

Selected Recommendations / Good Practice Statements

Why PCC matters at school

Post COVID-19 condition (PCC) can affect both students and teachers, leading to health challenges that disrupt learning, concentration, and daily activities similar to other chronic diseases.

Schools are important social spaces and busy, shared environments. By supporting those affected and considering preventive measures, schools can create a healthier and more inclusive learning environment.



The CAN-PCC Collaborative suggests

School programs for children and adolescents with post COVID-19 condition



should be adapted to **accommodate specific symptoms and needs**, promoting **engagement in learning** while supporting needs.

Those include flexible schedules, reduced workload, and personalized accommodations for physical, cognitive, or emotional challenges.

Scan the QR code for details on the Good Practice Statement or click the link above.

Corresponding tools ([implementation considerations](#), [text modules](#)) are available further along in this document.



Scan the QR code or click [here](#) for an interactive infographic for the public on pediatric CAN-PCC recommendations.



Ventilation/Air filtration



- **optimizing indoor ventilation:** mechanical ventilation (e.g., HVAC system, portable units) or natural (e.g., opening a window)
- **usage of air filtration systems:** HEPA, MERV-13, in-room HEPA filter air cleaners and DIY-type Corsi-Rosenthal Boxes

Settings that are a priority for ventilation improvements include areas where there is close contact, crowding, or closed spaces. Air filtration may also help reduce other airborne infections.

Scan the QR code for details on this recommendation or click the link above.

Corresponding tools ([implementation considerations](#), [text modules](#), [printing template](#)) are available further along in this document.

For further resources for policymakers on “Preventing PCC” click [here](#).





School Programs

for children and adolescents with post COVID-19 condition

Collaboration and **good communication** between healthcare providers, educators, and families are essential **to develop school adaptations** in a manner that is accessible, timely, culturally responsive, and developmentally appropriate.

Support for Flexible Educational Policies

Policymakers should advocate for **flexible educational policies**, strategies and action plans **that allow schools to implement necessary adaptations** for students with post COVID-19 condition. This could include **funding for additional resources**, training for educators, and the development of guidelines on how to manage affected students with post COVID-19 condition. Any modifications (i.e., change in grade level expectations) or accommodations (i.e., supports to help a student achieve program expectations) should be listed on a **student's individualized education plan** or student support plan.

Integration of post COVID-19 condition into Public Health Guidelines

Policymakers should ensure that **guidelines for managing post COVID-19 condition in children** are integrated into public health frameworks, **providing schools** and **healthcare systems** with **clear specific recommendations** on how to handle educational accommodations for affected students.

Funding and Resources

Adequate resources should be allocated to **support the implementation of personalized educational accommodations** including for the hiring of professionals in education and the health sector, the **training** of teachers and school counselors, and the development of **tools to monitor the progress** of students with post COVID-19 condition.

Examples of resources for the educational sector:

For guidance from the CDC on supporting students with similar or overlapping symptoms to PCC, refer to *Tips for Teachers and Administrators for Students with Chronic Fatigue Syndrome* by clicking [here](#).

For guidance from the United Kingdom on supporting students with similar or overlapping symptoms to PCC refer to *Managing Chronic Fatigue Syndrome (CFS)/Myalgic Encephalomyelitis (ME) in school and college* by clicking [here](#).



Ventilation / Air Filtration

Inform those in charge on how to assess and improve indoor ventilation. CO₂ monitoring may be a helpful tool in gauging the effectiveness of indoor ventilation.

Prioritize settings with close contact, crowding, or closed spaces.

There may be **additional benefits** to overall indoor air quality improvement and prevention of **other respiratory pathogen transmission**.

1 Optimize indoor ventilation

Indoor ventilation = mechanical ventilation (e.g., HVAC system, portable units) **or** natural (e.g., opening windows and doors)

- Prioritize mechanical ventilation (as natural ventilation is not practical all year around).
- When inadequate mechanical ventilation is in place, natural ventilation may be used as an additional measure.
- Include expertise from HVAC/Engineering – considering room size, population at risk, noise, electricity use, etc.

2 Consider additional portable air filtration

Various types of filters may be used (e.g., HEPA, MERV-13, in-room HEPA filter air cleaners and DIY-type Corsi-Rosenthal Boxes).

- Consult with an expert to determine the appropriate type for room/building (e.g., room size, population at risk).
- Consider that access to air filtration may empower people to prevent COVID-19 infection, particularly repeat infections for people already affected by post COVID-19 condition.

Further information

Scan the QR code for CAN-PCC recommendations on ventilation / air filtration or click [here](#).



Scan the QR code or click [here](#) to access: *“Using ventilation and filtration to reduce the risk of aerosol transmission of COVID-19”* (PHAC).



Text modules for newsletters or press releases

PCC in schools

As the world adapts to COVID-19, schools are facing multiple **physical** and **mental health** challenges with post COVID-19 condition or long COVID being one of them. This condition can affect both students and teachers alike.

For those already affected by post COVID-19 condition, schools can support students (and their families) by adapting school programs to accommodate the individual symptoms and needs including: **flexible learning & work arrangements** and **physical health accommodations** among others. Accommodations can help prevent academic setbacks and support the needs and well-being of students affected by post COVID-19 condition.

Improved ventilation in the classrooms can help to prevent the spread of COVID-19 (and other airborne diseases) and to reduce the potential risk of long-term health effects.

By maintaining vigilance in preventing the spread of COVID-19 and offering support for those affected, schools can foster an inclusive, compassionate, and healthy environment where every student and teacher can thrive.

Students with PCC

For children and young adults with PCC, **attending school** – whether in person or online – is an **important part of their lives**. However, persisting symptoms such as fatigue, chronic pain, memory difficulties, and anxiety, often make it challenging. It is crucial that their experiences are acknowledged, their symptoms recognized, and their limitations understood. Flexible, tailored accommodations in school can provide essential support, helping them navigate their education despite health challenges, which can significantly impact their academic performance, social capabilities and overall well-being.

Adapting school programs to accommodate these challenges – through measures such as **flexible scheduling**, **reduced workload**, and **personalized support** – has been shown to improve academic engagement and **reduce emotional distress**. By providing tailored support, students are more likely to stay **engaged with their education**, experience less frustration, and feel more empowered in managing their health condition, which can **improve long-term outcomes**.

This applies for students affected by post COVID-19 condition as well as for other chronic conditions such as attention-deficit/hyperactivity disorder (ADHD) or chronic fatigue syndrome (CFS).

PCC - what we know and why it matters

Post COVID-19 Condition (PCC) usually appears within three months from the acute COVID-19 infection and lasts at least two months. Symptoms vary, and can change or worsen over time, and significantly impact daily life, according to the World Health Organization. Common symptoms may include fatigue, pain, shortness of breath, brain fog and sleep problems. PCC is also known as long COVID, and can affect adults and children.

Fresh Air Means Safer Air!

Use mechanical ventilation / air conditioners

and - if not available:

open windows and doors regularly
(if the weather permits).



Do you have air filtration in place (like HEPA or MERV-13 filters)?

GREAT!



Ensure regular maintenance and filter replacement.



Use them in high-traffic areas for maximum benefit.

Optimizing indoor ventilation in a given space and then considering **additional portable air filtration** for further improvements in air quality is suggested in order to prevent COVID-19 infection with the aim of preventing PCC.

Scan the QR code to learn about CAN-PCC recommendations related to ventilation/air filtration.

