The COVID-19 epidemic:

Guide to infection control for lower and upper secondary schools


Published by the Norwegian Directorate of Health. Clinical information provided by the Norwegian Institute of Public Health and the Directorate for Education and Training

IS-2913: Guide to infection control for lower and upper secondary schools
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1 Introduction

This guide provides advice and guidance for lower and upper secondary schools which are open during the coronavirus outbreak (the COVID-19 outbreak). The guide also applies to adult education where applicable. The guide is in addition to existing rules and guidelines set out in the "Regulation relating to environmental health in kindergartens and schools, etc." (Forskrift om miljørettet helsevern i barnehager og skoler m.v.)\(^1\). The development of the outbreak and practical considerations may render it necessary for changes to be made.

It is the school owner that is responsible for ensuring that the school is managed in accordance with applicable regulations\(^2\). The school owner is responsible for establishing internal control procedures which ensure that the environment in the school promotes health, well-being, good social and environmental conditions and prevents illness and injury. The school owner is therefore responsible for ensuring that the school is managed in a way which addresses the need for infection control. However, it is important to stress the need for everyone to contribute to the appropriate management of schools during the COVID-19 outbreak. Implementing appropriate infection control measures in a school which is open involves collaboration between all those involved in running the school. It requires good cooperation between the staff at the school and the school health service, as well as the cleaners. A good dialogue between the school and households will also be vital.

The guide is based around the applicable framework conditions, regulations and funding.

This guide has been prepared by the Norwegian Institute of Public Health and the Norwegian Directorate of Education and Training. The guide was prepared on behalf of the Ministry of Education and Research and the Ministry of Health and Care Services, via the Norwegian Directorate of Health.

\(^1\)https://lovdata.no/dokument/SF/forskrift/1995-12-01-928

\(^2\) See Section 13-10 of the Education Act (opplæringsloven), Section 5-2 first paragraph of the Independent School Act (friskoleloven) and Section 24 of the Adult Education Act (voksenopplæringsloven).
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2 Background

In spring 2020, a global outbreak of the coronavirus SARS-CoV-2 led to the implementation of a series of strict measures to limit the spread of the virus through infection. All schools and kindergartens were closed from 13 March. The measures were reviewed on an ongoing basis, and on 7 April, the government decided that kindergartens and schools should be gradually reopened. The Norwegian Institute of Public Health (NIPH) and the Directorate of Education and Training (NDET) prepared a guide to infection control in connection with the reopening.

This guide is intended to provide insight into and examples of how schools can be organised at the same time as infection control measures are implemented. This guide applies to all lower and upper secondary schools, regardless of the basis on which the school is managed. The guide also applies to adult education where applicable. Regarding infection control measures relating to pupils with special needs, we also refer to the measures described in the guide for primary schools and kindergartens where applicable.

2.1 The role of schools in the community

Schools play a crucial role in the social and academic development of young people. It follows from the Education Act that adolescents have the right to an education. The UN Convention on the Rights of the Child, the Norwegian Constitution and the regulations within the field of education all recognise the importance of schools as an arena for young people's learning, development and well-being. School staff therefore also play a pivotal role in looking after pupils in a pandemic situation. The outbreak may last a long time, and it is therefore vital that adolescents are able to attend school during the outbreak, and that infection control measures are implemented covering both pupils and staff.

2.2 About the virus, the disease and the outbreak

The disease COVID-19 is caused by the SARS-CoV-2 virus, commonly known as novel coronavirus. The virus can cause respiratory infection of varying degrees of severity. It is mainly transmitted via droplet infection, through the virus from the respiratory tract of an infected person spreading to another person via small droplets during coughing, sneezing, etc. Infection can also occur if you get droplets from your respiratory tract on your hands or objects which other people then touch (contact infection). The virus is killed by washing with soap and water and by disinfection with alcohol or temperatures above 60°C. The virus is also inactivated by sunlight.

For more information, visit the National Institute of Public Health's website.

2.3 The role of children and adolescents in the outbreak

Our current knowledge indicates that children do not play as important a role in the spreading of COVID-19 amongst the general population as adults. There is greater uncertainty about the role of adolescents in the spread of infection. Adolescents are becoming ill to a greater extent than children, but still to a lesser extent than adults. It is
primarily people with symptoms who are contagious, and they are most contagious while their symptoms are developing.

There is no evidence to suggest that the infection rate is higher in schools than elsewhere in society at large. See the assessment of the knowledge base on the [Norwegian Institute of Public Health's website](https://www.svfg.ingentaconnect.com/content/svfg/niph/en).

Adolescents have a wider social circle and a more geographically spread contact network than children. Higher infection rates can therefore arise among adolescents than among children. However, the risk of increased spreading of infection amongst adolescents may be offset by the fact that adolescents are generally more able to understand and follow recommended infection control measures than younger children.

The overall negative effects of keeping schools closed are enormous. Any benefits of closing schools in order to limit infection must therefore be given particularly careful consideration. Children and adolescents should generally be the subject of limited measures.

### 2.4 The role of the school in outbreaks and infection tracking

The municipal health service is responsible for following up confirmed cases of COVID-19 (infection tracking) and for notifying the school if pupils or staff test positive for the disease. The municipal health service is also responsible for determining the measures that are necessary and for defining who is a close contact of an infected person. The school’s contribution is also vital:

- The school should have contingency plans in place for rapid transition to red level. This transition can be implemented rapidly if cases of infection are detected among pupils or staff, and the municipal or national authorities decide that it is necessary to raise the level.
- The school should be able to help by providing an overview of close contacts at the school. Requirements regarding confidentiality and data protection must be complied with.
- The municipal health service and the school owner must work together to decide who should inform the various groups (pupils, parents/guardians, teachers and other members of staff) and how. It is important to include cover staff and temporary employees when information is disseminated, as well as people in other municipalities who are affiliated to the school where infection has occurred.
- The school must inform the municipal health service if any interpreters are required.
- It is important to provide everyone concerned with sufficient information, while complying with applicable confidentiality and data protection requirements.

### 2.5 Follow-up of vulnerable children and adolescents

Kindergartens and schools play a pivotal role in identifying and supporting vulnerable children and adolescents. They are also important for the cooperation between the health service and the school health service, the Educational and Psychological Counselling Service (PPT), GPs, the child welfare service, mental health services, etc.
Some children and adolescents have already been identified as having special needs, while others may need special support as a result of the infection control measures. The measures can lead to social isolation as a result of both fewer opportunities for recreation and social interaction generally, and/or a lack of continuity in teaching due to quarantine restrictions or home schooling.

As a result of the current advice concerning absence in the event of respiratory symptoms, many pupils will have far higher absence rates than normal going forward. This can also occur as a result of pupils and/or staff being in quarantine. The school must find solutions which ensure that pupils who are unable to attend school receive appropriate teaching provision at home. Information about the teaching of pupils who are unable to attend school can be found on the Norwegian Directorate for Education and Training’s website.

When the school is closed or has reduced opening hours due to measures under the Infection Control Act, the school owner must ensure that pupils with special needs have access to appropriate teaching and support during the daytime. The school owner must always consider whether pupils who receive special teaching should be offered teaching at the school. In addition, there may be pupils who cannot be accommodated when the school is closed or subject to reduced opening hours or attendance times, e.g. children and adolescents living in challenging family circumstances.

It is also important to consider children and adolescents who would not be vulnerable under normal circumstances. The school owner is responsible for reviewing and assessing who should be offered support. Parents and pupils should therefore not have to request such services.

The school health service must be available to follow up children and adolescents and, in cooperation with the school, encourage pupils to contact the service themselves.

**Schools must**

- establish good routines for cooperation with the health service, Educational and Psychological Counselling Service (PPT), the child welfare service and other municipal services in order to obtain an overview of the children and adolescents who are in need of support for health, personal, social or emotional reasons.
- draw up plans concerning how they can ensure that children and adolescents are offered appropriate services and support.
- establish routines and cooperation with relevant services to ensure the follow-up of pupils with high absence rates. This includes pupils who are at risk of dropping out of education.
3 Infection prevention measures

Many measures are being implemented throughout society which are collectively limiting the spread of infection. It is important to use measures which are appropriate for the situation concerned. It is therefore not always possible to use exactly the same measures in schools, businesses and the population at large. Here, we describe measures to limit the spread of infection amongst pupils at lower and upper secondary schools and staff. It is not necessary to implement any measures over and above those described here, unless determined otherwise by local or national authorities.

The disease will continue to occur for as long as the virus is circulating in society; it is not possible to prevent every single new case. This means that infection may still enter a school, but the measures described here will limit the spread of infection among children and staff. It is important not to place the blame on particular individuals.

The aim of the advice is to prevent the spread of COVID-19. The three cornerstones for preventing the spread of infection are:

1. No one who is ill should attend school
2. Practise good hygiene
3. Follow social distancing rules

The most important infection control measure is for infected people to stay at home. Good cough etiquette and social distancing are essential for limiting droplet infection, while hand hygiene, particularly avoiding touching your face with dirty hands, is important to prevent contact infection. Maintaining a greater physical distance between people reduces the risk of infection, even before symptoms develop.

3.1 Subdivision of infection control measures into levels (traffic light model)

It will be necessary to adapt the infection control measures according to the local situation with regard to both infection and outbreak management as a whole. This is done for schools by dividing the measures into levels using a traffic light model with green, yellow and red levels. The measures range from the normal organisation of the school day (green level), to more comprehensive measures with small, fixed groups and a greater distance between pupils (red level). The differences between the three levels particularly concern the measures implemented to ensure social distancing (section 3.4).

The municipal health service possesses infection control expertise and can be consulted regarding questions about organisation and facilitation at local level. The infection control authorities are responsible for deciding what level the measures should be set at according to the traffic light model. Local reductions in levels from the national level are currently not permitted.

Tables 1 and 2 present the key features of the traffic light model for lower and upper secondary schools respectively. More detailed information is provided below.
Table 1: Traffic light model for lower secondary schools

<table>
<thead>
<tr>
<th>Lower secondary schools</th>
<th>Measures</th>
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</table>
| **Green level**         | 1) No one who is ill should attend school  
                           2) Practise good hygiene and normal cleanliness  
                           3) Social distancing measures:  
                               Avoid physical contact (handshakes and hugging)  
                               Normal organisation of classes and the school day |
| **Yellow level**        | 1) No one who is ill should attend school  
                           2) Good hygiene and extra cleaning  
                           3) Social distancing measures:  
                               Avoid physical contact (handshakes and hugging)  
                               The whole class is considered to be a cohort*  
                               Staff can alternate between cohorts*/classes, but must observe social  
                               distancing rules with respect to pupils  
                               Avoid congestion and crowding  
                               Follow social distancing rules during breaks/play |
| **Red level**           | 1) No one who is ill should attend school  
                           2) Good hygiene and extra cleaning  
                           3) Social distancing measures:  
                               Avoid physical contact (handshakes and hugging)  
                               Divide classes into smaller cohorts*  
                               Cohorts* should have permanent classrooms  
                               Staff should come to the classroom  
                               Make sure that pupils/staff observe the one metre rule between them  
                               wherever possible  
                               Avoid congestion and crowding  
                               Follow social distancing rules during breaks and avoid contact between  
                               cohorts*  
                               Consider staggering the start and end of the school day for pupils |

* In this guide, fixed groups of pupils are referred to as a ‘cohort’. This term is used to highlight the fact that the purpose of the organisation is to limit infection. The use of cohorts is a good starting point for limiting the spread of infection and tracking infection, and is recommended for use by lower secondary schools at yellow and red levels. Cohort sizes can be adapted to local circumstances, the size of the class and the individual school’s circumstances. Cohorts must have as little interaction with other cohorts as possible.
Table 2: Traffic light model for upper secondary schools

<table>
<thead>
<tr>
<th>Upper secondary schools</th>
<th>Measures</th>
</tr>
</thead>
</table>
| **Green level**         | 1) No one who is ill should attend school  
                           2) Practise good hygiene and normal cleanliness  
                           3) Social distancing measures:  
                                Avoid physical contact (handshakes and hugging)  
                                Normal organisation of classes and the school day |
| **Yellow level**        | 1) No one who is ill should attend school  
                           2) Good hygiene and extra cleaning  
                           3) Social distancing measures:  
                                Avoid physical contact (handshakes and hugging)  
                                Whole classes can be taught together  
                                Pupils should have designated places in each classroom or regular partners/groups  
                                Staff can alternate between classes, but should follow social distancing rules with respect to pupils wherever possible.  
                                Outside the classroom, pupils and staff are encouraged to remain at least one metre apart under all circumstances  
                                Avoid congestion and crowding |
| **Red level**           | 1) No one who is ill should attend school  
                           2) Good hygiene and extra cleaning  
                           3) Social distancing measures:  
                                Avoid physical contact (handshakes and hugging)  
                                Divide pupils into smaller groups  
                                Pupils and staff must remain at least one metre apart under all circumstances  
                                Avoid congestion and crowding  
                                Consider staggering the start and end of the school day for pupils |

Pupils at upper secondary schools are divided into different subject groups and it is therefore not possible to introduce cohorts. It is therefore particularly important that the other infection control measures are implemented.

3.2 No one who is ill should attend school.

No one should attend school if they are ill. This applies at green, yellow and red levels.

Symptoms of COVID-19 can be mild and difficult to distinguish from other respiratory infections. It is primarily people with symptoms who are contagious, and they are most contagious while their symptoms are developing. This is also why it is important to pay attention to symptoms that have developed recently, while residual symptoms following a respiratory infection are of lesser importance as regards infectiousness.

More information about symptoms, the clinical picture and when it is possible to attend school can be found on the Norwegian Institute of Public Health's website.
3.2.1 When should pupils and staff not attend school?

It is important that pupils, parents/guardians and staff are notified and understand the reasons why people who are experiencing symptoms of respiratory infection should not attend school/after-school programmes.

Pupils and staff with respiratory symptoms:

- Pupils and staff with recently developed respiratory symptoms and/or general malaise must not attend school, even if their symptoms are mild. The Norwegian Institute of Public Health’s website provides up-to-date advice on infected adults and pupils.

- They should stay at home until they have recovered. Pupils and staff may return to school when they feel healthy and free from fever, even if they have some residual symptoms of respiratory infection (cough, nasal mucus, blocked nose).

Pupils or staff in isolation or quarantine:

- Pupils and staff are expected not to attend school if they are in quarantine or isolation. The school is not responsible for identifying whom needs to go into isolation or quarantine. For more information, visit the National Institute of Public Health’s website.

3.2.2 When illness occurs at a school

Pupils who experience symptoms of respiratory infection must be sent home from school. At lower and upper secondary levels, parents/guardians must be notified that the pupil will be sent home until the pupil becomes of age. Sick pupils should not travel on public transport. If a pupil is collected, he or she must wait in a separate room or outside where there are no other pupils. The infected person should wear a face mask if one is available and it is not possible to keep two metres away from other people. This can reduce the spread of infection. Anyone who has been in contact with the pupil must remember to wash their hands afterwards. The room, toilet and other areas where the pupil has been must be cleaned afterwards. It is sufficient to use ordinary detergents.

Staff members who fall ill while at school must travel home as soon as possible. Sick staff members should not travel on public transport. Sick staff members should wear a face mask to reduce the spreading of infection if they are unable to maintain a distance of two metres away from other people.

3.2.3 What if someone in the household of a pupil/staff member is ill?

If someone in their household is experiencing the symptoms of respiratory infection but has not been confirmed as having COVID-19, the pupil/staff member must attend school as normal.

3.2.4 What if someone in the household of a pupil/staff member has been confirmed as having COVID-19?

If someone in the household has been confirmed as having COVID-19, close contacts must be kept in quarantine in accordance with the advice issued by the health authorities. No one who is in quarantine themselves should attend school.
3.3 Practise good hygiene

3.3.1 Good hand and respiratory hygiene

Hand washing and good cough hygiene are important at green, yellow and red levels.

Good hand and cough respiratory hygiene (cough etiquette) reduce infection in connection with all respiratory infections, including COVID-19 infection. These measures reducing infection both via objects and hands and via coughing.

Hygiene measures must be carried out frequently by everyone, regardless of what they know about their infection status or that of other people around them. It is important that all pupils and staff are familiar with the measures below.

Hand hygiene:

Good hand hygiene should be practised in the right way, at the right time and using effective and gentle products. Good facilities and good procedures are essential for compliance.

Pupils and staff must wash/disinfect their hands:
- When arriving at school
- Before meals/handling food
- After going to the toilet
- When their hands are visibly dirty
- When moving from one classroom to another
- After contact with bodily fluids (e.g. after blowing your nose)
- After contact with animals

Both hand washing and alcohol-based hand disinfection are usually effective. Hand washing with soap and water is normally recommended. Hands can be dried using disposable paper towels or an air dryer.

Alcohol-based hand disinfectants can readily be made available and are kind to the skin. They can therefore be a good alternative to hand washing, but they are less effective on wet or visibly dirty hands. It is not necessary to carry out both hand washing and hand disinfection, as this can lead to skin irritation. Either is sufficient.

If your hands are visibly dirty and no soap and water are available, you can use wet wipes to wash your hands, possibly followed by hand disinfection (e.g. when you are outdoors).
Table 3: How should hand hygiene be practised.

<table>
<thead>
<tr>
<th>Hand washing</th>
<th>Hand sanitiser</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Moisten your hands in lukewarm water</td>
<td>• Apply hand sanitiser to your hands</td>
</tr>
<tr>
<td>• Apply soap (unperfumed, pH &lt; 5.5)</td>
<td>• Spread the sanitiser well on both hands and gently rub into the skin</td>
</tr>
<tr>
<td>• Rub your hands together to spread the soap so that it covers all hand surfaces</td>
<td>• Once your hands are dry, they are clean</td>
</tr>
<tr>
<td>• Rinse your hands well</td>
<td></td>
</tr>
<tr>
<td>• Pat-dry your hands using paper towels (do not rub your hands together; this will make your hands sore)</td>
<td></td>
</tr>
<tr>
<td>• Turn off the tap using a disposable paper towel</td>
<td></td>
</tr>
</tbody>
</table>

Skincare:
You should moisturise your skin when necessary. If using shared tubes, make sure that the opening of the tube does not come into contact with skin or objects during use so that the cream does not become contaminated.

For more advice on hand hygiene, including product selection, procedures and skincare, see the [Norwegian Institute of Public Health’s website](https://www.who.int).  

Cough hygiene:
• It is recommended that paper towels be provided in a readily accessible place for use by pupils/staff. If paper towels are not available, it is recommended that pupils/staff cough or sneeze into their elbow when necessary.
• Avoid touching your face or eyes.

3.3.2 Wearing of face masks

The wearing of face masks at school is not recommended for either pupils or staff. However, the school should have face masks available for use if pupils or staff fall ill and it is not possible to maintain a safe distance.

Pupils at lower and upper secondary school should wear a face mask outside school in the same situations as the rest of the population. It is not necessary to wear a face mask if school transport involves the use of designated buses which do not carry other passengers. See the advice on the [Norwegian Institute of Public Health’s website](https://www.who.int).

It is recommended that employees who are at greater risk of developing severe COVID-19 symptoms contact their GP and employer if their workplace needs to be adapted (see section 5.2).
3.3.3 Good cleanliness

3.3.3.1 Green level
At green level, normal cleaning will be sufficient. Novel coronavirus is easily removed by manual cleaning using water and ordinary detergents.

3.3.3.2 Yellow and red level
More thorough and frequent cleaning is recommended at yellow and red level. The school owner should review procedures and local cleaning plans, and make any necessary adjustments (organisation, responsibility and resource requirements).

The virus can survive on surfaces for anything between a few hours and a few days, depending on the type of surface, temperature, sunlight and other factors. Thorough and frequent cleaning is therefore important in order to prevent infection.

Extra cleaning is important in exposed areas:
- Toilets and washbasins must be cleaned at least daily.
- Disposable paper towels and soap should be provided and refuse bins must be emptied regularly.
- Dining tables must be cleaned after use using water and soap.
- Door handles, stair banisters, chairs, other table surfaces and other items that are often touched must be cleaned frequently, at least daily.
- Desk/workplaces must be cleaned daily. Pupils can do this themselves.
- Tablets, computers/keyboards and other equipment which is shared and used in lessons must also be cleaned, at least daily.
- Tableware and cutlery must be washed in a dishwasher in accordance with normal routines.

It is not necessary to use additional protective equipment when cleaning. Wash hands after cleaning has been carried out, even if gloves have been worn.

It is not necessary to use disinfectants routinely at school. However, if disinfectants are used, visible dirt must first be wiped off using a cloth or paper towel; otherwise, the disinfectant will not work. Alcohol- and chlorine-based disinfectants may be used.

3.3.4 Ventilation and airing
In general, good ventilation should be ensured in enclosed environments and sealed rooms. Sealed rooms with no ventilation system should be aired regularly. Existing ventilation systems should otherwise be used and maintained in the normal way.

3.4 Follow social distancing rules
Social distancing will reduce the risk of infection from people who do not know they are contagious. The overriding goal of social distancing measures is to limit the spread of infection between people and to limit the number of contacts. This will make the task of infection tracking easier and prevent the whole school having to close when a pupil or staff member is confirmed as being infected.
There are two main approaches to reducing contact between pupils and staff at lower and upper secondary schools:

1) Maintain a safe distance between pupils/staff under all circumstances.

2) Reduce the number of close contacts by splitting students into fixed groups and/or having designated places in each classroom.

It is important that school owners and schools help to find appropriate local solutions, so that pupils, parents/guardians and staff feel confident that infection control measures can be implemented. It is also important to stress that staff must continue to attend to the needs of pupils with regard to security and safety, and create a good psychosocial environment.

As they mature, lower and upper secondary school pupils can increasingly be expected to keep their distance from each other and follow other infection control advice. Young people need to be given information so that they can understand the importance of implementing the infection control measures. This is particularly important for pupils at upper secondary schools due to the mixing of pupils in different subject groups.

Regarding pupils with special needs where it is difficult to regulate social distancing, see the infection control guide for grades 1-7.

Major events must be organised in accordance with the applicable guidelines issued by the Norwegian Institute of Public Health and the Directorate of Health.

Staff

Staff members should keep at least one metre away from other members of staff throughout the working day. If a member of staff becomes infected, measures must then be implemented to ensure that other staff members do not become infected or have to go into quarantine, and to ensure that absence levels do not impact on teaching provision. The school’s management must consider how many staff members may be present, depending on the floor area that is available in offices, communal areas, etc. See also the Advice for workplaces for advice on infection prevention in the workplace.

Schools are encouraged to limit contact between staff members who do not naturally work together, wherever possible. The use of assistants, part-time teachers and specialist personnel can represent a particular challenge in that, through their role, they often come into contact with both pupils and other staff members across classes and grades.

3.4.1 Social distancing measures at lower secondary schools (green, yellow and red level)

3.4.1.1 Green level

Physical contact:
- Handshakes and hugging should be avoided.
- The needs of pupils as regards care and safeguarding must be addressed.

Organisation of cohorts:
- At green level, there is no need to divide pupils into cohorts.
Limit the sharing of food and items:
- Pupils must not share food and drink.

For staff:
- Avoid handshakes and hugging.

3.4.1.2 Yellow level

The overriding goal at yellow and red levels is for pupils and staff to have a limited number of contacts and to keep track of them.

Physical contact:
- Handshakes and hugging should be avoided.
- The needs of pupils as regards care and safeguarding must be addressed.

Organisation of cohorts:
- A class is considered to be a cohort
- Staff can alternate between cohorts in order to teach in the normal way
- The mixing of students between cohorts should be limited wherever possible.
- For the teaching of language subjects, optional subjects and other subjects where pupil groups are mixed, pupils should be grouped in the classroom based on cohort affiliation or have designated places in all classrooms.
- If appropriate, two cohorts may work together for practical reasons during the day. Cooperation can take place outdoors where possible.
- Indoors, groups/cohorts not working together may pass each other and remain in the same area for limited periods of time (up to 15 minutes). However, cohorts may remain in the same room for longer periods of time, provided there is a minimum distance of two metres between them at all times.

Density in groups:
- Pupils should have their own designated desks/workplaces.
- It is not necessary to limit the normal movements of pupils around the classroom.
- Avoid large gatherings.
- Avoid congestion on the way in and out of classrooms and in changing rooms and toilets.
- Alternatively, apply markings to the floor to ensure that a safe distance is maintained between pupils in group rooms/classrooms, changing rooms and other areas that can become congested.

Breaks:
- Pupils are encouraged to follow social distancing rules during breaks.
- Arrange for adults to be out at breaktimes in order to help pupils maintain a safe distance from each other.
- Consider scheduling breaks at different times to limit the number of pupils who are out at the same time (depending on the number of pupils and the size of the playground).

Limit the sharing of food and items:
- Pupils must not share food and drink.
- Pupils should sit at their own desk when eating.
• Food may be prepared and served at school in accordance with normal guidelines. There is no evidence to suggest that COVID-19 infection can be passed through food.
• In the case of shared canteens, different cohorts should sit together.
• Limit the sharing of stationery, tools, tablets, etc.
• Textbooks can be carried between school and home. This also applies to written work which is handed in.

Transport and school transport:
• The use of public transport to and from the school should be limited as much as possible.
• When using public transport, pupils should maintain social distancing from each other.
• School trips that involve gatherings of pupils in groups or on public transport should be limited.
• School transport: Pupils who rely on school transport may take a bus or other means of transport to get to and from school. Follow the current national or local guidelines for public transport, including recommended or mandatory use of face masks. Pupils from the same household or cohort can sit together.
• Pupils must maintain a safe distance from each other while waiting for the bus or other means of transport.
• Local assessments may be made in consultation with the local health authorities.

Specifically for staff:
• Avoid handshakes and hugging.
• Maintain a safe distance (at least one metre) from colleagues in all situations.
• Where different teachers are used, teachers may switch between cohorts, while the cohorts remain in fixed classrooms wherever possible.
• Limit the use of public transport during rush hour to and from the workplace wherever possible. Follow local recommendations concerning the wearing of face masks.
• Consider holding digital meetings instead of physical meetings where possible.
• In the event of staff absence, temporary cover staff may be required or staff may need to be reassigned between cohorts. This can be done as and when necessary, but reassignments should be limited as much as possible.
• Permanent or temporary staff who work at a number of schools must undergo training concerning the local procedures that apply at each school. Temporary staff should avoid working in different schools on the same day.

3.4.1.3 Red level

The overriding goal at yellow and red levels is for pupils and staff to have a limited number of contacts and to keep track of them.

Pupils should ideally limit their interaction with other adolescents during their spare time.

Physical contact:
• Handshakes and hugging should be avoided.
• The needs of pupils as regards care and safeguarding must be addressed.

**Organisation of cohorts:**

• Small groups of pupils/cohorts should be established if possible, but this is not an absolute requirement.
  
  o The size of cohorts can be based on the ratio between teachers and pupils in accordance with the standard requirements regarding teacher-pupil ratios. At lower secondary level, the regulations state that the teacher-pupil ratio⁶ must be 20 pupils per staff member.
  
  o For practical reasons, it is possible to increase the size of a cohort size by a few extra pupils.
  
  o Schools must themselves consider whether it is prudent to increase the size of cohorts based on the age of the pupils and their ability to follow social distancing rules.
  
  o If no cohorts are established, pupils should be able to stay at least one metre apart from each other.
  
  o Cohorts should move between classrooms as little as possible.
  
  o Staff members should go to the classroom, so that pupils do not need to change rooms.

• Pupils and staff within a cohort are encouraged to keep their distance from each other, preferably one metre, but there is no need to limit the normal movements of pupils in the classroom.

• The mixing of students between cohorts should be limited wherever possible.

• In connection with the teaching of language subjects, optional subjects and other subjects where pupils are mixed together, it must be ensured that pupils are able to keep at least one metre away from each other. Pupils should preferably be grouped in the classroom based on their cohort affiliation.

• If appropriate, two cohorts may work together for practical reasons during the day. Cooperation can take place outdoors where possible.

• Indoors, groups/cohorts not working together may pass each other and remain in the same area for limited periods of time (up to 15 minutes). However, cohorts may remain in the same room for longer periods of time, provided there is a minimum distance of two metres between them at all times. The composition of cohorts may be altered weekly after a weekend (at least two days without contact between staff and pupils).

**Density in groups:**

• All pupils should have their own desk/workplace to ensure that a distance of at least one metre is maintained. In cases where pupils do not have their own designated desk, workplaces must be established with the recommended distance between them.

• Large gatherings must be avoided.

• Avoid congestion on the way in and out of classrooms and in changing rooms and toilets.

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⁶ See Section 14A-1 of the Regulation pursuant to the Education Act.
• Alternatively, apply markings to the floor to ensure that a safe distance is maintained between pupils in group rooms/classrooms, changing rooms and other areas that can become congested.

• In the event of a shortage of physical space at the school, consideration can be given to the use of alternating days, staggered attendancetimes or larger/alternative premises. In addition, greater use can be made of outdoor activities/teaching.

At the start and end of the day:
• Agree dispersed places where pupils can assemble before the start of the school day in order to limit the number of pupils gathered together in one place and to avoid congestion on the way into and out of classrooms.

Play/breaks:
• Pupils must be reminded to follow social distancing rules during breaks (at least one metre apart).
• Arrange for adults to be out at breaktimes in order to help pupils maintain a safe distance from each other.
• Schedule staggered breaks to limit the number of pupils who are outdoors at the same time, and make sure it is possible for breaks to take place outdoors.

Limit the sharing of food and items:
• Pupils must not share food and drink.
• Pupils should sit at their own desk when eating.
• Food may be prepared and served at school in accordance with normal guidelines. There is no evidence to suggest that COVID-19 infection can be passed through food.
• In the case of shared canteens, different cohorts should sit together with the recommended distance to other cohorts.
• Limit the sharing of stationery, tools, tablets, etc.
• Textbooks can be carried between school and home. This also applies to written work which is handed in.
• Learning materials, etc. should not be shared between cohorts until they have been cleaned.

Transport and school transport:
• The use of public transport to and from the school should be limited as much as possible.
• When using public transport, pupils should maintain social distancing from each other.
• School trips that involve gatherings of pupils in groups or on public transport should be avoided.
• School transport: Pupils who rely on school transport may take a bus or other means of transport to get to and from school. Follow the current national or local guidelines for public transport, including recommended or mandatory use of face masks. Pupils from the same household or cohort can sit together.
• Pupils must maintain a safe distance from each other while waiting for the bus or other means of transport.
• Local assessments may be made in consultation with the local health authorities.

Specifically for staff:
• Avoid handshakes and hugging.
• Maintain a safe distance (at least one metre) from colleagues in all situations.
• Maintain social distancing from pupils where possible (at least one metre apart)
• Where different teachers are required, teachers can switch between cohorts, while the cohorts remain in fixed classrooms as far as possible.
• Limit the use of public transport during rush hour to and from the workplace wherever possible. Follow local recommendations concerning the wearing of face masks.
• Permanent or temporary staff who work at a number of schools must undergo training concerning the local procedures that apply at each school. Temporary staff should avoid working in different schools on the same day.
• Use digital meetings instead of physical meetings wherever possible
• Shared tablets, computers/Keyboards must be cleaned after use.
• In the event of staff absence, temporary cover staff may be required or staff may need to be reassigned between cohorts. This can be done when necessary, but reassignments should be limited as much as possible.

3.4.2 Social distancing measures at upper secondary schools (green, yellow and red levels)

3.4.2.1 Green level

Physical contact:
• Handshakes and hugging should be avoided.

Limit the sharing of food and items:
• Pupils must not share food and drink.

Specifically for staff:
• Avoid handshakes and hugging.

3.4.2.2 Yellow level

The overriding goal at yellow and red levels is for pupils and staff to have a limited number of contacts and to keep track of them.

Physical contact:
• Handshakes and hugging should be avoided.

Density in groups:
• Whole classes and other fixed groups may be taught together.
• Pupils should have a fixed place in the classroom and/or designated partners/groups.
• Staff may alternate between classes/groups, but should follow social distancing rules with respect to pupils wherever possible.
• Large gatherings should be avoided.
• Outside the classroom, pupils and staff are encouraged to remain at least one metre apart under all circumstances.
• Avoid congestion on the way in and out of classrooms and in changing rooms and toilets.
• Alternatively, apply markings to the floor to ensure that a safe distance is maintained between pupils in group rooms/classrooms, changing rooms and other areas that can become congested.

Breaks:
• Pupils are encouraged to remain at least one metre apart from each other during breaks.

Limit the sharing of food and items:
• Pupils must not share food and drink.
• Pupils should sit at their own designated places when eating.
• Food may be prepared and served at school in accordance with normal guidelines. There is no evidence to suggest that COVID-19 infection can be passed through food.
• In the case of shared canteens, social distancing between pupils must be ensured.
• Limit the sharing of stationery, tools, tablets, etc.
• Textbooks can be carried between school and home. This also applies to written work which is handed in.

Transport and school transport:
• The use of public transport to and from the school should be limited as much as possible.
• When using public transport, pupils should maintain social distancing from each other.
• School trips that involve gatherings of pupils in groups or on public transport should be limited.
• School transport: Pupils who rely on school transport may take a bus or other means of transport to get to and from school. Follow the current national or local guidelines for public transport, including recommended or mandatory use of face masks. Pupils from the same household can sit together.
• Pupils must maintain a safe distance from each other while waiting for the bus or other means of transport.
• Local assessments may be made in consultation with the local health authorities.

Specifically for staff:
• Avoid handshakes and hugging.
• Maintain a safe distance (at least one metre) from colleagues in all situations.
• Ensure adequate distance from pupils wherever possible.
• Teachers can switch between classes, while pupils have fixed classrooms and designated places wherever possible.
• Limit the use of public transport during rush hour to and from the workplace wherever possible. Follow local recommendations concerning the wearing of face masks.
• Consider holding digital meetings instead of physical meetings where possible.
• In the event of staff absence, temporary cover staff may be required or staff may need to be reassigned between cohorts. This can be done as and when necessary, but reassignments should be limited as much as possible.
• Permanent or temporary staff who work at a number of schools must undergo training concerning the local procedures that apply at each school. Temporary staff should avoid working in different schools on the same day.

3.4.2.3 Red level

The overriding goal at yellow and red levels is for pupils and staff to have a limited number of contacts and to keep track of them.

Pupils should ideally limit their interaction with other adolescents during their spare time.

Physical contact:
• Handshakes and hugging should be avoided.

Density in groups:
• Pupils and staff must remain at least one metre apart under all circumstances.
• The distance requirement can be difficult to maintain in small premises with full classes. Pupils should then be divided into smaller groups, attend on alternate days or at different times and/or consideration should be given to the use of alternative premises.
• Pupils should have a fixed place in the classroom and/or designated partners/groups.
• Staff may alternate between classes, but should follow social distancing rules with respect to pupils wherever possible.
• Large gatherings must be avoided.
• Avoid congestion on the way in and out of classrooms and in changing rooms and toilets.
• Alternatively, apply markings to the floor to ensure that a safe distance is maintained between pupils in group rooms/classrooms, changing rooms and other areas that can become congested.

At the start and end of the day:
• Consider dispersed places where pupils can assemble before the start of the school day in order to limit the number of pupils gathered together in one place and to avoid congestion on the way into and out of classrooms.

Play/breaks:
• Pupils must be reminded to follow social distancing rules during breaks (at least one metre apart).
• Schedule staggered breaks to limit the number of pupils who are outdoors at the same time, and make sure it is possible for breaks to take place outdoors.

**Limit the sharing of food and items:**
• Pupils must not share food and drink.
• Food may be prepared and served at school in accordance with normal guidelines. There is no evidence to suggest that COVID-19 infection can be passed through food.
• Pupils should sit at their own designated places when eating.
• In the case of shared canteens, social distancing between pupils must be ensured.
• Limit the sharing of stationery, tools, tablets, etc.
• Textbooks can be carried between school and home. This also applies to written work which is handed in.

**Transport and school transport:**
• The use of public transport to and from the school should be limited as much as possible.
• When using public transport, pupils should maintain social distancing from each other.
• School trips that involve gatherings of pupils in groups or on public transport should be avoided.
• School transport: Pupils who rely on school transport may take a bus or other means of transport to get to and from school. Follow the current national or local guidelines for public transport, including recommended or mandatory use of face masks. Pupils from the same household can sit together.
• Pupils must maintain a safe distance from each other while waiting for the bus or other means of transport.
• Local assessments may be made in consultation with the local health authorities.

**Specifically for staff:**
• Avoid handshakes and hugging.
• Maintain a safe distance from colleagues in all situations (at least one metre).
• Maintain social distancing from pupils where possible (at least one metre apart).
• Teachers can switch between classes, while pupils have fixed classrooms and designated places wherever possible.
• Limit the use of public transport during rush hour to and from the workplace wherever possible. Follow local recommendations concerning the wearing of face masks outside school.
• Permanent or temporary staff who work at a number of schools must undergo training concerning the local procedures that apply at each school. Temporary staff should avoid working in different schools on the same day.
• Use digital meetings instead of physical meetings wherever possible.
• Shared tablets, computers/keyboards must be cleaned after use.
• In the event of staff absence, temporary cover staff may be required or staff may need to be reassigned between cohorts. This can be done when necessary, but reassignments should be limited as much as possible.
3.4.3 Common to lower and upper secondary schools (applies to all levels)

Special services

- Special services (Educational and Psychological Counselling Service (PPT), speech therapists and others) must follow basic infection control procedures in accordance with the applicable recommendations (good hand and respiratory hygiene, do not go to work when ill, etc.), but can otherwise perform their work in the normal way.

Specifically for the school health service:

- Public health nurses and school doctors play an important role as advisers regarding infection control at schools. Public health nurses are also important collaboration partners for pupils and with regard to the provision of health-related and psychosocial support in accordance with national guidelines for health centres and the school health service.
- Teaching, discussions, surveys, monitoring and vaccination of pupils can be carried out according to the same guidelines as for other health services. See the Norwegian Institute of Public Health’s website.

School libraries

- Books may be loaned provided that hand washing is practised before arrival at the school library.
- The number of visitors is determined by the ability to maintain a safe distance between people.
- Return of books following illness: Pupils must stay at home during illness, and any books may be returned when the pupil is able to return to school.
3.5 Infection control measures in certain subjects in lower and upper secondary education

Some advice is given below regarding specific assessments where additional measures are required, in addition to the recommendations given above.

Green level

- Teaching can take place in the normal way

Yellow level

- Physical education:
  - The use of outdoor gyms is recommended whenever possible.
  - Changing rooms may be used. At lower secondary schools, the same cohort may share changing rooms. In the case of upper secondary schools, a distance of one metre should be maintained wherever possible.
  - When teaching takes place in premises that do not belong to the school, the entire cohort/class may be taught together (e.g. in a public swimming pool or sports hall) and the group size need not be limited to what is recommended in the guide for sports.

- Music:
  - Avoid the sharing of wind instruments between several pupils.
  - In connection with the use of handheld instruments and keys, surfaces that are touched must be wiped off after use. If shared equipment must be used by a number of pupils, hand washing is recommended before and after use.
  - Pupils may sing in choirs within their cohort or small groups. Although there is no reliable evidence that singing in choirs increases the risk of infection, it is important to remain at least one metre apart when mixing classes/cohorts.

- Food and health:
  - There is no evidence to suggest that COVID-19 infection can be passed through food. Good hand hygiene and normal kitchen hygiene measures should be practised.
  - Teaching may be conducted in the applicable classes.

Red level

- Physical education:
  - The use of outdoor gyms is recommended whenever possible.
  - Changing rooms and showers may be used provided they do not become crowded. Pupils may be divided into smaller groups to limit the number of pupils in the changing room/shower at the same time.
  - If appropriate, changing prior to PE lessons may take place in different classrooms in order to provide more space.
• It is recommended that showering after physical exercise be deferred until the pupils have returned home.
• Avoid activities involving close contact between pupils.
• Swimming lessons: The chlorine in swimming pool water inactivates both coronaviruses and other viruses. Teaching must be organised so as to avoid close contact between pupils in changing rooms and the pool.
• When teaching takes place in premises that do not belong to the school, the entire cohort/class may be taught together (e.g. in a public swimming pool or sports hall) and the group size need not be limited to what is recommended in the guide for sports.

• Music:
  • Instruments and other musical equipment should not be shared or touched by anyone other than the person who will use it. If shared equipment must be used by a number of pupils, hand washing is recommended before and after use.
  • Avoid the sharing of wind instruments between several pupils.
  • In connection with the use of handheld instruments and keys, surfaces that are touched must be wiped off after use.
  • Pupils may sing in choirs within their cohort or small groups. Although there is no reliable evidence that singing in choirs increases the risk of infection, it is important to remain at least one metre apart when mixing classes/cohorts.
  • When singing together or playing wind instruments together, it is recommended that pupils stand at least one metre away from each other.

• Food and health:
  • There is no evidence to suggest that COVID-19 infection can be passed through food. Good hand hygiene and normal kitchen hygiene measures should be practised.
  • Teaching may be conducted in the applicable cohorts.

• Arts and crafts
  • Limit the sharing of equipment. Clean equipment after use wherever possible.
3.6 Vocational subjects in upper secondary education

To facilitate the practical aspects of teaching at school and work experience, the same basic principles as described above shall apply. At yellow and red levels where permanent places are not possible, it is recommended that pupils taking vocational subjects be assigned designated partners/groups in order to enable teaching which requires closer contact to take place.

As a general rule, there is no need for personal protective equipment in order to comply with the infection control rules. Industry standards should be followed as far as possible at school and in work experience places.

See www.fhi.no for a description of relevant industry standards.

Subjects that involve close contact:

This applies for example to hairdressers, skin care, chiropodists, etc. See the relevant industry standards/advice for maintaining infection control where available. These will also apply to the learning situation. For health and ambulance subjects, refer to the advice regarding infection control in the health service.

Subjects which involve the use of shared equipment:

The teaching of many subjects requires the sharing of equipment. At green level, there is no need for any measures over and above those described in section 3.4.2. At yellow and red levels, personal equipment or equipment which is reserved for use by one student only may be used where possible. Where this is not possible, the points of contact on the equipment must be cleaned after use.

Food, cookery, restaurant and waitering subjects:

There is no evidence to suggest that COVID-19 infection can be passed through food or water. Normal cooking hygiene procedures apply. Establish good hand hygiene procedures. No measures over and above those described above are needed.

See also the Norwegian Food Safety Authority's website.

3.7 School camps and pupil gatherings across schools or municipalities

School camps bring together pupils from different regions. Such schools should also follow the "Advice for pupils living at a boarding school" (see Chapter 4) as and when applicable. Pupils should live and take part in activities within their cohort. School camps should not be arranged in municipalities which are at the red level. Similarly, if a class/school is at red level, the pupils concerned should not attend a school camp.

In the case of pupil gatherings/vocational teaching where pupils from several schools in the same municipality gather together, pupils should maintain the recommended distance.

In the case of special national or regional educational initiatives where pupils gather together over several days, the "Advice for pupils living at a boarding school" (see Chapter 4) should be followed where appropriate.

Provision should be made to ensure that safe distances can be maintained both in and outside teaching situations. Participants should be organised into smaller groups in order to limit the number of contacts. At red level, it is recommended that professional meetings be conducted digitally.
For both school camps and other pupil gatherings, there must be a plan for dealing with pupils who fall ill or have to go into quarantine. This involves ensuring that facilities are available for isolation/quarantine and that routines are in place for travel home.

Appropriate procedures must be established for information, both in advance of gatherings and in the event of illness or infection. Consideration must be given to whether the local health authorities should be contacted in advance of a school camp/gathering to ensure that any cases of infection can be managed.
4 Specifically for upper secondary schools with boarding pupils

Boarding schools where pupils live close to each other can be particularly susceptible to the spreading of infection. It is therefore important to reinforce hygiene measures and limit contact between pupils. General advice regarding hygiene, cleaning and reduced physical contact apply (see above).

At green level, no further measures are required other than that sick people should stay at home or in their own room, and good hand and cough hygiene must be practised. Pupils must be told how to contact the local health service if they become ill. Pupils and staff with respiratory symptoms must not attend school or enter shared living areas.

At yellow and red level, consideration should be given to whether the number of pupils per room and per toilet/bathroom can be limited. To the greatest extent possible, pupils should be divided into fixed groups which share the same bathroom/toilet and other communal facilities. The groups should interact with each other as little as possible. This will reduce the number of contacts if anyone should become ill. At yellow level, the groups may be larger than at red level. The size of groups will depend on the number of pupils at the boarding house and the room facilities. In the case of shared canteen or dining facilities, the number of people eating together at the same time should be limited in order to reduce contact between pupils and staff. The number of people present at the same time in a shared living room should be limited.

Pupils and staff who become ill should go home and remain there until they have recovered. They should not return home by public transport. There should be a plan for returning boarding pupils who become ill to their home.

Boarding housings must facilitate the isolation of sick pupils who are unable to return home immediately. Such pupils must not interact with other pupils and must remain in a separate room with access to a private bathroom/toilet. Food should be served in the room. The room, toilet and other areas where the pupil has been must be cleaned afterwards using ordinary detergents.

Pupils and staff who are confirmed as having COVID-19 must go into isolation in accordance with the applicable guidelines issued by the health service. The municipal chief medical officer is responsible for following up COVID-19 cases and contact tracing.

Pupils and staff who are identified as close contacts and who must go into quarantine should also return home during the quarantine period. If they are unable to return home, specific areas must be set aside for this purpose. People who are in quarantines should not use shared living rooms. These people must pay particular attention to their respiratory symptoms.

See also the advice regarding home quarantine and home isolation, which can be accessed at the Norwegian Institute of Public Health’s website.

The municipal health service can be contacted regarding local adaptation of procedures.
5 Is there anything which adolescents and staff must pay particular attention to?

5.1 Adolescents with chronic diseases

Children and adolescents very rarely become seriously ill from novel coronavirus. This also applies to children and adolescents who already have chronic diseases or conditions. However, some adolescents with a serious illness or condition may be advised not to attend school as a precaution.

In consultation with the Norwegian Institute of Public Health, the Norwegian Society of Paediatricians has prepared an overview of various diagnoses in children and adolescents and any special considerations which should be taken into account. The Norwegian Society of Pediatricians believes that the vast majority of children with chronic diseases or conditions can and should attend kindergarten or school.

Children and adolescents with a chronic disease/condition who can attend school in the normal way, include:

- Children and adolescents with diabetes
- Children and adolescents with well-controlled asthma
- Children and adolescents with allergies
- Children and adolescents with epilepsy
- Children and adolescents with Down syndrome
- Children and adolescents with heart defects without heart failure
- Children and adolescents with an autoimmune disease who use immunosuppressive therapy and have a stable condition
- Former premature children without significant lung disease
- Children and adolescents with obesity

Categories of children and adolescents with one or more chronic diseases/conditions, where consideration can be given on an individual basis to whether or not there are grounds for the child/adolescent to be kept at home and/or receive facilitated teaching from the school, are listed on the Norwegian Society of Pediatricians’ website.

The school and parents/guardians should discuss whether it is possible to arrange for these pupils to attend school. When assessing how the teaching and special provision can be carried out, considerable emphasis must be placed on what would be in the best interests of the pupil. For example, it will be crucial that the benefits of receiving facilitated education at home outweigh the disadvantages to these young people as a result of losing out on important social and academic development. In cases where there is a need for facilitated teaching, this must be clarified with the attending paediatrician.

As a general rule, there is no basis for siblings of these children and adolescents to be kept at home.

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7 See Article 3 of the Convention on the Rights of the Child
5.2 Adults (parents/guardians/staff)

Some groups are at greater risk of developing a more severe form of the disease, but most people even in the vulnerable categories only experience mild symptoms. As we have learned more about COVID-19 and the associated risk factors, the advice on who belongs to the vulnerable categories has gradually become more nuanced. The age groups and diseases that may increase the risk level for adults are regularly updated on the Norwegian Institute of Public Health's website.

Staff belonging to groups at greater risk of developing severe COVID-19 symptoms should be assessed individually with regard to adapted work. Staff being considered for such work must have a medical certificate.

Parents/guardians who are at risk can contact their GP to assess the need for facilitating school provision/home education in order to limit the risk of infection in the home. For pupils with parents/guardians (others in the household) who are at risk, a dialogue should be established between the school and the parents/guardians concerning whether it is possible to make suitable arrangements for the child. In such cases, consideration for the best interests® of the adolescent should also be accorded great importance.

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® See Article 3 of the Convention on the Rights of the Child
6  Training of staff and information for parents/guardians

Staff must be trained to carry out the necessary infection control measures described in this guide. The guide will be supplemented with additional information which can be used in the training of staff.

Parents/guardians must be confident that it is prudent for their children to return to their school. It is therefore important that the school has a good dialogue with parents and guardians. It is also important that parents and guardians actively contribute to implementing the infection control measures described in this guide. Specific information is being prepared for this group.

For more information on this, see the Norwegian Directorate for Education and Training’s website.

6.1 Interaction with parents/guardians and parent meetings

Parents meetings and other events organised by schools are considered to be public events and must be conducted in accordance with the current recommendations for events issued by the Norwegian Institute of Public Health and the Directorate of Health.

At red level, no parent/guardian meetings or other large gatherings should be arranged. The use of digital meetings is recommended instead.

Personal appraisals may be conducted at green and yellow levels, subject to normal infection control advice. At red level, the use of digital meetings is recommended. However, face-to-face discussions in the form of physical meetings may be necessary. In such cases, the ordinary infection control advice must then be followed.
## 7 Checklist for infection control at lower secondary and upper secondary schools

A checklist is given below covering the measures that must be in place. The measures are described in more detail above. The school owner is responsible for ensuring that infection control measures are in place, and that staff are familiar with the content and implementation of infection control measures. The school owner is also responsible for ensuring that the school has a clear plan for hand washing procedures for pupils and staff, and that the school has a clear plan for creating and organising small groups or cohorts when necessary.

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<thead>
<tr>
<th>Measures</th>
<th>Date carried out</th>
<th>Remarks</th>
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<tbody>
<tr>
<td><strong>The school owner’s overriding responsibilities</strong></td>
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<tr>
<td>Draw up contingency plans for rapid transition between different levels of measures in accordance with the traffic light model</td>
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<tr>
<td>Train staff regarding infection control measures by familiarising them with the information given in this guide</td>
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<tr>
<td>Information for parents/guardians concerning new routines at the school</td>
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<td>Prepare plan for hand washing procedures for pupils and staff</td>
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<td>Prepare written procedure for cleaning</td>
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<td>Draw up a plan for creating and organising small groups or cohorts when necessary</td>
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<td>Establish a dialogue with any staff members who are in a risk group and adolescents who require special provision</td>
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<td>Draw up plans for safeguarding vulnerable adolescents</td>
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<td><strong>Hygiene measures</strong></td>
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<td>Make sure sufficient soap and paper towels are available at all handwashing stations and toilets</td>
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<td>Training of pupils and staff in handwashing procedures and cough etiquette</td>
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<td>Put up posters about handwashing procedures and cough etiquette</td>
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<td>Provide alcohol-based disinfectants where no handwashing facilities are available</td>
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<tr>
<td>Plan hand hygiene measures to be applied in connection with outdoor activities (wet wipes and alcohol-based disinfectants)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cleaning (yellow and red levels)</strong></td>
<td></td>
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<tr>
<td>Draw up a cleaning plan, which describes the frequency and methods to be used.</td>
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</tr>
</tbody>
</table>

9 See Regulation No. 470 of 27 March 2020 relating to infection control measures, etc. regarding the coronavirus outbreak
<table>
<thead>
<tr>
<th>Measures</th>
<th>Date carried out</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw up a plan for cleaning loose objects</td>
<td></td>
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<tr>
<td><strong>Follow social distancing rules (yellow and red levels)</strong></td>
<td></td>
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<tr>
<td>Consider the use of outdoor activities/outdoor school</td>
<td></td>
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<tr>
<td>Provide a designated desk/workplace for each pupil with a safe distance between pupils</td>
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<tr>
<td><strong>Consider the use of rooms in relation to the number of pupils in the groups; use larger premises if possible</strong></td>
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<tr>
<td>Plan for social distancing between pupils and hygiene measures during mealtimes/in the canteen</td>
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<tr>
<td>Ensure good routines for meals and in canteens</td>
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<tr>
<td>Plan to reduce congestion in changing rooms, toilets and on the way into and out of the premises</td>
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<tr>
<td>If appropriate, apply markings to floors to ensure safe distances are maintained in areas where congestion may occur</td>
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<tr>
<td><strong>Consider alternating times for play/breaks to limit the number of pupils who are outside at the same time</strong></td>
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<tr>
<td>Plan for staff to be out at break times in order to help pupils maintain a safe distance from each other</td>
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<tr>
<td>If appropriate, divide outdoor areas into zones so that pupils from different groups do not mix insofar as is possible</td>
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<tr>
<td>Avoid large gatherings of pupils</td>
<td></td>
<td></td>
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<tr>
<td>Avoid using public transport for trips out of school</td>
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<tr>
<td>Plan school transport</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>For staff (yellow and red levels)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limit physical meetings; arrange digital meetings if possible (yellow/red level)</td>
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<td></td>
</tr>
<tr>
<td>Maintain the recommended distance from other staff members in all situations</td>
<td></td>
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<tr>
<td>Limit use of public transport</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8 Sources

Tiltak på skole- og barnehageområdet under koronautbruddet våren 2020, report 03.04.2020, available at www.udir.no
