

TOPIC	CDC	CDE	CDPH	COUNTY
<p>Plan to Address Positive COVID-19 Cases Closing Schools</p>	<p>Coordinate with local health officials. Once learning of a COVID-19 case in someone who has been in the school, immediately notify local health officials. These officials will help administrators determine a course of action for their childcare programs or schools.</p>	<p>Establish a plan to close schools again for physical attendance of students, if necessary, based on public health guidance and in coordination with local public health officials.</p>	<p>Develop a plan for the possibility of repeated closures of classes, groups or entire facilities when persons associated with the facility or in the community become ill with COVID-19.</p>	
<p>Plan to Address Positive COVID-19 Cases</p>	<p>If an infected person has been in a school building, regardless of the level of community spread, CDC recommends the following procedures:</p> <ul style="list-style-type: none"> <li>• Immediately notify local health officials, they will help administrators determine a course of action for their childcare programs or schools.</li> <li>• Dismiss students and most staff for 2-5 days. Including all extracurricular group activities, school-based after school programs, and large events. Local health officials will then determine whether an extended dismissal duration is needed.</li> <li>• Coordinate with local health officials to communicate to staff, parents, and students. Discourage staff, students, and their families from gathering or socializing anywhere. Maintain confidentiality of the student or staff member as required by the ADA and FERPA</li> <li>• Clean and Disinfect thoroughly the areas used by the individual</li> <li>• Wait as long as practical before beginning to clean and disinfect to reduce exposure to respiratory droplets. Thoroughly clean and disinfect the areas used by ill persons, focusing especially on frequently touched surfaced (Offices, Bathrooms, Common areas). If services are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.</li> <li>• Make a decision about extending the school dismissal. During school and dismissal and after cleaning and disinfection, childcare programs and schools may stay open for staff members who are not ill while students stay home. Keeping facilities open <ul style="list-style-type: none"> <li>a) allows teachers to develop and deliver lessons and materials remotely;</li> <li>b) allows other staff members to continue to provide</li> </ul> </li> </ul>	<p>In accordance with CDPH guidance, when a student, teacher, or staff member or a member of their household tests positive for COVID-19 and has exposed others at the school implement the following steps:</p> <ul style="list-style-type: none"> <li>• In consultation with the local public health officials, the appropriate school official may consider whether school closure is warranted and length of time based on the risk level within the specific community as determined by the local public health officer.</li> <li>• In accordance with standard guidance for isolation at home after close contact, the classroom or office where the COVID-19-positive individual was based will typically need to close temporarily as students or staff isolate.</li> <li>• Additional close contacts at school outside of a classroom should also isolate at home.</li> <li>• Additional areas of the school visited by the COVID-19-positive individual may also need to be closed temporarily for cleaning and disinfection.</li> <li>• Develop a plan for continuity of education, medical and social services, and meal programs and establish alternate mechanisms for these to continue.</li> </ul>	<p>Close off areas used by any sick person and do not use before cleaning and disinfection. To reduce risk of exposure, wait 24 hours before you <b>clean and disinfect</b>. If it is not possible to wait 24 hours, wait as long as practicable. Ensure a <b>safe and correct application</b> of disinfectants using personal protective equipment and ventilation recommended for cleaning. Keep disinfectant products away from students. Provide students, teachers and staff from higher transmission areas opportunities for telework, virtual learning, independent study and other options as feasible to reduce travel to schools in lower transmission areas and vice versa. Ensure that students, including students with disabilities, have access to instruction when out of class, as required by federal and state law.</p> <p>Policies should not penalize students and families for missing class.</p>	

	<p>services and help with additional response efforts. Decisions to allow any staff to stay should be made in collaboration with local health officials.</p> <ul style="list-style-type: none"> <li>• Ensure continuity of education in consultations with school district officials or other relevant state or local partners.</li> <li>• Ensure continuity of meal programs</li> <li>• Consider alternatives for providing essential and social services for students.</li> </ul>			
<p><b>Campus Access</b> Excluding individuals showing symptoms</p>	<p>This communication to the school community should align with the communication plan in the school's emergency operations plan. Plan to include messages to counter potential stigma and discrimination. In such a circumstance, it is critical to maintain confidentiality of the student or staff member as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act.</p> <p>Establish procedures to ensure students and staff who become sick at school or arrive at school sick are sent home as soon as possible. Keep sick students and staff, particularly those with symptoms of respiratory illness, separate from well students and staff until they can leave. Plan to have areas where these individuals can be isolated from well students and staff until they can leave the school.</p>	<p>Exclude any student, parent, caregiver, visitor, or staff showing symptoms of COVID-19 (reference CDC and CDPH guidelines for COVID-19 symptoms). Staff should discuss with the parent or caregiver and refer to the student's health history form or emergency card to identify whether the student has a history of allergies, which would not be a reason to exclude.</p>	<p>Prevent discrimination against students who (or whose families) were or are diagnosed with COVID-19.</p> <p>Actively encourage staff and students who are sick or who have recently had close contact with a person with COVID-19 to stay home. Develop policies that encourage sick staff and students to stay at home without fear of reprisal, and ensure staff, students and students' families are aware of these policies.</p> <ul style="list-style-type: none"> <li>• If a student is exhibiting symptoms of COVID-19, staff should communicate with the parent/caregiver and refer to the student's health history form and/or emergency card to identify if the student has a history of allergies.</li> </ul>	
<p><b>Campus Access</b> Health Monitoring</p>		<p>Monitor staff and students throughout the day for signs of illness.</p>	<ul style="list-style-type: none"> <li>• Monitor staff and students throughout the day for signs of illness; send home students and staff with a fever of 100.4 degrees or higher, cough or other COVID-19 symptoms.</li> <li>• Monitor staff absenteeism and have a roster of trained back-up staff where available.</li> <li>• Monitor the types of illnesses and symptoms among your students and staff to help isolate them promptly.</li> </ul>	
<p><b>Campus Access</b> Special and Unique Needs</p>	<p>Continue providing necessary services for children with special healthcare needs, or work with the state <i>Title V Children and Youth with Special Health Care Needs (CYSHCN) Program</i></p>	<p>Determine any special or unique needs for students with disabilities related to planned district or schoolwide procedures.</p>	<p>Develop a plan to further support students with access and functional needs who may be at increased risk of becoming infected or having unrecognized illness due to COVID-19. For example, review existing student health plans to identify students who may need additional accommodations, develop a process for engaging families for potentially unknown concerns that may need to be accommodated or identify additional</p>	

			<p>preparations for classroom and non-classroom environments as needed. Groups that might be at increased risk of becoming infected or having unrecognized illness include the following:</p> <ul style="list-style-type: none"> <li>• Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;</li> <li>• Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing;</li> <li>• Individuals who may not be able to communicate symptoms of illness.</li> </ul>	
<p><b>Campus Access</b> Passive Screening</p>	<p>Remember that schools are not expected to screen students or staff to identify cases of COVID-19. If a community (or more specifically, a school) has cases of COVID-19, local health officials will help identify those individuals and will follow up on next steps.</p> <p>Information-sharing systems can be used for day-to-day reporting (on information such as changes in absenteeism) and disease surveillance efforts to detect and respond to an outbreak.</p>	<p>Passive Screening. Instruct parents to screen students before leaving for school (check temperature to ensure temperatures below 100.4 degrees Fahrenheit, observe for symptoms outlined by public health officials) and to keep students at home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19.</p> <p>Instruct staff to self-screen before leaving for work (check temperature to ensure temperatures below 100.4 degrees Fahrenheit, check for symptoms outlined by public health officials) and to stay home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19.</p>	<p>Train all staff and provide educational materials to families in the following safety actions:</p> <ul style="list-style-type: none"> <li>• Screening practices</li> <li>• COVID-19 specific <b>symptom</b> identification</li> </ul>	
<p><b>Campus Access</b> Active Screening</p>	<p>Remember that schools are not expected to screen students or staff to identify cases of COVID-19. If a community (or more specifically, a school) has cases of COVID-19, local health officials will help identify those individuals and will follow up on next steps.</p> <p>Information-sharing systems can be used for day-to-day reporting (on information such as changes in absenteeism) and disease surveillance efforts to detect and respond to an outbreak.</p>	<p>Active Screening. Engage in symptom screening as staff and students enter campus and buses, consistent with public health guidance, which includes visual wellness checks and temperature checks with no-touch thermometers (check temperature to ensure temperatures below 100.4 degrees Fahrenheit), and ask all students about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test. If a thermometer requiring a touch method (under the tongue or arm, forehead, etc.) is the only type available, it should only be used when a fever is suspected and caution is taken by temperature screeners, such as by wearing gloves, eye protection, and a mask. Thermometers must be properly cleaned and disinfected after each use.</p>	<p>Train all staff and provide educational materials to families in the following safety actions:</p> <ul style="list-style-type: none"> <li>• Screening practices</li> <li>• COVID-19 specific <b>symptom</b> identification</li> </ul> <p>Implement screening and other procedures for all staff and students entering the facility.</p> <ul style="list-style-type: none"> <li>o Conduct visual wellness checks of all students and take students' temperature with a no-touch thermometer.</li> </ul> <p>Ask all individuals about <b>COVID-19 symptoms</b> within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.</p>	
<p><b>Campus Access</b> Wash hands upon entering</p>		<p>All staff and students must wash or sanitize hands as they enter campuses and buses.</p>	<p>Make available and encourage use of hand-washing stations or hand sanitizer.</p>	

<p><b>Campus Access</b> Access points to campus</p>		<p>Provide supervised, sufficient points of access to avoid larger gatherings.</p>	<ul style="list-style-type: none"> <li>Minimize contact at school between students, staff, families and the community at the beginning and end of the school day.</li> <li>Designate routes for entry and exit, using as many entrances as feasible. Put in place other protocols to limit direct contact with others as much as practicable.</li> </ul>	
<p><b>Campus Access</b> Privacy boards/screens</p>		<p>Use privacy boards or clear screens when practicable.</p>	<p>Consider using privacy boards or clear screens.</p>	
<p><b>Campus Access</b> Staggered arrival times</p>	<p>Stagger arrival and/or dismissal times. These approaches can limit the amount of close contact between students in high-traffic situations and times</p>		<p>Stagger arrival and drop off-times and locations as consistently as practicable as to minimize scheduling challenges for families.</p>	
<p><b>Campus Access</b> Symptomatic Students</p>	<p>Establish procedures to ensure students and staff who become sick at school or arrive at school sick are sent home as soon as possible. Keep sick students and staff, particularly those with symptoms of respiratory illness, separate from well students and staff until they can leave. Plan to have areas where these individuals can be isolated from well students and staff until they can leave the school.</p>	<p>If a student is symptomatic while entering campus or during the school day:</p> <ul style="list-style-type: none"> <li>Students who develop symptoms of illness while at school should be separated from others right away, preferably isolated in an area through which others do not enter or pass. If more than one student is in an isolation area, ensure physical distancing.</li> <li>Any students or staff exhibiting symptoms should be required to immediately wear a face covering and wait in an isolation area until they can be transported home or to a health care facility.</li> <li>Students should remain in isolation with continued supervision and care until picked up by an authorized adult.</li> <li>Follow established guidelines for triaging students in the health office, recognizing not all symptoms are COVID-19 related.</li> <li>Advise parents of sick students that students are not to return until they have met <a href="#">CDC criteria to discontinue home isolation</a>.</li> </ul>	<ul style="list-style-type: none"> <li>Work with school administrators, nurses and other healthcare providers to identify an isolation room or area to separate anyone who exhibits symptoms of COVID-19.</li> <li>Any students or staff exhibiting symptoms should immediately be required to wear a face covering and be required to wait in an isolation area until they can be transported home or to a healthcare facility, as soon as practicable</li> <li>Establish procedures to arrange for safe transport home or to a healthcare facility, as appropriate, when an individual is exhibiting COVID-19 symptoms: Fever, Cough, Shortness of breath or difficulty breathing, Chills, Repeated shaking with chills, Muscle pain, Headache, Sore throat, New loss of taste or smell</li> <li>For serious injury or illness, call 9-1-1 without delay. Seek medical attention if COVID-19 symptoms become severe, including persistent pain or pressure in the chest, confusion, or bluish lips or face. Updates and further details are available on <a href="#">CDC's webpage</a>.</li> <li>Notify local health officials, staff and all families immediately of any positive case of COVID-19 while maintaining confidentiality as required by state and federal laws. Additional guidance can be found <a href="#">here</a>.</li> <li>Close off areas used by any sick person and do not use before cleaning and disinfection. To reduce risk of exposure, wait 24 hours before you <a href="#">clean and disinfect</a>. If it is not possible to wait 24 hours, wait as long as practicable. Ensure a <a href="#">safe and correct application</a> of disinfectants using personal protective equipment and ventilation recommended for cleaning. Keep disinfectant products away from students.</li> </ul>	<p>Work with school administrators, nurses and other healthcare providers to identify an isolation room or area to separate anyone who exhibits symptoms of COVID-19.</p> <p>Any students or staff exhibiting symptoms should immediately be required to wear a face covering and be required to wait in an isolation area until they can be transported home or to a healthcare facility, as soon as practicable.</p>

			<ul style="list-style-type: none"> <li>• Advise sick staff members and students not to return until they have met CDC criteria to discontinue <a href="#">home isolation</a>, including 3 days with no fever, symptoms have improved and 10 days since symptoms first appeared.</li> <li>• Ensure that students, including students with disabilities, have access to instruction when out of class, as required by federal and state law.</li> <li>• Provide students, teachers and staff from higher transmission areas opportunities for telework, virtual learning, independent study and other options as feasible to reduce travel to schools in lower transmission areas</li> </ul>	
<b>Campus Access</b> Symptomatic Employees	Establish procedures to ensure students and staff who become sick at school or arrive at school sick are sent home as soon as possible. Keep sick students and staff, particularly those with symptoms of respiratory illness, separate from well students and staff until they can leave. Plan to have areas where these individuals can be isolated from well students and staff until they can leave the school.	Exclude employees who are exhibiting symptoms from the workplace. Staff members who develop symptoms of illness should be sent to medical care. Have emergency substitute plans in place. Create a procedure for reporting the reasons for the exclusions. Advise sick staff members not to return until they have met <a href="#">CDC criteria to discontinue home isolation</a> .		
<b>Campus Access</b> Plan for symptomatic students boarding bus		Develop a plan for if students are symptomatic when boarding the bus.		
<b>Campus Access</b> Providing virtual learning or independent study		Protect and support students who are at higher risk for severe illness ( <a href="#">medical conditions that the CDC says may have increased risks</a> ) or who cannot safely distance from household contacts at higher risk by providing options such as virtual learning or independent study.	Support staff and students who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk, by providing options such as telework, virtual learning or independent study.	
<b>Outside Visitors and Groups</b> Limit access to campus	Limit the presence of volunteers for classroom activities, mystery readers, cafeteria support, and other activities.	Limit access to campus for parents and other visitors.	Limit nonessential visitors, volunteers and activities involving other groups at the same time.	
<b>Outside Visitors and Groups</b> Community organizations	Limit the presence of volunteers for classroom activities, mystery readers, cafeteria support, and other activities.	Evaluate whether and to what extent external community organizations can safely utilize the site and campus resources. Ensure external community organizations that use the facilities also follow the school's health and safety plans and CDPH guidance.	Evaluate whether and to what extent external community organizations can safely utilize the site and campus resources. Ensure external community organizations that use the facilities also follow this guidance.	
<b>Outside Visitors and Groups</b> Facility agreements		Review facility use agreements and establish common facility protocols for all users of the facility.		
<b>Outside Visitors and Groups</b> Delivery protocols		Establish protocol for accepting deliveries safely.		

Charter School Co-locations MOUs		Charter School Co-locations Update facility use agreements to address unique circumstances during the COVID-19 crisis, ensuring that organizations that are using the same facility have agreed to the same understandings about how to reopen in a healthy and safe way. Establish a protocol for responding to site concerns regarding health and safety issues that arise during the pandemic that is collaborative and meets the needs of all stakeholders.		
Hygiene Plan for frequent handwashing	CDC offers several free handwashing resources that include <a href="#">health promotion materials</a> , information on <a href="#">proper handwashing technique</a> , and <a href="#">tips for families to help children develop good handwashing habits</a> .	Providing opportunities for students and staff to meet handwashing frequency guidance	<ul style="list-style-type: none"> <li>• Students and staff should wash their hands before and after eating; after coughing or sneezing; after being outside; and before and after using the restroom.</li> <li>• Develop routines enabling students and staff to regularly wash their hands at staggered intervals.</li> </ul>	
Hygiene Plan for sufficient access to handwashing/sanitizing stations	Ensure adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) to support healthy hygiene practices.	Ensuring sufficient access to handwashing and sanitizer stations. Consider portable handwashing stations throughout a site and near classrooms to minimize movement and congregations in bathrooms to the extent possible.	Consider portable handwashing stations throughout a site and near classrooms to minimize movement and congregations in bathrooms to the extent practicable.	
Hygiene Requirements for hand sanitizer	Use an alcohol-based hand sanitizer that contains at least 60% alcohol.	Ensuring fragrance-free hand sanitizer (with a minimum of 60 percent alcohol) is available and supervised at or near all workstations and on buses. Children under age nine should use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222. Note: frequent handwashing is more effective than the use of hand sanitizers.	Ethyl alcohol-based hand sanitizers are preferred and should be used when there is the potential of unsupervised use by children. Isopropyl hand sanitizers are more toxic and can be absorbed through the skin. Children under age 9 should use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.	
Hygiene Handwashing training	<p>Train staff on healthy hygiene practices so they can teach these to students. Ensure handwashing strategies include washing with soap and water for at least 20 seconds. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least 60% alcohol. Ensure adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) to support healthy hygiene practices.</p> <p>CDC offers several free handwashing resources that include <a href="#">health promotion materials</a>, information on <a href="#">proper handwashing technique</a>, and <a href="#">tips for families to help children develop good handwashing habits</a>.</p>	Train staff and students on: Scrub with soap for at least 20 seconds or use hand sanitizer if soap and water are not accessible. Staff and students should use paper towels (or single use cloth towels) to dry hands thoroughly.	<p>Teach and Reinforce handwashing:</p> <ul style="list-style-type: none"> <li>• Students and staff should wash their hands before and after eating; after coughing or sneezing; after being outside; and before and after using the restroom.</li> <li>• Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application, and use paper towels (or single-use cloth towels) to dry hands thoroughly.</li> <li>• Staff should model and practice handwashing. For example, for lower grade levels, use bathroom time as an opportunity to reinforce healthy habits and monitor proper handwashing.</li> <li>• Students and staff should use fragrance-free hand sanitizer when handwashing is not practicable. Sanitizer must be rubbed into hands until completely dry. Note: frequent handwashing is more effective than the use of hand sanitizers.</li> <li>• Ethyl alcohol-based hand sanitizers are preferred and should be used when there is the</li> </ul>	

			potential of unsupervised use by children. Isopropyl hand sanitizers are more toxic and can be absorbed through the skin.	
<b>Hygiene</b> Train on when to handwash	Ensure handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing.  CDC offers several free handwashing resources that include <a href="#">health promotion materials</a> , information on <a href="#">proper handwashing technique</a> , and <a href="#">tips for families to help children develop good handwashing habits</a> .	Train staff and students on: Wash hands when: arriving and leaving home; arriving at and leaving school; after playing outside; after having close contact with others; after using shared surfaces or tools; before and after using restroom; after blowing nose, coughing, and sneezing; and before and after eating and preparing foods.	Students and staff should wash their hands before and after eating; after coughing or sneezing; after being outside; and before and after using the restroom.	
<b>Hygiene</b> Train on Proper PPE Use		Train staff and students on: <a href="#">CDC guidance</a> on proper PPE use.		
<b>Hygiene</b> Train on cough/sneeze etiquette		Train staff and students on: Use tissue to wipe the nose and cough and sneeze inside the tissue.	Teach students and remind staff to use tissue to wipe their nose and to cough/sneeze inside a tissue or their elbow.	
<b>Hygiene</b> Train to not touch face		Train staff and students on: Not touch the face or face covering.	Students and staff should be frequently reminded not to touch the face covering and to wash their hands frequently.	
<b>Protective Equipment</b> Train to use and remove face coverings		<a href="#">Training and information</a> should be provided to staff and students on proper use, removal, and washing of cloth face coverings.	<ul style="list-style-type: none"> <li>Information should be provided to all staff and families in the school community on <a href="#">proper use, removal and washing of cloth face coverings</a>.</li> <li>Teach and reinforce use of cloth face coverings, masks, or face shields. Face coverings are most essential when physical distancing is not practicable.</li> </ul>	
<b>Protective Equipment</b> Face coverings restrictions		Face coverings are not recommended for anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance. LEAs should make reasonable accommodations such as a face shield with a cloth drape for those who are unable to wear face coverings for medical reasons. Per Cal/OSHA, considerations. Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms). Cloth face coverings are not surgical masks, respirators, or personal protective equipment.	Students should be encouraged to use cloth face coverings. Cloth face coverings are most essential in settings where physical distancing cannot easily be maintained, such as school buses or other settings where space may be insufficient.	
<b>Staff Protective Equipment</b> Staff should wear Face Coverings		As recommended by the CDC, all staff should wear face coverings. Per CDPH guidance, teachers could use face shields, which enable students to see their faces and to avoid potential barriers to phonological instruction.	All staff should use cloth face coverings unless Cal/OSHA standards require respiratory protection. Teachers can use face shields, if available, which enable younger students to see their teachers'	

			faces and to avoid potential barriers to phonological instruction.	
<b>Staff Protective Equipment</b> Provide masks for employees		Provide masks if the employee does not have a clean face covering.	Employers should provide and ensure staff use face coverings and all required protective equipment.	
<b>Staff Protective Equipment</b> PPEs for Employees conducting screenings		For employees engaging in symptom screening, provide surgical masks, face shields, and disposable gloves.		
<b>Staff Protective Equipment</b> PPEs for Front Office and Food Service		For front office and food service employees, provide face coverings and disposable gloves.	Food service workers and staff in routine contact with the public (e.g., front office) should use gloves and facial coverings.	
<b>Staff Protective Equipment</b> PPEs for custodial staff		For custodial staff, provide equipment and PPE for cleaning and disinfecting, including: <b>A.</b> For regular surface cleaning, provide gloves appropriate for all cleaning and disinfecting. <b>B.</b> Classified staff engaged in deep cleaning and disinfecting should be equipped with proper PPE for COVID-19 disinfection (disposable gown, gloves, eye protection, and mask or respirator) in addition to PPE as required by product instructions. All products must be kept out of children's reach and stored in a space with restricted access. <b>C.</b> Cal/OSHA requires that PPE be provided and worn to effectively protect employees from the hazards of the cleaning products used and training be provided to staff on the hazards of chemicals.		
<b>Student Protective Equipment</b>		Students should use cloth face coverings, especially in circumstances when physical distancing cannot be maintained. If an LEA requires students to wear face coverings, then the LEA must provide face coverings to be used. Consider how the LEA will address students with disabilities who refuse or are not able to wear masks. At a minimum, face coverings should be worn: While waiting to enter the school campus. While on school grounds (except when eating or drinking). While leaving school. While on a school bus. Driver has access to surplus masks to provide to students who are symptomatic on the bus.		
<b>PHYSICAL DISTANCING</b>	<b>CDC</b>	<b>CDE</b>	<b>CDPH</b>	<b>COUNTY</b>
<b>Physical Distancing</b> General campus social distancing	Avoid mixing students in common areas. For example, allow students to eat lunch and breakfast in their classrooms rather than mixing in the cafeteria. If it is not possible to suspend use of common areas, try to limit the extent to	Plan to limit the number of people in all campus spaces to the number that can be reasonably accommodated while maintaining a minimum of 6 feet of distance between individuals.(6 feet is the current minimum recommendation for physical		

	<p>which students mix with each other, and particularly with students from other classes (e.g., stagger lunch by class, segregate lunch and recess area by class, send a few students into the library to pick out books rather than going as a class, suspend the use of lockers). Restrict hallway use through homeroom stays or staggered release of classes. Try to avoid taking multiple classes to bathrooms at once (e.g., avoid having all classes use the bathroom right after lunch or recess). In child care or elementary school settings, consider staggering playground use rather than allowing multiple classes to play together, and limit other activities where multiple classes interact.</p>	<p>distancing from the CDC, but it is important to pay attention to future modifications in public health recommendations.)</p>		
<p><b>Physical Distancing</b> Creating Cohorts</p>	<p>Stagger arrival and/or dismissal times. These approaches can limit the amount of close contact between students in high-traffic situations and times.</p>	<p>To the extent possible, and as recommended by the CDC, attempt to create smaller student/ educator cohorts to minimize the mixing of student groups throughout the day. Minimize movement of students, educators, and staff as much as possible.</p>		
<p><b>Physical Distancing</b> Wearing Masks when Social Distancing isn't Possible.</p>		<p>In a circumstance where sufficient physical distancing is difficult or impossible, such as when students enter or exit a school bus in proximity to the bus driver, all individuals, including staff and students, should wear face coverings that cover the mouth and nose consistent with public health guidance. To be clear, face coverings are not a replacement for physical distancing, but they should be used to mitigate virus spread when physical distancing is not feasible.</p>		
<p><b>Student Physical Distancing</b> Limit # of students physically reporting to school</p>	<p>Stagger arrival and/or dismissal times. These approaches can limit the amount of close contact between students in high-traffic situations and times.</p> <ul style="list-style-type: none"> <li>Reduce congestion in the health office. For example, use the health office for children with flu-like symptoms and a satellite location for first aid or medication distribution.</li> <li>Limit nonessential visitors. Limit the presence of volunteers for classroom activities, mystery readers, cafeteria support, and other activities.</li> <li>Limit cross-school transfer for special programs. For example, if students are brought from multiple schools for special programs (e.g., music, robotics, academic clubs), consider using distance learning to deliver the instruction or temporarily</li> </ul>	<p>Student Physical Distancing. LEAs should plan to: Limit number of students physically reporting to school, if needed to maintain physical distancing. Determine student and staff capacity of each school meeting 6-foot physical distancing objectives. Consider various strategies outlined in the Instructional Program Models in the guidance document, such as early/late start times and blended learning models.</p>		

	offering duplicate programs in the participating schools.			
Physical Distancing Virtual Activities and Field Trips	Cancel field trips, assemblies, and other large gatherings. Cancel activities and events such as field trips, student assemblies, athletic events or practices, special performances, school-wide parent meetings, or spirit nights.	The CDC recommends virtual activities in lieu of field trips and intergroup events.		
Physical Distancing Signage and barriers		Post signage and install barriers to direct traffic around campus.		
Busses Max Capacity		Buses Determine maximum capacity for students of each vehicle while meeting 6-foot physical distancing objectives		
Busses Seating arrangement		Create a plan for seating based on maximum capacity determined above, and develop a plan for bus routes that accommodates the capacity limitations. Mark or block seats that must be left vacant. Sample seating options: Option 1: Seat one student to a bench on both sides of the bus, skipping every other row. Option 2: Seat one student to a bench, alternating rows on each side to create a zigzag pattern on the bus.	Open windows and maximize space between students and between students and the driver on school buses where practicable.	
Busses Bus stop social distancing	Stagger arrival and/or dismissal times. These approaches can limit the amount of close contact between students in high-traffic situations and times	Instruct students and parents to maintain 6-foot distancing at bus stops and while loading and unloading.		
Busses Boarding bus back to front		Seat students from the rear of the bus forward to prevent students from walking past each other. To prevent students from walking past one another, afternoon runs should be boarded based on the order in which students will be dropped off. (Students who get off first should board last and sit in the front.)		
Busses Face coverings		Students and staff should wear face coverings at bus stops and on buses.		
Busses Open Windows			Open windows and maximize space between students and between students and the driver on school buses where practicable.	
Busses Cleaning			Buses should be thoroughly cleaned and disinfected daily and after transporting any individual who is exhibiting symptoms of COVID-19. Drivers should be provided disinfectant wipes and disposable gloves to support disinfection of frequently touched surfaces during the day.	
Playgrounds/Outside Spaces/Athletics supervision		Increase supervision to ensure physical distancing.		

Playgrounds/Outside Spaces/Athletics No physical contact	In child care or elementary school settings, consider staggering playground use rather than allowing multiple classes to play together, and limit other activities where multiple classes interact.	Physical education (PE) and intramural/interscholastic athletics should be limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.	Consider holding recess activities in separated areas designated by class.	
Playgrounds/Outside Spaces/Athletics Limit use of playground equip.			Limit use of shared playground equipment in favor of physical activities that require less contact with surfaces.	
Classrooms 6 foot distance classrooms		Determine maximum capacity for students of each classroom while meeting 6-foot physical distancing objectives.	Maximize space between seating and desks. Distance teacher and other staff desks at least six feet away from student desks. Consider ways to establish separation of students through other means if practicable, such as, six feet between desks, partitions between desks, markings on classroom floors to promote distancing or arranging desks in a way that minimizes face-to-face contact.	
Classrooms Desks minimum 6 ft apart. No face-to-face	Rearrange student desks to maximize the space between students. Turn desks to face in the same direction (rather than facing each other) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).	Ensure desks are a minimum of 6 feet apart and arrange desks in a way that minimizes face-to-face contact.	Maximize space between seating and desks. Distance teacher and other staff desks at least six feet away from student desks. Consider ways to establish separation of students through other means if practicable, such as, six feet between desks, partitions between desks, markings on classroom floors to promote distancing or arranging desks in a way that minimizes face-to-face contact.	
Classrooms Utilize other campus space for classrooms		If necessary, utilize other campus spaces for instructional activities (e.g., lecture halls, gyms, auditoriums, cafeterias, outdoors).	Consider use of non-classroom space for instruction, including regular use of outdoor space, weather permitting. For example, consider part-day instruction outside.	
Classrooms Broadcast to other classrooms and DL		If necessary, broadcast to other classrooms and students distance learning at home.		
Classrooms Increase staffing for social distancing enforcement		Increase staffing to ensure physical distancing for younger students and students with special needs.		
Classrooms Rearrange activities/spaces for social distancing		Arrange developmentally appropriate activities for smaller group activities and rearrange furniture and play spaces to maintain separation, when possible.	Consider redesigning activities for smaller groups and rearranging furniture and play spaces to maintain separation.	
Classrooms Moving between classrooms		Address physical distancing objectives as students move between classrooms.	Minimize congregate movement through hallways as much as practicable. For example, establish more ways to enter and exit a campus, and staggered passing times when necessary or when students cannot stay in one room.	
Classrooms		Address potential issues from physical distancing rules that could result in unintended segregation of		

Address unintended segregation		students with disabilities on campuses away from peers without disabilities.		
<b>Classrooms</b> Keeping students in cohorts			Students should remain in the same space and in groups as small and consistent as practicable. Keep the same students and teacher or staff with each group, to the greatest extent practicable.	
<b>Classrooms</b> Minimize movement of teachers/students	Cancel or modify classes where students are likely to be in very close contact. For example, in physical education or choir classes, consider having teachers come to classrooms to prevent classes mixing with others in the gymnasium or music room).		Minimize movement of students and teachers or staff as much as practicable. For example, consider ways to keep teachers with one group of students for the whole day.	
<b>Classrooms</b> Teachers instruct on movement			Staff should develop instructions for maximizing spacing and ways to minimize movement in both indoor and outdoor spaces that are easy for students to understand and are developmentally appropriate.	
<b>Classrooms</b> Turning in assignments			Implement procedures for turning in assignments to minimize contact.	
<b>Non- Classroom Spaces</b> Limit communal activities			Limit communal activities where practicable. Alternatively, stagger use, properly space occupants and disinfect in between uses.	
<b>Food Service</b> Limited Interaction	<b>Avoid mixing students in common areas.</b> For example, allow students to eat lunch and breakfast in their classrooms rather than mixing in the cafeteria. If it is not possible to suspend use of common areas, try to limit the extent to which students mix with each other, and particularly with students from other classes (e.g., stagger lunch by class, segregate lunch and recess area by class, send a few students into the library to pick out books rather than going as a class, suspend the use of lockers). Restrict hallway use through homeroom stays or staggered release of classes. Try to avoid taking multiple classes to bathrooms at once (e.g., avoid having all classes use the bathroom right after lunch or recess). Design strategies to avoid distribution in settings where people might gather in a group or crowd. Consider options such as “grab-and-go” bagged lunches or meal delivery	Consider strategies to limit physical interaction during meal preparation and meal service (e.g., serving meals in classrooms, increasing meal service access points, staggering cafeteria use).	Serve meals in classrooms or outdoors instead of cafeterias or group dining rooms where practicable. Serve individually plated or bagged meals.	
<b>Food Service</b> Suspend shared tables and self service	Design strategies to avoid distribution in settings where people might gather in a group or crowd. Consider options such as “grab-and-go” bagged lunches or meal delivery	Suspend use of share tables and self-service buffets for food and condiments.	Avoid sharing of foods and utensils and buffet or family-style meals.	

Food Service Install barriers		Install physical barriers, such as sneeze guards and partitions, at point of sale and other areas where maintaining physical distance of 6 feet is difficult.		
Food Service Meal delivery for quarantined		With an approved National School Lunch Program waiver, offer meal delivery for students quarantined or in a home-based cohort.		
Food Service Trash removal		If providing meal service in classrooms, plan for cleaning and trash removal.		
Staff Physical Distancing		Develop a plan that ensures physical distancing among staff in their work environment to reduce spread of the virus that includes: <ul style="list-style-type: none"> <li>• Avoiding staff congregation in work environments, break rooms, staff rooms, and bathrooms.</li> <li>• Avoiding grouping staff together for training or staff development. Consider conducting the training virtually or, if in-person, ensure distancing is maintained.</li> </ul>		
Staff Accommodate student schedules through negotiations		Adjust staff schedules (through negotiations) to accommodate new student schedules and physical distancing strategies.		
Staff Evaluate workspace to ensure social distancing		In accordance with Cal/OSHA regulations and guidance, evaluate all workspaces to ensure that employees can maintain physical distancing to the extent possible. <ul style="list-style-type: none"> <li>• Where possible, rearrange workspaces to incorporate a minimum of 6 feet between employees and students.</li> <li>• If physical distancing between workspaces or between employees and students and visitors is not possible, add physical barriers that cannot be moved to separate workspaces.</li> </ul>	Be aware of Cal/OSHA requirements to conduct site-specific hazard assessments and develop and implement an effective plan to protect employees.	
Cleaning and Disinfecting Meet high cleanliness standards	<b>Intensify cleaning and disinfection efforts.</b> <ul style="list-style-type: none"> <li>• Routinely clean and disinfect surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops). Clean with the cleaners typically used. Use all cleaning products according to the directions on the label. For disinfection most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available <a href="#">here</a>. Follow the manufacturer’s instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.).</li> </ul>	Overall Cleanliness Standards. Schools must meet high cleanliness standards prior to reopening and maintain a high level during the school year.	Establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.	

	<ul style="list-style-type: none"> <li>• Provide EPA-registered disposable wipes to teachers and staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before use.</li> <li>• Ensure adequate supplies to support cleaning and disinfection practices</li> </ul>			
<b>Cleaning and Disinfecting</b> Avoid sharing manipulatives		In accordance with CDC guidance, avoid sharing of electronic devices, toys, books, and other games or learning aids.	<ul style="list-style-type: none"> <li>• Limit sharing of objects and equipment, such as toys, games and art supplies to the extent practicable. But where allowed, clean and disinfect between uses.</li> <li>• Avoid sharing electronic devices, clothing, toys, books and other games or learning aids as much as practicable.</li> <li>• Ensure adequate supplies to minimize sharing of high-touch materials (art supplies, equipment, etc.) to the extent practicable or limit use of supplies and equipment to one group of children at a time and clean and disinfect between uses.</li> </ul>	
<b>Cleaning and Disinfecting</b> Limit items that need to be sanitized		Limit stuffed animals and any other toys that are difficult to clean and sanitize.	Consider suspending or modifying use of site resources that necessitate sharing or touching items. For example, consider suspending use of drinking fountains and instead encourage the use of reusable water bottles.	
<b>Cleaning and Disinfecting</b> Plan which includes correct application of disinfectants	For disinfection, most common EPA-registered household disinfectants should be effective. Follow the manufacturer’s instructions (including concentration, application method, and contact time). <ul style="list-style-type: none"> <li>• Diluted household bleach solutions can be used if appropriate for the surface. (5 tablespoons or 1/3 cup bleach per gallon of water OR 4 teaspoons bleach per quart of water)</li> <li>• Ensure product is not expired.</li> <li>• Never mix household bleach with ammonia or any other cleanser.</li> </ul>	A safe and correct application of disinfectants using personal protective equipment and ventilation recommended for cleaning.	Ensure safe and correct application of disinfectant and keep products away from students.	
<b>Cleaning and Disinfecting</b> Plan which includes: Disinfecting surfaces between use	Routinely clean and disinfect surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops). Clean with the cleaners typically used. Use all cleaning products according to manufacturer directions.	Disinfecting surfaces between uses, such as: <ul style="list-style-type: none"> <li>• Desks and tables</li> <li>• Chairs</li> <li>• Seats on bus</li> <li>• Keyboards, phones, headsets, copy machines</li> </ul>		
<b>Cleaning and Disinfecting</b> Plan which includes:	Provide EPA-registered disposable wipes to teachers and staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before use.	Disinfecting frequently—at least daily—high-touch surfaces, such as: <ul style="list-style-type: none"> <li>• Door handles</li> <li>• Handrails</li> </ul>	Staff should clean and disinfect frequently-touched surfaces within school and on school buses at least daily and, as practicable, frequently throughout the day by trained custodial staff.	

Disinfecting high touch surfaces		<ul style="list-style-type: none"> <li>• Drinking fountains</li> <li>• Sink handles</li> <li>• Restroom surfaces</li> <li>• Toys, games, art supplies, instructional materials</li> <li>• Playground equipment</li> </ul>	<p>Frequently touched surfaces in the school include, but are not limited to:</p> <ul style="list-style-type: none"> <li>o Door handles</li> <li>o Light switches</li> <li>o Sink handles</li> <li>o Bathroom surfaces</li> <li>o Tables</li> <li>o Student Desks</li> <li>o Chairs</li> </ul>	
<b>Cleaning and Disinfecting</b> Plan which includes: Using proper disinfectants	<p>For disinfection, most common EPA-registered household disinfectants should be effective. Follow the manufacturer’s instructions (including concentration, application method, and contact time).</p> <ul style="list-style-type: none"> <li>• Diluted household bleach solutions can be used if appropriate for the surface. (5 tablespoons or 1/3 cup bleach per gallon of water OR 4 teaspoons bleach per quart of water)</li> <li>• Ensure product is not expired.</li> </ul> <p>Never mix household bleach with ammonia or any other cleanser</p>	<p>When choosing disinfecting products, use those approved for use against COVID-19 on the Environmental Protection Agency (EPA) List N: Disinfectants for Use Against SARS-CoV-2 and follow product instructions.</p> <ul style="list-style-type: none"> <li>• To reduce the risk of asthma related to disinfecting, programs should aim to select disinfectant products on the EPA List N with asthma-safer ingredients (hydrogen peroxide, citric acid, or lactic acid).</li> <li>• Avoid products that mix these ingredients with peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds, which can cause asthma.</li> <li>• Use disinfectants labeled to be effective against emerging viral pathogens, following label directions for appropriate dilution rates and contact times.</li> </ul>	<p>When choosing cleaning products, use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)-approved list “N” and follow product instructions.</p> <ul style="list-style-type: none"> <li>• To reduce the risk of asthma related to disinfecting, programs should aim to select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid).</li> <li>• Avoid products that mix these ingredients with peroxyacetic (paracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.</li> <li>• Use disinfectants labeled to be effective against emerging viral pathogens, following label directions for appropriate dilution rates and contact times. Provide employees training on manufacturer’s directions, on Cal/OSHA requirements for safe use and as required by the Healthy Schools Act, as applicable.</li> </ul>	
<b>Cleaning and Disinfecting</b> Plan which includes: Cleaning/airing out when students not present	<p>Follow cleaning and disinfectant manufacturer’s instructions on application and proper ventilation.</p>	<p>When cleaning, airing out the space before children arrive. Plan to do thorough cleaning when children are not present.</p>	<p>When cleaning, air out the space before children arrive; plan to do thorough cleaning when children are not present.</p>	
<b>Cleaning and Disinfecting</b> Plan which includes: Closing area used by sick person	<p>Close off areas used by individuals and wait as long as practical before beginning to clean and disinfect to minimize potential exposure to respiratory droplets.</p>	<p>Closing off areas used by any sick person and not using before cleaning and disinfection. To reduce risk of exposure, wait 24 hours before cleaning and disinfecting. If it is not possible to wait 24 hours, wait as long as possible.</p>		
<b>Plan for Adequate Outdoor Air Circulation</b> Maximize air flow		<p>In accordance with CDC guidance, ensure that ventilation systems and fans operate properly and increase circulation of outdoor air as much as possible by opening windows and doors and other methods. Do not open windows and doors if doing so poses a safety or health risk to children using the facility (for example, allowing pollen in or exacerbating asthma symptoms). Maximize central air filtration for heating, ventilation, and air conditioning</p>	<p>Ensure proper ventilation during cleaning and disinfecting. Introduce fresh outdoor air as much as possible, for example, by opening windows where practicable. When cleaning, air out the space before children arrive; plan to do thorough cleaning when children are not present. If using air conditioning, use the setting that brings in fresh air. Replace and check air filters and filtration systems to ensure optimal air quality.</p>	

		(HVAC) systems (targeted filter rating of at least MERV 13).	If opening windows poses a safety or health risk (e.g., allowing pollens in or exacerbating asthma symptoms) to persons using the facility, consider alternatives. For example, maximize central air filtration for HVAC systems (targeted filter rating of at least MERV 13).	
<b>Water Systems</b> Ensure safe use after long shutdown		Take steps to ensure that all water systems and features (e.g., drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.	<ul style="list-style-type: none"> <li>Consider suspending or modifying use of site resources that necessitate sharing or touching items. For example, consider suspending use of drinking fountains and instead encourage the use of reusable water bottles.</li> <li>Take steps to ensure that all water systems and features (for example, drinking fountains and decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.</li> </ul>	
<b>Student Belongings</b> Keep belongings separated		Keep each child's belongings separated and in an individually labeled storage container, cubby, or area. Send belongings home each day to be cleaned.	Keep each child's belongings separated and in individually labeled storage containers, cubbies or areas. Ensure belongings are taken home each day to be cleaned. Ensure adequate supplies to minimize sharing of high-touch materials (art supplies, equipment, etc.) to the extent practicable or limit use of supplies and equipment to one group of children at a time and clean and disinfect between uses.	
<b>Employee Issues</b> Revisit existing bargaining agreement.		Engage the exclusive representatives of labor groups and work collaboratively in tailoring bargaining agreements to address the relevant employee issues in this checklist. Ideally, these are matters that would be resolved as part of the reopening planning process and prior to school starting so as to provide clarity for reopening.		
<b>Employee Issues</b> Revisit existing bargaining agreement.		Create a plan for future bargaining that may be necessary as additional issues arise. Staffing Ratios		
<b>Employee Issues</b> Staffing Ratios		Ensure staffing levels are sufficient to meet unique facility cleanliness, physical distancing, student learning, and health and safety needs to address COVID-19.		
<b>Employee Issues</b> Staffing Ratios		Consider rolling staff cohorts to meet needs and avoid overwork.		
<b>Employee Issues</b> Provide Staff Training on: Frequent Disinfecting		Disinfecting frequency and tools and chemicals used in accordance with the Healthy Schools Act, CDPR guidance, and Cal/OSHA regulations. For staff who use hazardous chemicals for cleaning, specialized training is required.	Custodial staff with the responsibility of cleaning and disinfecting the school site must be equipped with proper protective equipment, including gloves, eye protection, respiratory protection and other appropriate protective equipment as required by the product instructions. All products must be kept out of children's reach and stored in a space with restricted access.	

Employee Issues Provide Staff Training on: physical distancing		Physical distancing of staff and students.		
Employee Issues Provide Staff Training on: screening		Symptom screening, including temperature checks.		
Employee Issues Provide Staff Training on: IIPP		Updates to the Injury and Illness Prevention Program (IIPP).		
Employee Issues Provide Staff Training on: health standards		<p>State and local health standards and recommendations, including, but not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Proper use of protective equipment, including information on limitations of some face coverings that do not protect the wearer and are not PPE but can help protect people near the wearer. Face coverings do not replace the need for physical distancing and frequent handwashing. Cloth face coverings are most essential when physical distancing is not possible. Also include training on removal and washing of cloth face coverings.</li> <li>• Cough and sneeze etiquette.</li> <li>• Keeping one's hands away from one's face.</li> <li>• Frequent handwashing and proper technique.</li> <li>• Confidentiality around health recording and reporting.</li> </ul>	Custodial staff with the responsibility of cleaning and disinfecting the school site must be equipped with proper protective equipment, including gloves, eye protection, respiratory protection and other appropriate protective equipment as required by the product instructions. All products must be kept out of children's reach and stored in a space with restricted access.	
Employee Issues Provide Staff Training on: health staff on manifestations of COVID		Training for school health staff on clinical manifestations of COVID-19, pediatric presentations, and CDC transmission-based precautions.		
Employee Issues Provide Staff Training on: trauma informed practices and suicide prevention		Training on trauma-informed practices and suicide prevention.		
Employee Issues Staff Liaison		Designate a staff liaison or liaisons to be responsible for responding to COVID-19 concerns. Employees should know who they are and how to contact them.	Designate a staff liaison or liaisons to be responsible for responding to COVID-19 concerns. Employees should know who they are and how to contact them. The liaison should be trained to coordinate the documentation and tracking of possible exposure, in order to notify local health officials, staff and families in a prompt and responsible manner.	
Employee Issues Reasonable Accommodations		Protect and support staff who are at higher risk for severe illness (medical conditions that the CDC says may have increased risks) or who cannot safely distance from household contacts at higher risk by		

		providing options such as telework or negotiated change in classification or duties.		
Employee Issues Reasonable Accommodations		If reasonable accommodations are not practicable, the LEA should work with the employee to develop a flexible leave plan that endeavors to avoid exhausting the employee's earned leave.		
Communications & Community Involvement Engage stakeholder	Develop information-sharing systems with partners. Information-sharing systems can be used for day-to-day reporting (on information such as changes in absenteeism) and disease surveillance efforts to detect and respond to an outbreak. Local health officials should be a key partner in information sharing.	School leaders should engage stakeholders, including families, staff, and labor partners in the school community, to formulate and implement the plans in this checklist.		
Communications & Community Involvement Communicate protocols	Create and test communications plans for use with the school community. <ul style="list-style-type: none"> <li>• Include strategies for sharing information with staff, students, and their families.</li> <li>• Include information about steps being taken by the school or child care facility to prepare, and how additional information will be shared.</li> <li>• Test communication capacity, and reiterate steps staff, students, and families can take to stay healthy and guidance that they should stay home if sick.</li> <li>• Share resources with the school community to help families understand when to keep children home. This guidance, not specific to COVID-19, from the American Academy of Pediatrics can be helpful for <a href="#">families</a>.</li> </ul>	Communicate to staff, students, and parents about new, COVID-19-related protocols, including: <ul style="list-style-type: none"> <li>• Proper use of PPE/EPG.</li> <li>• Cleanliness and disinfection.</li> <li>• Transmission prevention.</li> <li>• Guidelines for families about when to keep students home from school.</li> <li>• Systems for self-reporting symptoms.</li> <li>• Criteria and plan to close schools again for physical attendance of students.</li> </ul>		
Communications & Community Involvement Target comm to vulnerable members	Consider ways to accommodate the needs of children and families at <b>risk</b> for serious illness from COVID-19. Consider if and how to honor requests of parents who may have concerns about their children attending school due to underlying medical conditions of their children or others in their home.	Target communication for vulnerable members of the school community.		
Communications & Community Involvement Plan for positive case at school	Coordinate with local health officials. If they determine there is substantial transmission of COVID-19 within the community, they will provide guidance to administrators on the best course of action for childcare programs or schools.  Consider extended school dismissal. In collaboration with local health officials, implement extended school dismissals (e.g., dismissals for longer than two weeks). This	Create a communications plan for if a school has a positive COVID-19 case. <ul style="list-style-type: none"> <li>• Address the school's role in documenting, reporting, tracking, and tracing infections in coordination with public health officials.</li> <li>• Notify staff and families immediately of any possible cases of COVID-19. Review legal responsibilities and privacy rights for communicating about cases of the virus.</li> </ul>	Document/track incidents of possible exposure and notify local health officials, staff and families immediately of any positive case of COVID-19 while maintaining confidentiality, as required under FERPA and state law related to privacy of educational records. Additional guidance can be found <a href="#">here</a> . As noted in Section 9 below, the staff liaison can serve a coordinating role to ensure prompt and responsible notification. <ul style="list-style-type: none"> <li>•</li> </ul>	

	longer-term, and likely broader-reaching, dismissal strategy is intended to slow transmission rates of COVID-19 in the community. During extended school dismissals, also cancel extracurricular group activities, school-based afterschool programs, and large events (e.g., assemblies, spirit nights, field trips, and sporting events). Remember to implement strategies to ensure the continuity of education (e.g., distance learning) as well as meal programs and other essential services for students	<ul style="list-style-type: none"> <li>• Provide guidance to parents, teachers, and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.</li> <li>• Provide information to parents regarding labor laws, Disability Insurance, Paid Family Leave, and Unemployment Insurance.</li> <li>• Advise sick staff members and children not to return until they have met CDC criteria to discontinue home isolation.</li> <li>• Inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms and to follow CDC guidance if symptoms develop. If a person does not have symptoms follow appropriate CDC guidance for home isolation.</li> </ul>		
Communications & Community Involvement Self-Reporting of Symptoms			Maintain communication systems that allow staff and families to self-report symptoms and receive prompt notifications of exposures and closures, while maintaining confidentiality, as required by FERPA and state law related to privacy of educational records.	
School Closure Considerations			<ul style="list-style-type: none"> <li>• Check State and local orders and health department notices daily about transmission in the area or closures and adjust operations accordingly.</li> <li>• When a student, teacher or staff member tests positive for COVID-19 and had exposed others at the school, implement the following steps: <ul style="list-style-type: none"> <li>o In consultation with the local public health department, the appropriate school official may decide whether school closure is warranted, including the length of time necessary, based on the risk level within the specific community as determined by the local public health officer.</li> </ul> </li> <li>• Given standard guidance for isolation at home for at least 14 days after close contact, the classroom or office where the patient was based will typically need to close temporarily as students or staff isolate.</li> <li>• Additional close contacts at school outside of a classroom should also isolate at home.</li> <li>• Additional areas of the school visited by the COVID-19 positive individual may also need to be closed temporarily for cleaning and disinfection.</li> </ul>	

			<ul style="list-style-type: none"> <li>• Implement communication plans for school closure to include outreach to students, parents, teachers, staff and the community.</li> <li>• Include information for staff regarding labor laws, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable for public local educational agencies.</li> <li>• Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.</li> <li>• Develop a plan for continuity of education. Consider in that plan how to also continue nutrition and other services provided in the regular school setting to establish alternate mechanisms for these services to continue.</li> <li>• Maintain regular communications with the local public health department.</li> </ul>	