If items can't be washed in a washing machine, clean the surface with soap and water or use products made for porous surfaces that are EPA-approved for use against the virus that causes COVID-19.
- Soft and porous materials that are not touched often should only be cleaned or laundered.

How to clean electronics

When you clean electronics like tablets, touch screens, keyboards, remote controls, and ATM machines, remove anything you can see that is dirty or might contaminate it.

- Follow the manufacturer's instructions for all cleaning and disinfection products.
- You may want to use wipeable covers for electronics.
- If you don't have the manufacturer's instructions, you may want to use alcohol based wipes or sprays that have at least 70% alcohol to disinfect touch screens. Make sure you dry surfaces very well so liquids don't pool.



Cleaning linens, clothes, or other items that go in the laundry

- Do not shake dirty laundry. You do not want to spread the virus in the air.
- Use the manufacturer's instructions when you wash items. Wash items on the warmest water setting you can use for the items. Dry them all the way. You can wash dirty laundry from someone who was sick with other people's items.
- Clean and disinfect hampers or other carts used to carry laundry. Follow the manufacturer's instructions or use the cleaning recommendations for the type of surface.

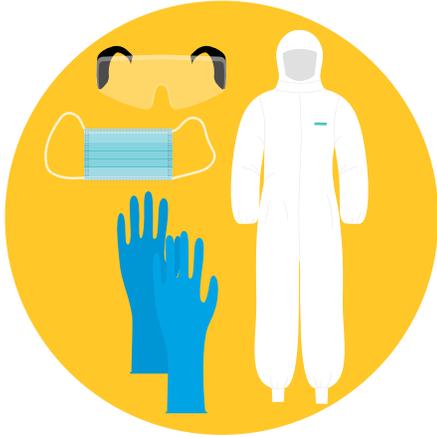
How to clean outdoor areas, like playgrounds

Do your regular cleaning on these areas. You do not need to disinfect them.

- Do not spray disinfectant on outdoor playgrounds. This is not a good use of your supplies because disinfecting outdoor equipment is not proven to reduce the risk of COVID-19.
- Clean high-touch surfaces made of plastic or metal often (grab bars, railings).
- You do not need to clean and disinfect wooden surfaces (play structures, benches, tables) or ground covers (mulch, sand).
- You should not disinfect sidewalks and roads. Spread of COVID-19 from these surfaces is very low.



Personal protective equipment (PPE) for cleaning staff



You should consider the safety of employees who perform custodial or other cleaning and disinfecting tasks. These employees are at an increased risk of being exposed to the virus and toxic effects of chemicals.

- To protect your employees, train them to use PPE and chemicals correctly.
- Cleaning employees should wear disposable gloves and gowns for all of their tasks in the cleaning process. This includes when they handle trash.
- You should have gloves and gowns that can be used with the disinfectant products you are using.
- You may need to have extra PPE, depending on the type of cleaning or disinfectant products you use. For example, you may need eye protection if there is a risk of cleaning products splashing into your eyes.
- Be careful when you take off gloves and gowns. You don't want to come into contact with any germs or spread them into the air. Wash your hands right away with soap and water for 20 seconds after you take off your gloves.
- If you don't have a gown, you can wear coveralls, an apron, or a work uniform when you clean and disinfect. If you are wearing reusable (washable) clothes, wash it after you wear it. Wash your hands after you touch dirty laundry.
- Take off your gloves after you clean a room or an area where sick people have been. Wash your hands right away after you take off your gloves.
- Tell your supervisor right away if something happens to your PPE, like a tear in your gloves or something else that could expose you to COVID-19.
- Wash your hands often for 20 seconds with soap and water. If you don't have soap and water and your hands don't look dirty, you can use an alcohol-based hand sanitizer that contains at least 60% alcohol. If your hands look dirty, you need to wash them with soap and water.
- Use good hygiene at work and home. Wash your hands often. Try not to touch your eyes, nose, or mouth with unwashed hands.



Cleaning after a positive case of COVID-19⁴⁹

You usually do not need to close your entire school for a single case of COVID-19. You should consider community spread, how much contact the person with COVID-19 had with others, and when the contact took place. These things should also be considered when you decide how long a school, or part of the school, stays closed. Administrators should work with local health officials to determine if temporarily closing the school building is necessary.

You should wait 24 hours before you clean and disinfect. This reduces the chance for other employees to be exposed to respiratory droplets.

If you can't wait 24 hours, wait as long as possible. Open outside doors and windows to increase air circulation in these areas during this waiting period.



Clean visibly dirty and high-touch surfaces. Disinfect them after you clean. This will help prevent the spread of COVID-19 and other viral respiratory illnesses.

We don't know how long the air inside a room could be infectious after someone with COVID-19 was there. You can shorten the time it takes respiratory droplets to be out of the air, if you increase the ventilation in the area or room. When you decide how long to close off rooms or areas used by people who were sick before you start disinfecting them, think about:

- The size of the room.
- The ventilation system design. You should know where the supply and exhaust vents are. It is also important to know the flow rate (air changes per hour).

Have an after-hours cleaning and maintenance plan for your business.

- Vacuuming, sweeping, curtain cleaning, and brooms can send infected particles back into the air.
- Employees who are responsible for cleaning and maintenance tasks that are not affected by HVAC system operation are at an increased risk of close range exposure and should wear proper PPE, including an N95 mask⁵⁰.



⁴⁹ <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>

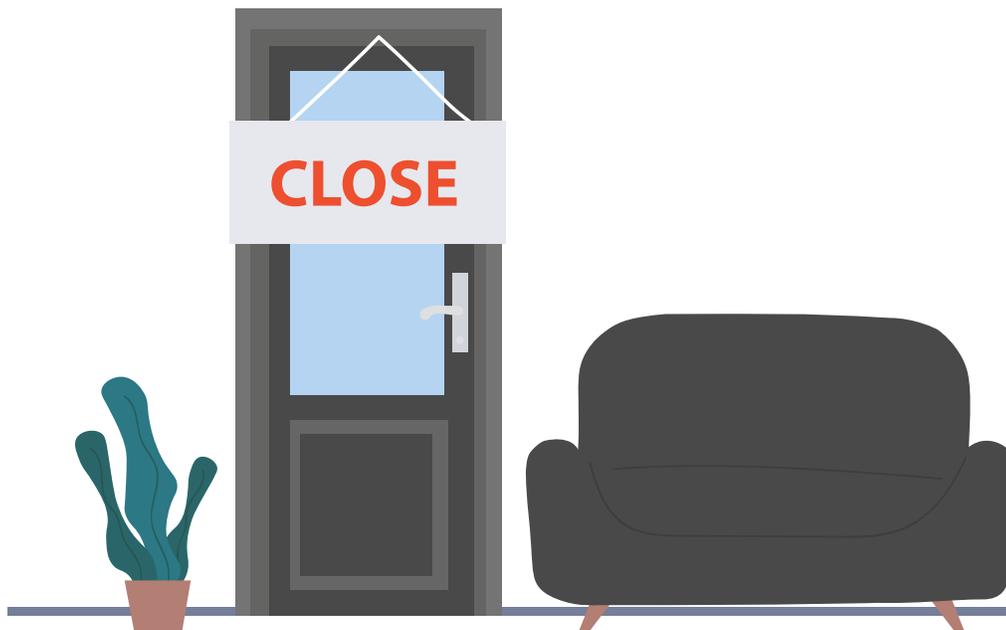
⁵⁰ <https://www.ashrae.org/technical-resources/commercial#general>



These cleaning guidelines are for community, non-healthcare facilities such as:

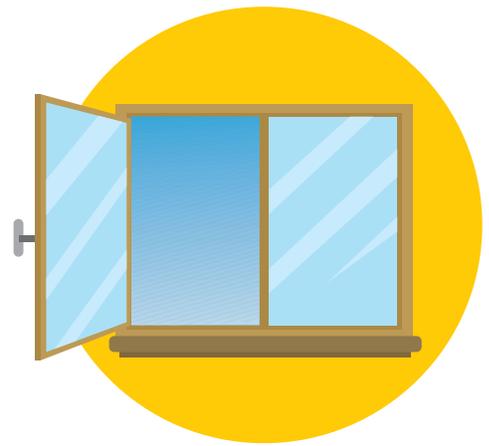
- Schools
- Institutions of higher education
- Offices
- Child care centers
- Businesses
- Community centers that do, and do not, house persons overnight

Number of days since the person who was sick or tested positive was at the school	What to do
Fewer than 7 days	<p>Close off all areas used for long periods of time by the person who is sick.</p> <p>Wait 24 hours before you start to clean and disinfect.</p>
7 days or more	<p>You do not need to do extra cleaning and disinfection.</p> <p>Just do your regular cleaning and disinfecting of all high-touch surfaces at the school.</p>



At a school, child care center, office, or other facility that does not house people overnight:

- Close off areas visited by the person who was sick. You do not necessarily need to shut down your school if you can close off the affected area.
- Open outside doors and windows.
- Turn off in-room, window-mounted, or on-wall recirculation HVAC temporarily, to keep from contaminating HVAC units.
- Do NOT deactivate central HVAC systems. These systems introduce outdoor air into the areas and provide better filtration.
- Turn off room fans and the central HVAC system that services the room or space temporarily, so that particles that escape when you are vacuuming do not spread throughout the facility.
- Do not vacuum a room or space that has people in it. Wait until the room or space is empty to vacuum, such as at night for common spaces, or during the day for private rooms.
- Clean soft or porous surfaces such as carpeted floors or rugs with the recommended detergents or cleaners for these surfaces.
 - After the surfaces are cleaned, disinfect with an EPA-approved disinfectant.
 - Soft and porous materials, like carpet, are not as easy to disinfect as hard surfaces. There are a limited number of EPA-approved disinfectants for these surfaces. For more information about approved disinfectants, visit <https://www.epa.gov/pesticide-registration/list-n-disinfectants-coronavirus-covid-19>.
 - If a vacuum should not be used when the surface is wet, you need to make sure to allow enough time for the surface to dry.
 - Wear disposable gloves to clean and disinfect.
- People who have asthma should not be present when you clean or disinfect. This can trigger asthma attacks or exacerbations.
- Cleaning staff should clean and disinfect all areas, such as offices, bathrooms, common areas, shared electronic equipment (like tablets, touch screens, keyboards, remote controls, and ATM machines) used by the person who is sick, focusing on frequently touched surfaces.
- Areas can be reopened once they have been cleaned and disinfected.
- Workers who did not have close contact with the person who was sick can return to work after the area has been disinfected.



At a facility that does house people overnight:

- You should work with state and local health officials to isolate people who are sick and provide temporary housing as needed. Follow the [Interim Guidance for US Institutions of Higher Education](#).
- Close off areas visited by the person who is sick. You do not necessarily need to shut down your business if you can close off the affected area.
- Open outside doors and windows.
- Turn off in-room, window-mounted, or on-wall recirculation HVAC temporarily, to keep from contaminating HVAC units.
- Do NOT deactivate central HVAC systems. These systems introduce outdoor air into the areas and provide better filtration.
- Turn off room fans and the central HVAC system that services the room or space temporarily, so that particles that escape when you are vacuuming do not spread throughout the facility.
- Do not vacuum a room or space that has people in it. Wait to vacuum until the room or space is empty, such as at night for common spaces, or during the day for private rooms.
 - Clean soft or porous surfaces such as carpeted floors or rugs with the recommended detergents or cleaners for these surfaces.
 - After the surfaces are cleaned, disinfect with an EPA-approved disinfectant.
 - Soft and porous materials, like carpet, are not as easy to disinfect as hard surfaces. There are a limited number of EPA-approved disinfectants for these surfaces. For more information about approved disinfectants, visit <https://www.epa.gov/pesticide-registration/list-n-disinfectants-coronavirus-covid-19>.
 - If a vacuum should not be used when the surface is wet, you need to make sure to allow enough time for the surface to dry.
- Wear disposable gloves to clean and disinfect.
- People who have asthma should not be present when you clean or disinfect. This can trigger asthma attacks or exacerbations.

In areas where people who are sick are being housed in isolation, follow the [CDC Interim Guidance for Environmental Cleaning and Disinfection for U.S. Households with Suspected or Confirmed Coronavirus Disease 2019](#).

- Focus on cleaning and disinfecting common areas where staff or other people who provide services may come into contact with people who are sick.
- You should reduce how often you clean and disinfect the bedrooms and bathrooms used by people who are sick. Only clean and disinfect these spaces as-needed.
- Clean and disinfect as normal in areas people who are sick have visited or used. You do not need to do any extra cleaning and disinfection if it has been more than 7 days since the person with COVID-19 visited or used the area.
- Areas can be reopened once they have been cleaned and disinfected.
- Workers who did not have close contact with the person who was sick can return to work after the area has been disinfected.



Considerations for schools as employers

Sick leave

The easiest way to protect your school is to ask sick employees to stay home. Many employees are scared to take time off if they are sick for fear of losing their job or income while they get better. Employees may also be scared to tell their employer if someone in their home has tested positive for COVID-19 or if they have come in close contact with someone who has tested positive.

Most people who test positive for COVID-19 will have symptoms of the disease. However, COVID-19 may also be spread by people who have very mild symptoms or no symptoms at all. This means a person can have the virus and not even know it. **This is why it is very important during the pandemic for employers to have sick leave policies that make employees feel safe to take time off if they are sick or should be quarantined.**

You should not ask employees who are sick for a COVID-19 test result, a doctor's note, or a note from the health department to prove they are ill, qualify for sick leave, or to come back to work. This places a burden on the healthcare and public health systems. You do not need a doctor's note from the employee to get the tax credits.

The [Families First Coronavirus Response Act \(FFCRA\)](#) requires certain employers to give employees emergency paid sick leave or expanded family and medical leave for reasons related to COVID-19. Private employers with fewer than 500 employees get tax credits for the cost to give employees paid leave for reasons related to COVID-19. Keep in mind this emergency leave is in addition to any paid sick leave your company already offers. You can't reduce the benefits in the policy you have because of the law.

You may want to create a form or template for employees to fill out if they need to isolate or quarantine for COVID-19. This form should include all of the information you will need to get the FFCRA tax credits for your business.



Symptoms of COVID-19



Fever

(temperature of 100.4°F or 38°C or higher or feeling feverish)



Cough



Shortness of breath



Decrease in sense of smell or taste



Sore throat



Muscle aches and pains

Generally, the [FFCRA](#) says employees of covered employers are eligible for:

Reason for paid sick leave	Covered hours of paid sick leave	Covered rate of pay	Documentation needed for FFCRA tax credit
<p>The employee is unable to work because the employee is quarantined or isolated due to COVID-19.</p>	<p>Up to 80 hours</p>	<p>Employee's regular rate of pay</p>	<p>A statement from the employee that says he or she has symptoms of COVID-19 and will get medical treatment.</p> <p>The statement should include:</p> <ul style="list-style-type: none"> • Employee's full name • Date of birth • Social security or work residency number • Rate of pay
<p>The employee is unable to work because he or she has to care for someone who is quarantined for COVID-19.</p> <p>Or</p> <p>The employee has to care for a child (under 18 years of age) whose school or childcare provider is closed or unavailable for reasons related to COVID-19.</p>	<p>Up to 80 hours of paid sick leave</p>	<p>Two-thirds (2/3) the employee's regular rate of pay</p>	<p>A statement from the employee that says he or she is unable to work because he or she must provide care for someone who is quarantined.</p> <p>The statement must include:</p> <ul style="list-style-type: none"> • Employee's full name • Employee's date of birth • Employee's social security number or work residency number • Full name of the person the employee is taking care of • The date of birth of the person the employee is taking care of • The employee's relationship to the person he or she is taking care of • Name of the government entity or healthcare provider that required the quarantine.
<p>An employee, who has been employed for at least 30 calendar days, is unable to work because he or she has to care for a child whose school or childcare provider is closed or unavailable for reasons related to COVID-19.</p>	<p>Up to an additional 10 weeks of paid expanded family and medical leave</p>	<p>Two-thirds (2/3) the employee's regular rate of pay</p>	<p>A statement from the employee that says he or she is unable to work because he or she must provide care for children whose school or childcare center is closed due to COVID-19 related reasons.</p> <p>The statement must say that no other person will be providing care for the period the employee is receiving EFMLEA.</p> <p>If the child is over the age of 14, the employee must also state there are special circumstances requiring the employee to provide care.</p> <p>The statement must include:</p> <ul style="list-style-type: none"> • Employee's full name • Employee's date of birth • Employee's social security number or work residency number • Full name of the children the employee is taking care of • The dates of birth of the children the employee is taking care of • The employee's relationship to the children he or she is taking care of • The name of the school, care center, or childcare provider that is unavailable for COVID-19 reasons.

If you offer sick leave

During the pandemic, make sure you have sick leave policies in place to protect all of your employees. If someone comes to work sick, he or she could spread illness to other employees. Make employees stay home when they are sick to prevent the spread of COVID-19 to others.

- Review your sick leave and human resource policies. It is a good idea to add in a section about sick leave for reasons related to COVID-19.
- It is important to make sure employees understand sick leave policies so they don't come to work sick.
- Your policies should give employees the leave they need to quarantine or isolate.
- Sick leave policies should let employees stay home to care for a sick family member or take care of children if school or childcare is closed.
- During the pandemic, you may want to give advances on future sick leave and allow employees to donate sick leave to each other.

If you do not offer sick leave to some or all of your employees

If you do not offer sick leave to some or all of your employees, you may want to make a non-punitive “emergency sick leave” policy. This means your policy should not punish employees for taking leave for reasons related to COVID-19.

If you use other companies for contract or temporary employees, talk to them about how important it is for sick employees to stay home. You may want to ask them to use non-punitive leave policies.

A good example of a non-punitive emergency sick leave policy

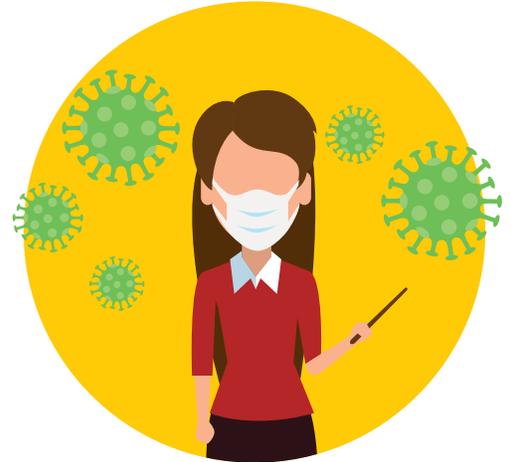
An employer does not offer sick leave, but employees earn a certain amount of paid time off each pay period. The amount of paid time off is based on the hours they work each pay period. An employee tests positive for COVID-19 and must isolate at home. The employer lets the employee keep earning paid time off while the employee is on isolation, even though the employee is not working. **A policy like this makes it more likely employees will stay home when they are sick, and not spread the virus to other employees.**



Plan for teachers and employees to be sick.

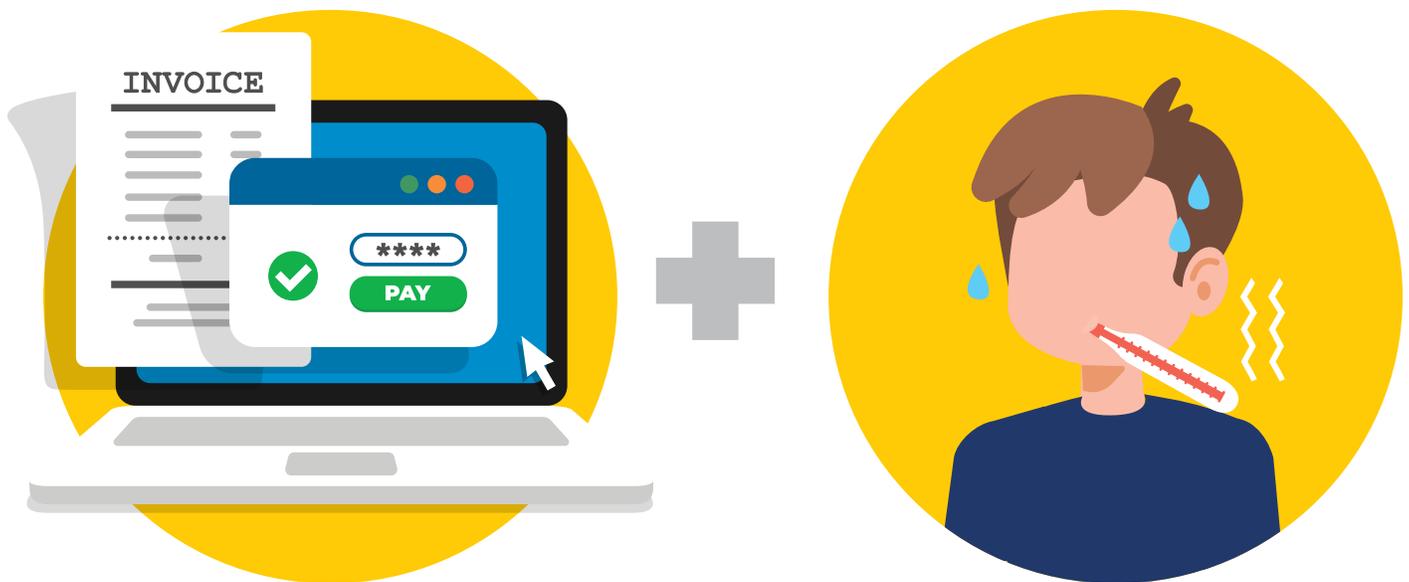
If many teachers and employees get sick at one time, this can make it hard to keep your school open.

- Have a process or system for teachers and employees to report if they are sick. You can use this same process to let teachers and employees know about exposures to COVID-19 or transition to remote or hybrid learning.
- Cross-train employees to do essential functions. You need your workplace to operate even if key employees are absent.
- Plan to track and respond to absenteeism in the workplace. If many teachers and employees get sick, you may need to change your plan to make sure your school stays open.
- Plan for how you will operate if many teachers and employees are sick at one time or have sick family members to care for at home.



If an employee tests positive for COVID-19, do I have to keep the employee on the payroll?

The [Families First Coronavirus Response Act](#) requires certain employers to give employees paid sick leave or expanded family and medical leave for reasons related to COVID-19. Private employers with fewer than 500 employees get tax credits for the cost to give employees paid leave for reasons related to COVID-19.



Travel

Travel increases the chance you may get infected or spread COVID-19. Staying home is the best way to protect yourself and others from COVID-19. Try to limit non-essential travel during the COVID-19 pandemic as much as you can. For up-to-date travel recommendations, visit the CDC website at <https://www.cdc.gov/coronavirus/2019-ncov/travelers/index.html>.

Right now, there are no COVID-19 travel restrictions in Utah. This means students, teachers, or employees who travel outside the state of Utah do not need to quarantine when they get back. However, there may be mandatory quarantines in other cities or states across the U.S. Before traveling, visit the state website of the area you are traveling to for more information.

The CDC recommends you avoid all nonessential travel to certain areas of the world where COVID-19 is widespread. There may also be restrictions entering the U.S. if you travel to these areas. These travel health alerts can be found at <https://www.cdc.gov/coronavirus/2019-ncov/travelers/map-and-travel-notice.html>.

Consider these questions before you travel:

- Is COVID-19 spreading where you are going?** You can get infected when you travel.
- Is COVID-19 spreading in your community?** Even if you don't have symptoms, you can spread COVID-19 to others while traveling.
- Will you, or people you travel with, be within 6 feet or 2 meters of other people during or after your trip?** COVID-19 is mainly spread by close contact with someone who is sick. If you are within 6 feet or 2 meters (about 2 arm lengths) of other people you are more likely to get the virus.
- Are you or people you are traveling with at high-risk of getting very sick from COVID-19?** Older adults and people of any age who have a serious underlying medical condition are at higher risk for severe illness from COVID-19.
- Do you live with someone who is at high-risk of getting very sick from COVID-19?** If you get infected while you travel you can spread COVID-19 to loved ones when you return, even if you don't have symptoms.
- Does the state or local government where you live or at your destination require you to stay home for 14 days after traveling?** Some state and local governments may require people who have recently traveled to stay home for 14 days.
- If you get sick with COVID-19, will you have to miss work or school?** People with COVID-19 disease need to isolate at home until the health department says they will no longer spread the virus to other people.

Help your students, teachers, and employees.

This is a stressful time for everyone. Students, teachers, and employees may not always feel comfortable telling someone they need help. Talk to your students, teachers, and employees about stress related to COVID-19 and ways to cope with that stress.

Employee concerns

You may want to have a hotline or another way employees can voice any concerns anonymously.

Worksite wellness resources for teachers, employees, students, and families

The Utah Department of Health and your local health department have many other resources for your school to help you keep students, their families, teachers, and employees healthy. If you are interested in other ways we can help, such as bringing health screenings right to your worksite at no cost to you, contact the Utah Department of Health or your local health department.

Resources

Help connect employees to employee assistance program (EAP) resources and community resources if they need help.

Employees can call 2-1-1 or visit <https://211utah.org/> for a list of resources.

Your students, teachers, and employees may need extra help from a professional. You can help them by making sure they know where to find resources.

To help students, teachers, and employees understand the signs of stress, ways to feel better, and find mental health resources, visit <https://coronavirus.utah.gov/Mental-health/>.

- Emotional health relief hotline: 1-833-442-2211. Caregivers are available 7 days a week.
- The National Suicide Prevention Lifeline provides 24/7, free and confidential support for people in distress.
- The Disaster Distress Helpline provides crisis counseling to people affected by the COVID-19 pandemic.
- The SafeUT app is a free youth crisis text and tip line.



EMOTIONAL HEALTH RELIEF HOTLINE
833.442.2211

CAREGIVERS AVAILABLE 10:00 a.m. – 10:00 p.m.
7 DAYS A WEEK



Intermountain Healthcare

Disaster Distress Helpline
1-800-985-5990
TEXT: "TalkWithUs" to 66746

Línea de Ayuda
Para Los Afectados Por Catástrofes

1-800-985-5990
Mensaje SMS: "Hablamos" al 66746

Helpful resources

Schools and the education sector are not just places of learning for students, but also places of employment. Your school's plan should address the health and safety of students, teachers, and employees. Make sure your school's COVID-19 reopening plan follows public health guidance, as well as state and federal labor laws. These resources may be helpful to you as you write your school reopening plan.

Utah State Board of Education School Reopening Planning Handbook

<https://www.schools.utah.gov/file/5997f53e-85ca-4186-83fe-932385ea760a>

Utah State Board of Education Planning Requirements and Recommendations for K-12 School Reopening Addendum to Utah Leads Together Color-coded Guidelines

<https://www.schools.utah.gov/file/a5eba09a-42b8-45c0-b8fa-9adeea879fcd>

Utah State Board of Education Resource Hub for Educators

www.schools.utah.gov/coronavirus

Utah COVID-19 Transmission Index

The COVID-19 Transmission Index is a balanced approach intended to protect individuals, communities, and businesses. There are three levels in the transmission index: high, moderate, and low. Each level has certain requirements for individuals and businesses to follow in order to reduce transmission of COVID-19. You can see what level your county is at <https://coronavirus.utah.gov/utah-health-guidance-levels/>.

Utah High School Activities Association

<https://uhsaa.org/>

Utah Guidelines for School Re-entry COVID-19 Response Plan from the Utah School Nurses Association

<https://www.utahschoolnurses.org/resources>

CDC school guidance

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

Student privacy

The U.S. Department of Education website answers questions about how to protect student privacy and federal privacy laws such as FERPA apply to COVID-19.

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

Leavitt Partners "Understanding the Coronavirus & Situational Characteristics: A Framework for Individuals and Businesses for Mitigating Risk"

This framework has guidelines to help reduce the spread of COVID-19.

<https://leavittpartners.com/whitepaper/understanding-the-coronavirus-situational-characteristics-a-framework-for-individuals-and-businesses-for-mitigating-risk/>

Anti-discrimination laws and COVID-19

The U.S. Equal Employment Opportunity Commission website answers questions about how COVID-19 impacts anti-discrimination laws. <https://www.eeoc.gov/coronavirus>

Wage and hour issues, FLSA, FMLA, OSHA, unemployment

The U.S. Department of Labor website answers questions about how COVID-19 impacts:

- Wage and hour issues
- Fair Labor Standards Act (FLSA)
- Family Medical Leave Act (FMLA)
- Occupational Safety and Health Administration requirements (OSHA)
- Unemployment compensation
- Families First Coronavirus Response Act (FFCRA) <https://www.dol.gov/coronavirus>
 - Answers to common questions about the FFCRA. This resource is for both employers and employees. <https://www.dol.gov/agencies/whd/pandemic/ffcra-questions>
 - This is a tool to help employees find out if they may qualify for paid sick leave if they need to be on isolation or quarantine for COVID-19. <https://www.dol.gov/agencies/whd/ffcra/benefits-eligibility-webtool>

COVID-19 outbreaks in schools

The Utah Department of Health and Utah's 13 local health departments provide guidelines to help school administrators understand when a group of students, teachers, or employees at the school may need to be dismissed from in-person learning because there is spread of COVID-19 in the school.

These guidelines may change as we learn more about COVID-19. Schools and public health need to be willing to adapt to these changes as we learn more about the best ways to keep students, teachers, and employees safe and schools open for in-person learning.

What is an outbreak of COVID-19 in a school?

An outbreak is when a disease happens in higher numbers than expected. An outbreak can happen in one area (like a classroom) or extend more widely (like a school).

The Utah Department of Health and Utah's 13 local health departments do not consider a single case of COVID-19 (meaning only one person tested positive for COVID-19) in a school or classroom to be an outbreak. However, it is important to know what the public health recommendations are for this situation and how these recommendations change as more people test positive for COVID-19 in the school.

At this time, these guidelines only apply to the classroom or school setting. This is at the discretion of the school district and the health department when this may happen. The decision of when to consider an outbreak in extracurricular activities, like a sports team, will be made by the local health department in collaboration with the school on a case-by-case basis.



Where is the outbreak happening?	How many people tested positive for COVID-19?	What are some examples of this type of outbreak?	What are the recommendations to protect students, teachers, and employees at the school?
Individual	1 This is not considered an outbreak if only one person tests positive for COVID-19 in a classroom or school.	A student tests positive. A teacher tests positive. A bus driver tests positive.	The person who tested positive should isolate until he or she has been: <ul style="list-style-type: none"> • Fever-free for 24 hours, and • His or her respiratory symptoms have improved for 24 hours, and • It has been at least 10 days since he or she first got sick. • If the person did not have symptoms, he or she should isolate for 10 days from the day he or she was tested. <p>The people who were exposed should quarantine.</p> <p>The school should follow the cleaning guidelines on page 88.</p>

Where is the outbreak happening?	How many people tested positive for COVID-19?	What are some examples of this type of outbreak?	What are the recommendations to protect students, teachers, and employees at the school?
Classroom	<p>2 people who are connected by the same setting, exposure, and 2-week time period.</p> <p>The Council for State and Territorial Epidemiologists considers 2 cases of COVID-19 among students or staff within a 14-day period an outbreak. People living in the same home are not considered an outbreak⁵¹.</p> <p>If there are 2 positive cases in a setting and exposure period, this is the point Utah public health advises schools to be on heightened awareness.</p>	<p>A teacher tests positive and within 2 weeks, one of his or her students also tests positive.</p> <p>Two students in the same class test positive within 2 weeks of each other.</p>	<p>The health department and school will monitor the situation carefully. Extra precautions at the school should be considered to protect others from being infected and an outbreak from occurring.</p> <p>The school should consider notifying parents, teachers, and employees about the situation and ask them to take extra precautions, including checking for symptoms of COVID-19 every day and staying home when sick.</p> <p>The person who tested positive should isolate until he or she has been:</p> <ul style="list-style-type: none"> • Fever-free for 24 hours, and • His or her respiratory symptoms have improved for 24 hours, and • It has been at least 10 days since he or she first got sick. • If the person did not have symptoms, he or she should isolate for 10 days from the day he or she was tested. <p>The people who were exposed should quarantine.</p> <p>The classroom should be cleaned using the cleaning guidelines on page 88.</p>
Classroom	<p>3 people who are connected by the same setting, exposure, and 2-week time period is considered a classroom outbreak.</p> <p>People living in the same home are not considered an outbreak.</p>	<p>A teacher tests positive and within 2 weeks, two of the students in his or her class also test positive.</p> <p>Three students in the same class test positive within 2 weeks of each other.</p>	<p>The people who tested positive should isolate until they have been fever-free for 24 hours and it has been at least 10 days since they first got sick or tested positive.</p> <p>The people who were exposed should quarantine.</p> <p>Everyone in the class moves to virtual learning for 2 weeks. The 2-week timeframe should be based on calendar days, not school days. The local health department and the school will determine when to start and end the 2-week virtual learning.</p> <p>The classroom should be cleaned using the cleaning guidelines on page 88.</p>

⁵¹ https://preparedness.cste.org/?page_id=211

Where is the outbreak happening?	How many people tested positive for COVID-19?	What are some examples of this type of outbreak?	What are the recommendations to protect students, teachers, and employees at the school?
School	15 people tested positive for COVID-19 across multiple settings in the school and are connected by the same time period or 10% of the student population, whichever is lower, is considered a school outbreak.	<p>15 students and teachers in different classes in the school test positive within 2 weeks of each other.</p> <p>A charter or private school has 100 students and 10 of the students (10% of the total student population) have tested positive.</p>	<p>The person who tested positive should isolate until he or she has been:</p> <ul style="list-style-type: none"> • Fever-free for 24 hours, and • His or her respiratory symptoms have improved for 24 hours, and • It has been at least 10 days since he or she first got sick. • If the person did not have symptoms, he or she should isolate for 10 days from the day he or she was tested. <p>The people who were exposed should quarantine.</p> <p>Everyone in the class moves to virtual learning for 2 weeks. The 2-week timeframe should be based on calendar days, not school days. The local health department and the school will determine when to start and end the 2-week virtual learning.</p> <p>The whole school should be cleaned using the cleaning guidelines on page 88.</p>
School district	An outbreak that affects more than one school in a school district. This will be decided on a case-by-case basis by the local health department in collaboration with the local school district.		

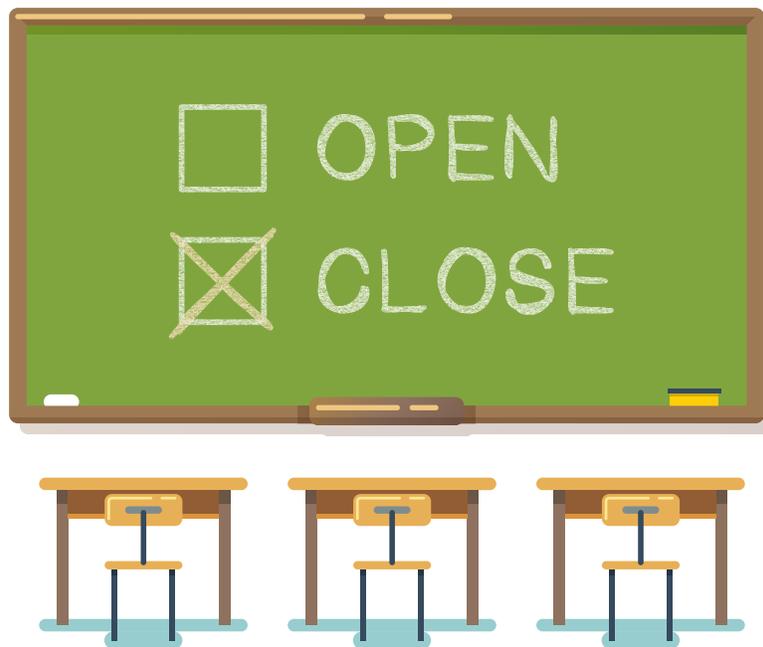
Who decides if a school will transition from in-person learning to hybrid or remote learning?

The decision to transition from in-person learning to hybrid or remote learning will be made by school administrators in collaboration with the local school board and the local health department.

If a school needs to transition from in-person learning to hybrid or remote learning, it may be for a short period of time, such as 2 weeks, or for the rest of the school year.

The Governor, state health department, and local health department each have legal authority to close schools in response to a public health emergency⁵². Many things will be considered in this situation including the:

- Importance of in-person learning to the social, emotional, economic, and academic growth and well-being of students.
- Number of people in the community who are testing positive for COVID-19 (called community spread or community transmission).
- Number of students, teachers, and employees who are testing positive for COVID-19 or who are on quarantine due to an exposure.
- Growth rate of new cases (people who tested positive) in the area.
- Statewide capacity for testing, hospital beds, and ICUs.
- The COVID-19 Transmission Index level the county is currently in⁵³.
- Interaction of students, teachers, and employees among other schools in the district.
- Ability to provide virtual learning to students.
- Economic and social hardships on families and students.



⁵² <https://schools.utah.gov/coronavirus?mid=4985&aid=1>

⁵³ <https://coronavirus.utah.gov/utahs-health-guidance-system/>