

**Children's National
and the
Pediatric Health Network
COVID Update
August 4, 2020**

Introduction and Welcome

Ellie Hamburger, M.D.

Medical Director, Pediatric Health Network

Welcome

- Children's National Updates
 - Ambulatory Evaluation for MIS-C
 - Electronic Transcription Services
 - Children's National Prince George's County
 - Future of Pediatrics
 - Return to School Webinar Series

Infectious Diseases SARS-CoV-2 Update

August 4, 2020

Bud Wiedermann, MD, MA

Division of Infectious Diseases, CNH

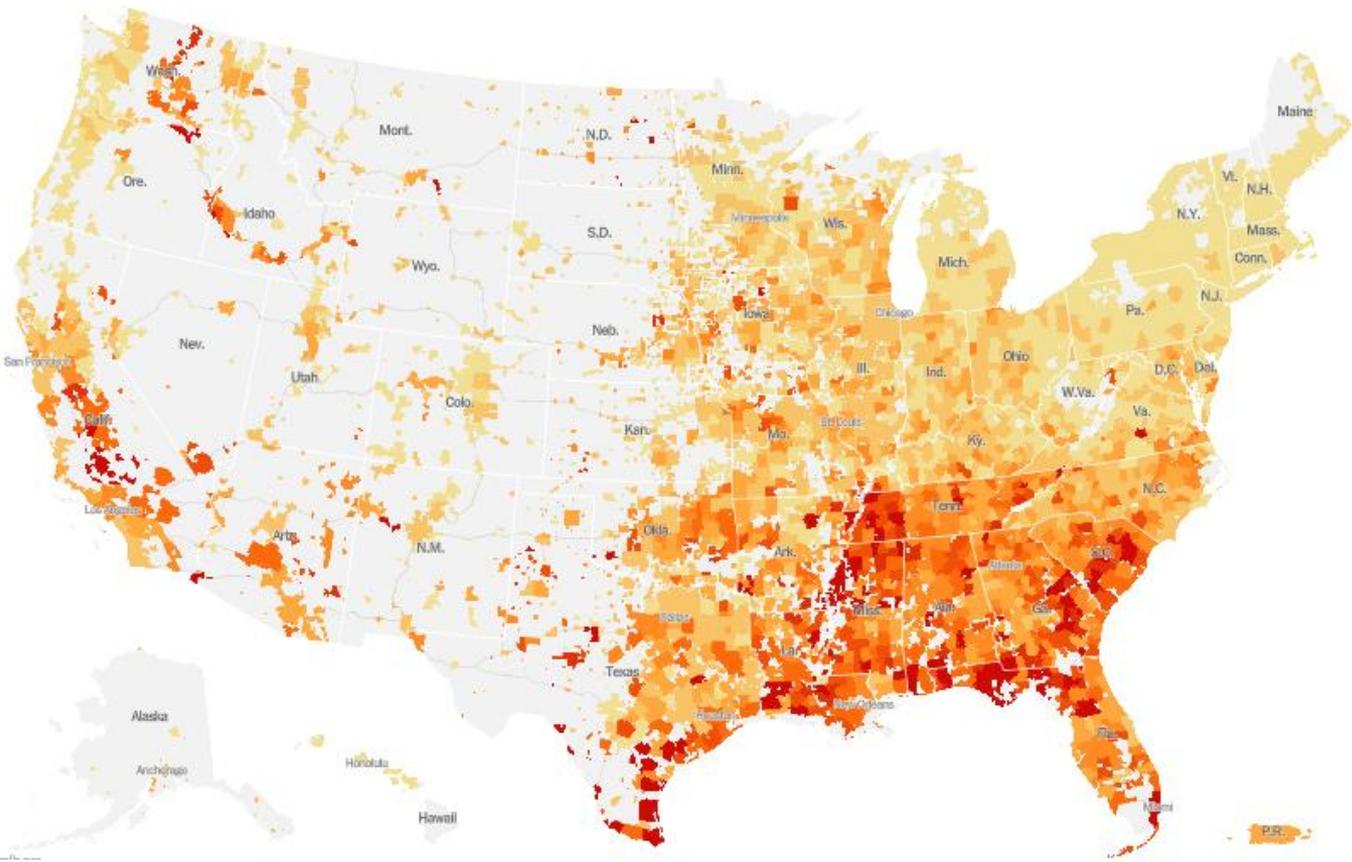
Professor of Pediatrics, The George Washington University

Today's Topics

- The Numbers
- NASEM Report – Problems With Data
- School Issues
- Practical Issues for Office Testing

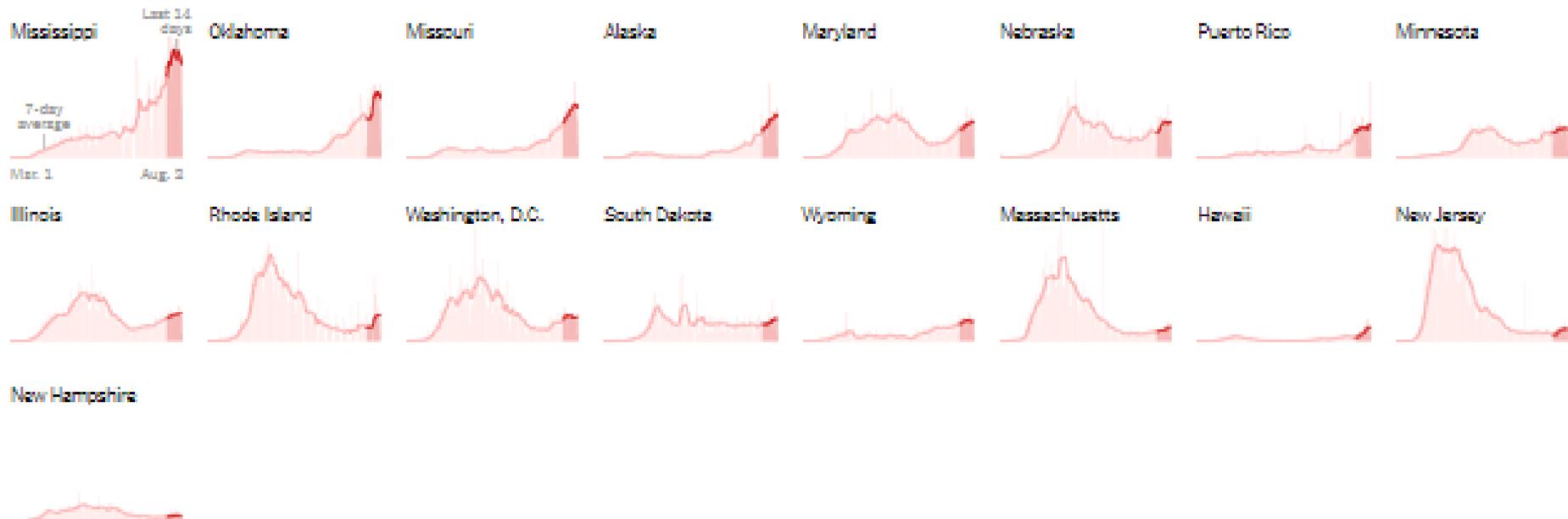


Double-click to zoom into the map.



<https://www.nytimes.com/interactive/2020/us/coronavirus-us-cases.html>

Charts show daily cases per capita and are on the same scale. States are sorted by cases per capita for the most recent day. Tap a state to see detailed map page.



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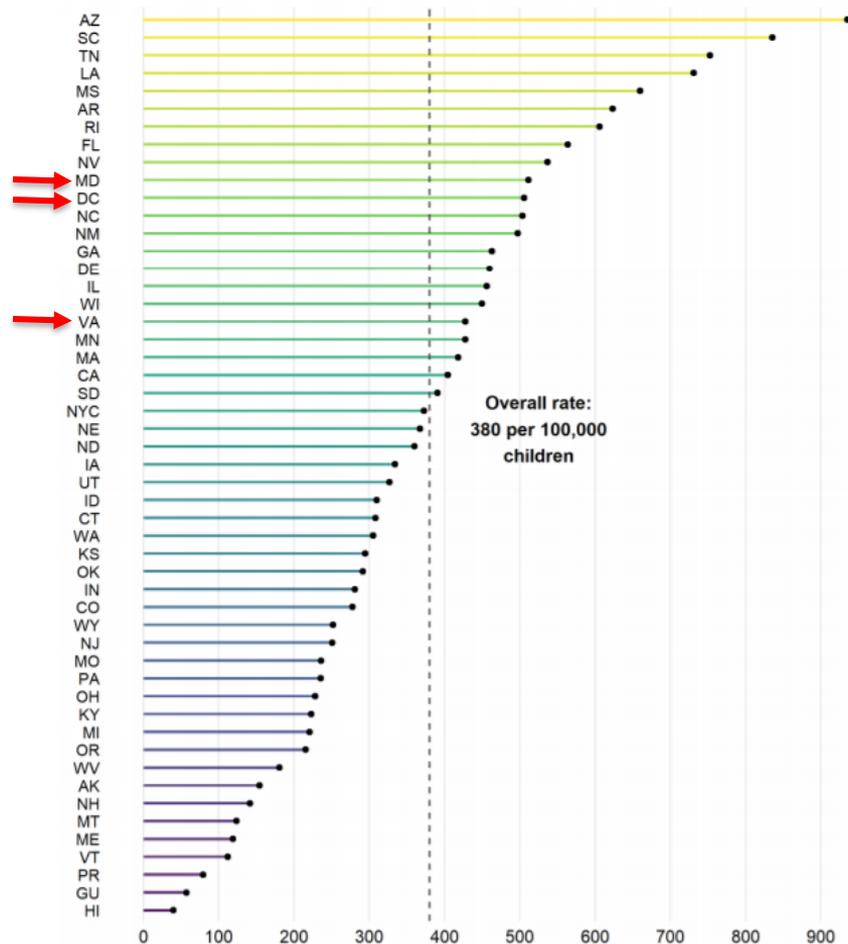


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Cumulative COVID-19 Cases/100,000 Children 7/23/20

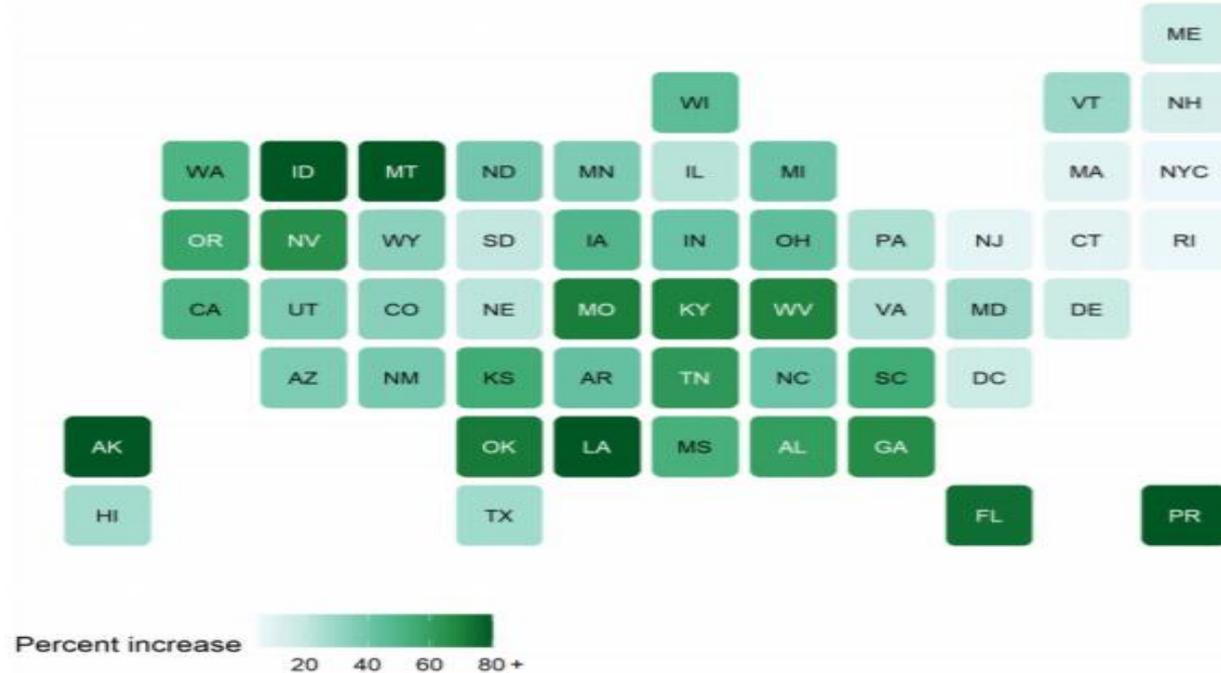
AAP/CHA Collaborative Report

<https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/children-and-covid-19-state-level-data-report/>



% Increase in Child Cases 7/9/20 – 7/23/20

From 7/9-7/23, there were 88,103 new child cases reported (200,184 to 288,287; 44% increase), with 8 out of 10 new child cases reported from states in the South and West

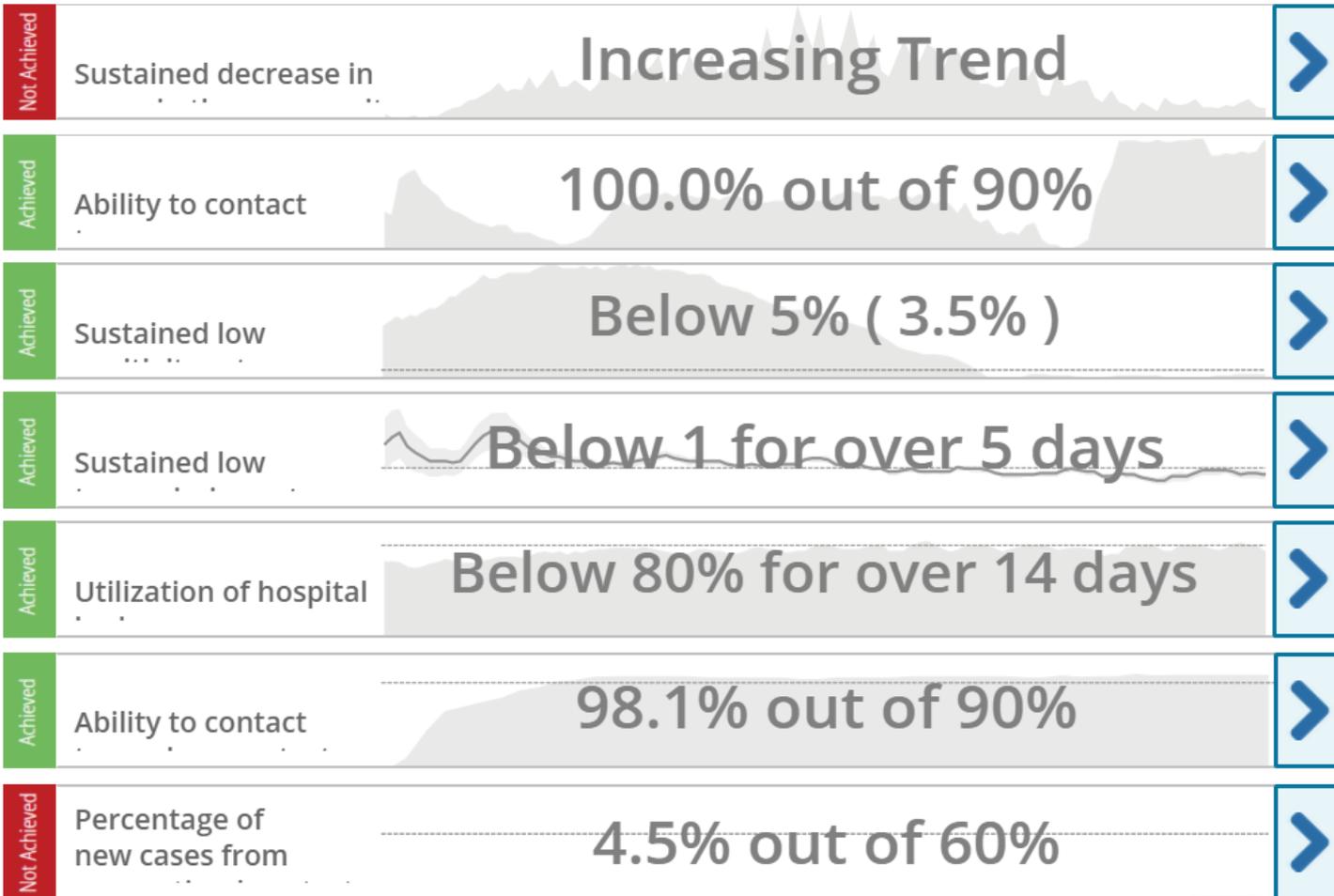


DC Reopening Tracker

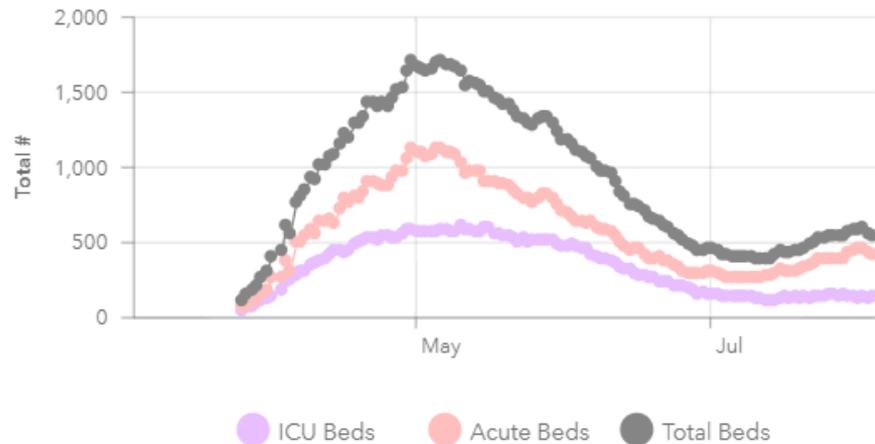
The District of Columbia is closely monitoring key public health signs to guide reopening the District in a way that is safe, measured, data-driven, and sustainable.

The timing of when to remove or reinstate social (physical) distancing and other policies to slow the spread of COVID-19 will be determined in part by the reopening metrics shown here.

All metrics are subject to change based on evolving outbreak and data considerations.

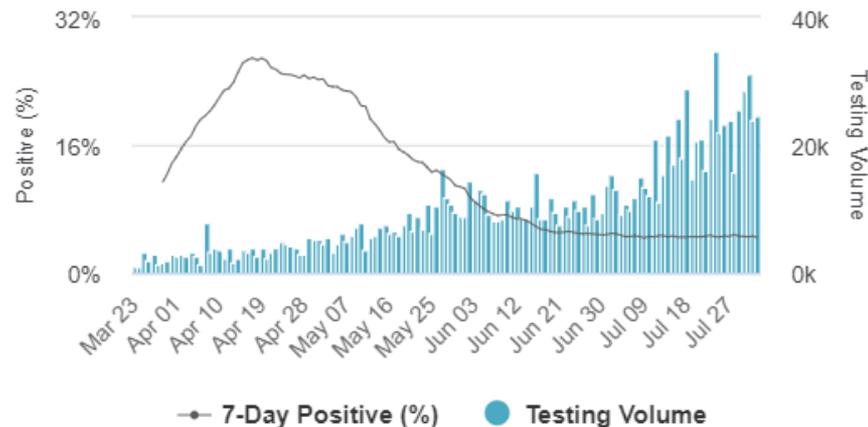


ICU and Acute Hospital Beds for COVID-19, Currently in Use



Hospitalizations, Current

Testing Volume, Tests per Day and Percent Positive Rate (7-Day Avg)



Positivity Rate

Confirmed Cases
91,144
 24hr Change: +870

Persons Tested Negative
869,493
 24hr Change: +14,981

Testing Volume
1,294,061
 24hr Change: +24,513

Testing % Positive
4.36%
 24hr Change: -0.24

Confirmed Deaths
3,389
 24hr Change: +8

Currently Hospitalized
548
 24hr Change: -5

Number of Cases by Date of Symptom Onset

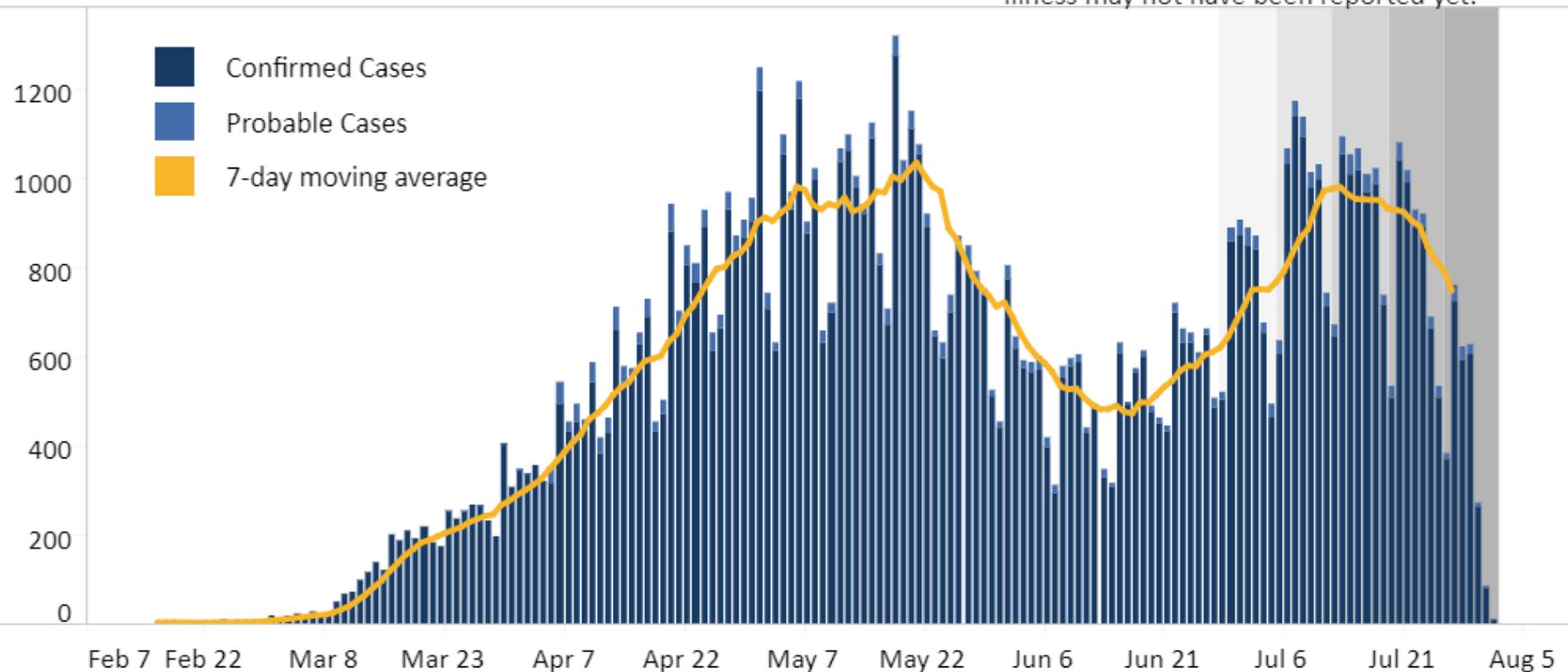
Number of cases by the day closest to when symptoms began.

Select Region

(Affects Bar Chart)

(All)

Illness may not have been reported yet.



Why So Much Conflicting Advice? Data Unreliability & Validity

Data Type	Reliability/Validity Criteria Usually NOT Met				
	Representativeness	Bias	Uncertainty, Measurement, Sampling Error	Time	Space
# confirmed cases	X	X		X	X
Hospitalizations	X	X		X	X
ED visits	X	X		X	X
Deaths	X	X	X	X	X
Excess deaths		X			
% + viral tests	X	X	X	X	X
Prevalence surveys	X		X	X	

School Issues: An Important But Limited New Article

- Population-based observational study 3/9/20 – 5/7/20
- Interrupted time series analysis of effect of school closings on COVID-19 incidence and mortality
- Attempt to correct for covariables and data imprecision

Other Variables Considered

- Covariates
 - Stay home/shelter in place orders
 - Nonessential business closure
 - Restaurant and bar closure
 - Prohibition of gatherings with >10 people
- Others – testing rates, urban population density, obesity rates, % population ≤ 15 y and ≥ 65 y, % nursing home residents, CDC vulnerability index

Take Home Messages

“In adjusted models, **school closure was associated with decreased COVID-19 incidence and deaths.** These analyses do not incorporate the risks of school closure on child education and development or from a societal perspective. However, the analyses suggest that school closure may be effective in curbing SARS-CoV-2 spread and preventing deaths during future outbreaks.”

Take Home Messages

“Extrapolating the absolute differences of 423.9 cases and 12.6 deaths per100 000 to 322.2 million residents nationally suggests that **school closure may have been associated with approximately 1.37 million fewer cases of COVID-19 over a 26-day period and 40 600 fewer deaths over a 16-day period...**”

Take Home Messages

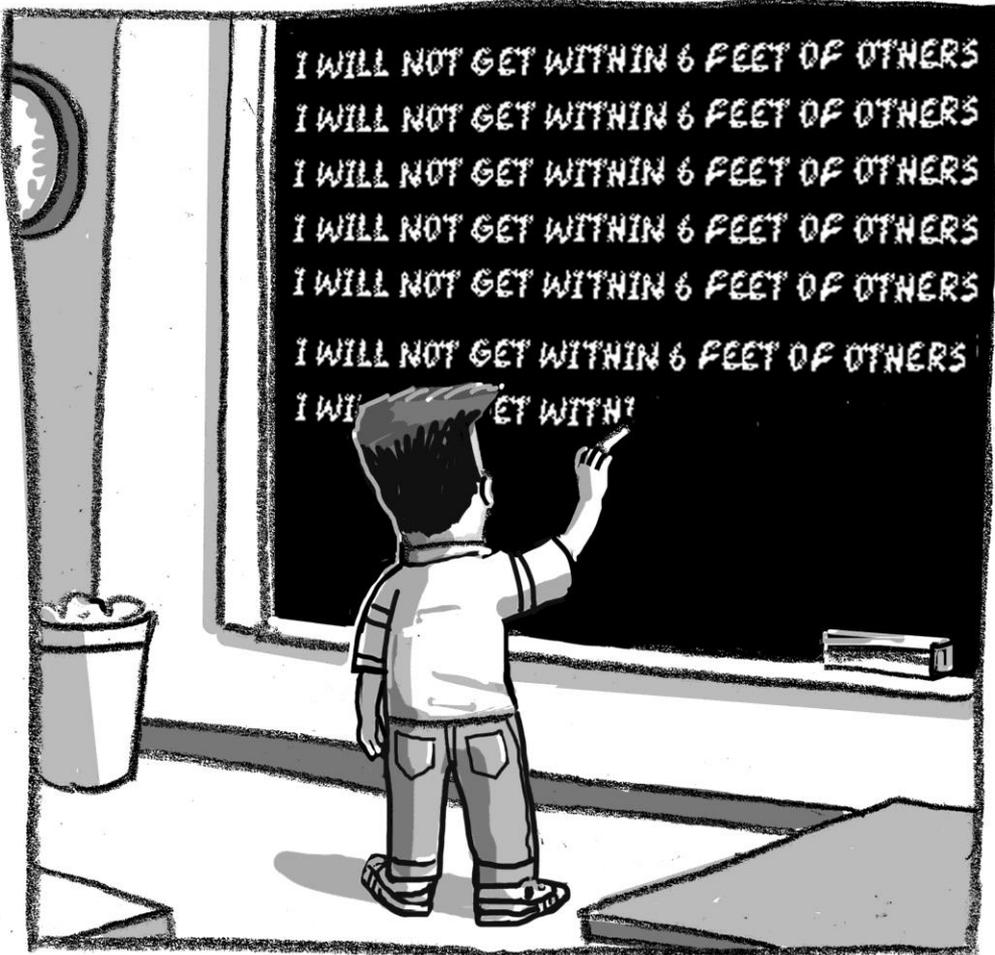
- Unknown if effects seen are due to altered adult behavior or to children spreading virus
- Because school closure alters adult behavior, decreasing viral spread within schools may be inadequate as stand-alone intervention

FDA EUA-Approved Antigen Tests

- Sofia 2 SARS Antigen FIA
- BD Veritor System for Rapid Detection of SARS-CoV-2
- Pros: rapid point-of-care testing
- Cons: Lower sensitivity
 - Cases missed due to low infection burden or sampling variability
 - Alternatively, molecular tests may be too sensitive, beyond infectivity period
- Zero peer-reviewed publications as of 8/3/20

Specimen Self-Collection with Coaching – Nasal and Middle Turbinate Swabs

- Nasal
 - Gently insert foam swab in vertical position into 1 nasal cavity until gentle resistance
 - Leave in place 10-15 sec while rotating swab
 - Repeat on other side with same swab
- Middle turbinate
 - Insert nylon flocked swab in horizontal position until gentle resistance
 - Leave in place 10-15 sec while rotating
 - Repeat on other side with same swab



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KUPER

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A (Mostly) Virtual Learning World: The Role of the Primary Care Pediatric Practice in Return to School

Danielle G. Dooley, MD, MPhil, FAAP
Child Health Advocacy Institute
Children's National Hospital

Learning Objectives

- Discuss the learning landscape for children in the DMV region this fall
- Describe the educational inequities in virtual learning
- Identify ways primary care pediatric practices can support children and families in their return to school

The Learning Landscape in the DMV: Fall 2020

- District of Columbia
 - DCPS virtual
 - DC Public Charter Schools: <https://dcpcsb.org/public-charter-schools-reopening-update>
- Maryland
 - Montgomery, Howard, Anne Arundel, Prince George's, Baltimore City, Baltimore Counties all virtual
 - As of 7/31, all private and parochial schools ordered to go virtual through Oct 1
- Virginia
 - Arlington County, Alexandria City, Fairfax County, Falls Church all virtual

The Learning Landscape in the DMV: Fall 2020

- Prior to COVID-19 pandemic school closures, chronic absenteeism (missing 10% or more of school days in an academic year) impacted our region

Jurisdiction	Chronic Absenteeism Rate
DC	30%
MD	20%
VA	11%

Virtual Learning: Educational Inequities

- Black, Latinx and Native American students have less access to electronic devices, internet connectivity, and quality virtual learning programs
- Black and Latinx students may experience an additional 3 months of learning loss compared to other students
- Sources: <http://www.ncpolicywatch.com/2020/06/24/experts-to-congress-health-pandemic-will-worsen-racial-disparities-in-public-education/>; <https://www.mckinsey.com/industries/public-and-social-sector/our-insights/covid-19-and-student-learning-in-the-united-states-the-hurt-could-last-a-lifetime>

Virtual Learning: Educational Inequities

CALIFORNIA

L.A. Latino, Black students suffered deep disparities in online learning, records show

About This Group

Description

This is the main Pandemic Pods group.

Join this group to connect with other families, teachers, and caregivers as you figure out how to address your family's childcare and educational needs during the pandemic...and stay fo... [See More](#)

Education

For parents who can afford it, a solution for fall: Bring the teachers to them

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The Role of the Primary Care Pediatric Practice

- Attendance, Engagement, Curricular Supplementation
- Internet Connectivity & Electronic Devices
- Individual Education Programs (IEPs) & Therapy Services
- Supporting Mental Health
- Nutrition & Physical Activity

Attendance, Engagement, Curricular Supplementation

- Ask about school attendance prior to COVID-19
- Ask how virtual learning went
 - Challenges? Successes?
- Ask about fall plans
 - Curricular supplementation
 - Routines and schedules
 - Supervision
 - English Language Learners

Learning Pods

“I get the sense though, that parents don’t want my prudence; they want my blessing. They want to move out into the world under the glimmering umbrella of a pediatrician who has said, “Amen, the child is safe.”

Dr. Rachel Pearson, Three Ways of Looking at Children and the Coronavirus,
The New Yorker, July 22, 2020

Learning Pods



25,467 views | Jul 19, 2020, 07:47pm EDT

How Educational Inequality In America Could Be Impacted By The Homeschooling Pod Frenzy



Rebekah Bastian Contributor 

Diversity & Inclusion

I write about culture, equity and belonging in the workplace.

- Connecting with the school and community to identify families who may not be able to organize their own pod
- Continuing with the school curriculum
- Size limits, limited or no socialization with others outside the pod, contingency planning

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Internet Connectivity & Electronic Devices

- Most school systems have surveyed parents (electronically!) about their need for electronic devices and internet access
- Do you have internet access at home?
- Do you have enough devices for all of the learners in your home?
- Visit the website for the school or district for information on device and internet access

IEPs & Therapies

Answer Sheet • Perspective

Virtual education was ‘a disaster’ for her son with Down syndrome. Here’s what students with disabilities really need.

EDUCATION

'It's been hell': Parents struggle with distance learning for their kids with disabilities

Cassidy Alexander and Nikki Ross Daytona Beach News-Journal

Published 5:00 a.m. ET May 22, 2020 | Updated 10:27 a.m. ET May 22, 2020

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IEPs & Therapies: From the Parent Navigator Team at Children's National

- Encourage parents to read the IEP document so they know what is expected, **especially** the related services (PT, OT, SLT, ABA, counseling, etc.) portion
- Ask parents to bring IEP's to appointments for review and determine their priorities
- Remind families to inquire with their school about how these services will be delivered and followed-up on
- Generate medical support letters, when appropriate
- For pediatric groups/societies/associations to write letters of concern or support to school systems underscoring the need for IEP's to be implemented with fidelity, particularly if the providers continue to hear that parents are challenged with getting the services their children need.



IEPs & Therapies: Legal Referrals

- Washington, DC
 - Children's Law Center www.childrenslawcenter.org
- Maryland
- Virginia

Supporting Mental Health

- With school closures and virtual learning, what mental health challenges did you see among your patients this spring?

Supporting Mental Health

- DC Mental Health Access in Pediatrics
 - www.dcmmap.org
- MD
 - www.mdbhipp.org
- VA
 - www.vmapforkids.org

Supporting Mental Health

- School-based mental health programs
- <http://healthinschools.org/schools-and-covid-19-resources-2/#sthash.GIIIPOej.dpbs>
- <https://riseandshine.childrensnational.org/coronavirus/>

Nutrition & Physical Activity

- Screen for food insecurity during your visits with patients using the 2 question validated USDA questionnaire:
<https://www.aappublications.org/content/early/2015/10/23/aapnews.20151023-1>
- School websites should have information on meal distribution
- <https://dchealthmattersconnect.auntbertha.com/>

Nutrition & Physical Activity

- Ask about eating and exercise routines
- <https://www.common sense.org/education/top-picks/best-nutrition-health-and-fitness-apps-for-kids>
- <https://www.nike.com/ntc-app>

Conclusion

- What other educational challenges have your patients experienced?

Questions

Moderated by Ellie Hamburger, M.D.
Pediatric Health Network

Please send topics/suggestions/questions
for future Town Hall sessions to

phn@childrensnational.org