



EveryChild
CALIFORNIA

Association of Leaders
Advancing Early Learning

A GUIDE FOR ECE PROGRAMS IN CALIFORNIA

OPENING AND RE-OPENING

A PRACTITIONER SUPPORT GUIDE - CURRENT AS OF JUNE 17, 2020

EVERYTHING REFERENCED IN THIS GUIDE CAN BE FOUND BELOW

RESOURCE REFERENCES



EVERYCHILD CALIFORNIA COVID-19 RESOURCE PAGE

EVERYCHILDCA.ORG/COVID-19-RESOURCE-PAGE

A number of resources including webinars, sample forms, management bulletins and much more

EVERYCHILD CALIFORNIA COVID-19 HR RESOURCE PAGE

EVERYCHILDCA.ORG/COVID-19-HR-RESOURCES

A number of resources to help you with running your business

CALIFORNIA DEPARTMENT OF EDUCATION RESOURCE PAGE

CDE.CA.GOV/SP/CD/RE/ELCDCOVID19.ASP

Guidance from CDE for early learning and care programs

OFFICIAL STATE OF CALIFORNIA EARLY LEARNING PLAYBOOK

CALIFORNIAALL.ORG/HOME

A resource of guidance for both parents and providers, including their expanded checklist for opening

CALIFORNIA DEPARTMENT OF PUBLIC HEALTH GUIDANCE FOR CHILD CARE PROGRAMS

COVID19.CA.GOV/PDF/GUIDANCE-CHILDCARE.PDF

Some essential guidance from the department of public health for child care programs

DEPARTMENT OF SOCIAL SERVICES, COMMUNITY CARE LICENSING SUPPORT

CDSS.CA.GOV/INFORESOURCES/CHILD-CARE-LICENSING

Access PINs relating to operating child care programs during COVID-19

CENTER FOR DISEASE CONTROL CHILD CARE GUIDANCE

CDC.GOV/CORONAVIRUS/2019-NCOV/COMMUNITY/SCHOOLS-CHILDCARE/GUIDANCE-FOR-CHILDCARE.HTML

CDC's official guidance for child care programs

CAL/OSHA STATEWIDE INDUSTRY GUIDANCE

DIR.CA.GOV/DOSH/CORONAVIRUS/

Industry specific guidance from Cal/OSHA including for child care programs

CALIFORNIA COVID-19 CURRENT DATA RESOURCE

COVID19.CA.GOV

Statewide and County tracking data

THE CHECKLIST

TASK	Completed Date	Initials	N/A
Post NO VISITOR signs at entry/ exit			
Remove all soft items, including dress up clothing			
Remove shared sensory items such as play dough, finger paint etc.			
Cease use of all group water/sensory tables.			
Prepare individual art materials activity packets for each child.			
Prepare Soiled Toys Bucket for mouthed/high-contact toys to be disinfected.			
Disinfect toys/materials twice daily to ensure effective germ removal.			
Cribs, Cots and Mats should be at least six feet apart wherever possible. Place children head to foot instead of head to head.			
Remove area rugs and if possible cover carpeting with vinyl matting.			
Screen daily at entry for COVID-19 symptoms: <ul style="list-style-type: none"> • Take the temperature of all persons upon arrival each day. • Ask about any symptoms (cough, fever) at home 			
Require frequent hand washing by all children and staff and upon entering, before/after each activity, and before/after meals.			
Implement social distancing strategies: <ul style="list-style-type: none"> • Children remain in the same group and staff each day. • Do not combine groups in the mornings or afternoon. 			
Remind children and staff not to touch their faces.			
Clean and disinfect: <ul style="list-style-type: none"> • Tables before and after each use • Hard surfaces three times per day • Door knobs, light switches, counter tops, and all frequently touched surfaces • Restrooms after each use • Keyboards and electronics twice daily 			
Stop family style meal service. Instead opt for catered meals or food from home. Use disposable plates, cups and utensils.			
Create a deep cleaning schedule to focus on a particular classroom on a different day.			
Store children’s bedding in individually labeled bins, cubbies or bags.			
Educate staff and families about signs/symptoms of COVID-19 and importance of hand hygiene.			
Post signs for adults regarding covering cough and frequent hand washing.			
Stay in regular communication with parents regarding updates and policy changes.			
Establish alternative means of communication with families.			
Maintain transparency with staff so that they remain informed.			
Conduct frequent staff meetings and information sessions to ensure all policies and procedures are followed properly.			
Conduct daily wellness checks on staff to monitor physiological, psychological and emotional health.			

LISTA DE VERIFICACIÓN OPERATIVA DE REAPERTURA DE CUIDADO INFANTIL

TAREA	Fecha Completada	Iniciales	N/A
Publique carteles de NO VISITANTE en la entrada / salida			
Quíte todos los artículos blandos, incluida la ropa de vestir.			
Quíte los elementos sensoriales compartidos, como plastilina, pintura con los dedos, etc.			
Deje de usar todas las mesas de agua/sensoriales de grupo.			
Prepare paquetes de actividades de materiales de arte individuales para cada niño.			
Prepare el cubo de juguetes sucios para desinfectar los juguetes de boca / alto contacto.			
Desinfecte los juguetes / materiales dos veces al día para garantizar la eliminación efectiva de gérmenes.			
Las cunas, cates y colchonetas deben estar al menos a tres pies de distancia siempre que sea posible. Coloque a los niños cabeza a pie en lugar de cabeza a cabeza.			
Quíte las alfombras de área y, si es posible, cubra la carpeta con esteras de vinilo.			
Detección diaria a la entrada de los síntomas de COVID-19: • Tome la temperatura de todas las personas a su llegada cada día. • Pregunte sobre cualquier síntoma (tos, fiebre) en el hogar			
Requerir que todos los niños y el personal se laven las manos con frecuencia y al ingresar, antes / después de cada actividad y antes / después de las comidas.			
Implementar estrategias de distanciamiento social: • Los niños permanecen en el mismo grupo y personal todos los días. • No combine grupos por las mañanas o por la tarde.			
Recuerde a los niños y al personal que no se toquen la cara.			
Limpia y desinfectar: • Mesas antes y después de cada uso • Superficies duras tres veces al día • Pomos de puertas, interruptores de luz, encimeras, y todas las superficies tocadas con frecuencia • Baños después de cada uso • Teclados y electrónicos dos veces al día.			
Pare el servicio de comidas al estilo familiar. En su lugar, opte por servicio de comidas o comida de casa. Use platos, tazas y utensilios desechables.			
Crear un horario de limpieza profunda para enfocarse en un aula particular en un día diferente.			
Guarde la ropa de cama de los niños en contenedores, cubículos o bolsas etiquetados individualmente			
Educaque al personal y las familias sobre los signos / síntomas de COVID-19 y la importancia de la higiene de las manos.			
Publique carteles para adultos con respecto a taparse la tos y el lavado frecuente de manos.			
Manténgase en comunicación regular con los padres sobre actualizaciones y cambios de política.			
Establecer medios alternativos de comunicación con las familias.			
Mantenga la transparencia con el personal para que se mantengan informados.			
Lleve a cabo reuniones frecuentes de personal y sesiones de información para garantizar que todas las políticas y procedimientos se sigan correctamente.			
Realice controles diarios de bienestar en el personal para controlar la salud fisiológica, psicológica y emocional.			

TASK: POST NO VISITOR SIGNS

No visitor signs should be posted at both the entrances and exits. This is best practice guidance to support social distancing protocols and better support your ability to monitor who enters your site.

A CDC GUIDE TO FACE COVERINGS: [CDC.GOV/CORONAVIRUS/2019-NCOV/PREVENT-GETTING-SICK/DIY-CLOTH-FACE-](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-)

HAVE A PLAN FOR HIGH POTENTIAL TRAFFIC TIMES

PIN 20-06

During Drop Off and Pick Up

Conduct visual wellness checks of all children upon arrival and ask health questions when concerned.

Ask caregivers and parents to meet at the facility entryway for pick-up and drop-off of children whenever possible.

Explain to parents and caregivers that all visits should be as brief as possible.

Ask parents or caregivers to enter and exit the room one person at a time to allow for social and physical distancing.

Ask parents and caregivers to wash their own hands and assist in washing the hands of their children before drop off, prior to coming for pick up, and when they get home.

Ask parents and caregivers to bring their own pens when signing children in and out.

Install hand sanitizers, out of the reach of children, near all entry doors and other high traffic areas.



SUPPORTIVE LINKS

Signs.com has a number of free, downloadable signs that you can customize for your needs. Save yourself a little time and utilize existing resources from companies like this seeking ways to be of support:

<https://www.signs.com/blog/free-coronavirus-signage-templates-for-business-owners/>

TASK: REMOVE ALL SOFT ITEMS

Remove all soft items including dress up clothing. This best practice guidance will support your ability to properly clean and disinfect items after each use.

REFERENCES: [CDC.GOV/CORONAVIRUS/2019-NCOV/COMMUNITY/ORGANIZATIONS/CLEANING-DISINFECTION.HTML](https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/cleaning-disinfection.html)

CDC ON CLEANING

Linens, Clothing, and Other Items That Go in the Laundry

In order to minimize the possibility of dispersing virus through the air, do not shake dirty laundry.

- Wash items as appropriate in accordance with the manufacturer's instructions.
- If possible, launder items using the warmest appropriate water setting for the items and dry items completely.
- Dirty laundry that has been in contact with an ill person can be washed with other people's items.
- Clean and disinfect hampers or other carts for transporting laundry according to guidance above for hard or soft surfaces.

Soft (Porous) Surfaces

For soft (porous) surfaces such as carpeted floor, rugs, and drapes, remove visible contamination if present and clean with appropriate cleaners indicated for use on these surfaces. After cleaning:

- If the items can be laundered, launder items in accordance with the manufacturer's instructions using the warmest appropriate water setting for the items and then dry items completely.
- Otherwise, use products [that are EPA-approved for use against the virus that causes COVID-19](#)^{external icon} and that are suitable for porous surfaces



LINK TO REFERENCES

You may request child care supplies, emergency supplies and cleaning disinfectants through community support systems. Click the link below to learn more:

<https://calallstorageprodwest.blob.core.windows.net/attachments/Provider%20Supply%20Request.pdf>

TASK: REMOVE SHARED SENSORY ITEMS

TASK: CEASE USE OF SENSORY TABLES

Remove all shared sensory items such as play dough, finger paint and other items that cannot easily be disinfected properly. Cease use of all group water/sensory tables. If needed, to prevent removal of all sensory play, especially for children who need the

modality for self regulation issues, create individual containers/bags of play dough/goop (and tools) which is labeled and used only by the individual child. These can be replaced and sterilized weekly as they are not shared items.

CONSIDER YOUR PLAN

IF AN ITEM CANNOT EASILY BE A PART OF YOUR SANITIZING PLAN, CONSIDER REMOVING IT

GUIDANCE FOR CLEANING & DISINFECTING

PUBLIC SPACES, WORKPLACES, BUSINESSES, SCHOOLS, AND HOMES



SCAN HERE FOR MORE INFORMATION

1 DEVELOP YOUR PLAN

DETERMINE WHAT NEEDS TO BE CLEANED.

Areas unoccupied for 7 or more days need only routine cleaning. Maintain existing cleaning practices for outdoor areas.

DETERMINE HOW AREAS WILL BE DISINFECTED.

Consider the type of surface and how often the surface is touched. Prioritize disinfecting frequently touched surfaces.

CONSIDER THE RESOURCES AND EQUIPMENT NEEDED.

Keep in mind the availability of cleaning products and personal protective equipment (PPE) appropriate for cleaners and disinfectants.

Follow guidance from state, tribal, local, and territorial authorities.

2 IMPLEMENT

CLEAN VISIBLY DIRTY SURFACES WITH SOAP AND WATER prior to disinfection.

USE THE APPROPRIATE CLEANING OR DISINFECTANT PRODUCT. Use an EPA-approved disinfectant against COVID-19, and read the label to make sure it meets your needs.

ALWAYS FOLLOW THE DIRECTIONS ON THE LABEL. The label will include safety information and application instructions. Keep disinfectants out of the reach of children.

3 MAINTAIN AND REVISE

CONTINUE ROUTINE CLEANING AND DISINFECTION.

Continue or revise your plan based upon appropriate disinfectant and PPE availability. Dirty surfaces should be cleaned with soap and water prior to disinfection. Routinely disinfect frequently touched surfaces at least daily.

MAINTAIN SAFE PRACTICES such as frequent handwashing, using cloth face coverings, and staying home if you are sick.

CONTINUE PRACTICES THAT REDUCE THE POTENTIAL FOR EXPOSURE. Maintain social distancing, staying six feet away from others. Reduce sharing of common spaces and frequently touched objects.

For more information, please visit [CORONAVIRUS.GOV](https://www.cdc.gov/coronavirus)

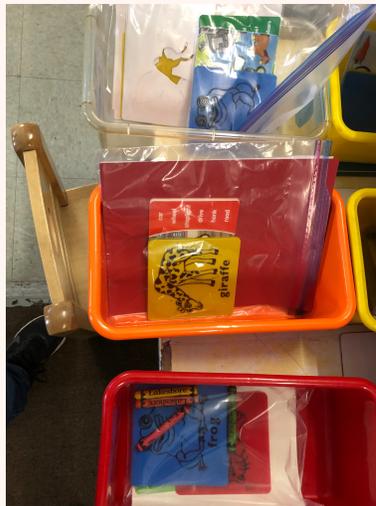


TASK: PREPARE INDIVIDUAL ART MATERIALS

Prepare individual art materials for each child in your program. See the examples below and consider other ways you may eliminate the need to share supplies.

REFERENCES

THINK CREATIVELY



LINK TO REFERENCES

The American Art Therapy Association has a guide on best practices for using art supplies hygienically during the COVID-19 outbreak. This guide can be viewed here:

<https://arttherapy.org/blog-best-practices-using-art-supplies-during-covid-19-outbreak/>

TASK: PREPARE SOILED TOYS BUCKET

TASK: DISINFECT TOYS/MATERIALS TWICE DAILY

Prepare a soiled toys bucket and disinfect toys/ materials twice daily or more frequently, ie between uses, if possible. Use visual reminders and charts to ensure it becomes a habit. Creating and communication clear expectations for proper cleaning procedures will help empower your staff.

THANK YOU CALIFORNIA CHILDREN'S ACADEMY: [HTTPS://WWW.EVERYCHILDCA.ORG/ASSETS/DOCS/](https://www.everychildca.org/assets/docs/)

CREATING CLEAR STAFF GUIDANCE

Routinely clean, sanitize, and disinfect surfaces and objects that are frequently touched, especially toys and games. This may also include cleaning objects/surfaces not ordinarily cleaned daily such as doorknobs, light switches, classroom sink handles, countertops, nap pads, desks, chairs, cubbies, outside toys and playground structures.

- All cleaning materials MUST be labeled, be kept secure and out of reach of children.
- Cleaning products should not be used near children, and staff should ensure that there is adequate ventilation when using these products.

Clean and Sanitize Toys:

- Toys that cannot be cleaned and sanitized should not be used.
- Toys that children have placed in their mouths or that are otherwise contaminated by body secretion or excretion should be taken and put in the dirty toy basket until they are cleaned by a person wearing gloves.
- Clean with water and soap, rinse, sanitize with the bleach/water solution, and air-dry or clean in a mechanical dishwasher.
- Be mindful of items more likely to be placed in a child's mouth - play food, dishes, utensils.
- Have enough toys so that the toys can be rotated through cleanings and/or each child has their own set.
- Machine washable cloth toys should be used by one individual at a time or not used at all.
- These toys should be laundered before being used by another child.
- Do not share toys with other groups of children, use individual large zip lock bags to separate toys and materials if possible.
- Ensure all toys are washed and sanitized before being moved from one group to the other or before reuse.
- Children's books, like other paper-based materials such as mail or envelopes, are not considered as a high risk for transmission and do not need additional cleaning or disinfection procedures.



LINK TO REFERENCES

EPA has published a guide to help understand the disinfectants appropriate for use against SARS COV2, the virus that causes COVID-19. Understand these products and how to read the labels by following this resource.

<https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>

TASK: CRIBS, COTS AND MATS AT LEAST SIX FEET APART

REFERENCES: [COVID19.CA.GOV/PDF/GUIDANCE-CHILDCARE.PDF](https://www.covid19.ca.gov/pdf/guidance-childcare.pdf)

CLASSROOM SPACE

For napping, place cots, cribs, and mats 6 feet apart, with heads in opposite directions. Use physical dividers, such as light weight furniture, play house furniture, indoor vinyl climbing shapes, etc to create barriers to cross contamination if 6 feet space between bedding is not possible.



LINK TO REFERENCES

NAEYC's best practice guidelines for utilizing nap time transition as a break from the day's activities can be seen at the link below:

<https://www.naeyc.org/resources/pubs/tyc/dec2016/nap-time-letting-go>

TASK: REMOVE AREA RUGS AND COVER CARPETING

Remove area rugs and if possible, cover carpeting with vinyl matting. This will create a more consistent surface, ready to be cleaned and sanitized, all while reducing the need to vacuum.

[CDC.GOV/CORONAVIRUS/2019-NCOV/FAQ.HTML#CLEANING-AND-DISINFECTION](https://www.cdc.gov/coronavirus/2019-ncov/faq.html#cleaning-and-disinfection)

CDC CLEANING GUIDANCE

For soft surfaces such as carpeted floor, rugs, and drapes:

- Clean the surface using soap and water or with cleaners appropriate for use on these surfaces.
- Launder items (if possible) according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely.
- Disinfect with an EPA-registered household disinfectant. [These disinfectantsexternal icon](#) meet EPA's criteria for use against COVID-19.
- Vacuum as usual

The risk of transmitting or spreading SARS-CoV-2, the virus that causes COVID-19, during vacuuming is unknown. At this time, there are no reported cases of COVID-19 associated with vacuuming. If vacuuming is necessary or required in a school, business, or community facility that was used by a person with suspected or confirmed COVID-19, first follow the CDC recommendations for [Cleaning and Disinfection for Community Facilities](#) that apply, which includes a wait time of 24 hours, or as long as practical.

After cleaning and disinfection, the following recommendations may help reduce the risk to workers and other individuals when vacuuming:

- Consider removing smaller rugs or carpets from the area completely, so there is less that needs to be vacuumed.
- Use a vacuum equipped with a high-efficiency particulate air (HEPA) filter, if available.
- Do not vacuum a room or space that has people in it. Wait until the room or space is empty to vacuum.
- Consider temporarily turning off room fans and the central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility.



WHAT IS THE DIFFERENCE BETWEEN CLEANING AND DISINFECTING?

From CDC-General Recommendations for Routine Cleaning and Disinfecting Households.

Cleaning refers to the removal of germs, dirt, and impurities from surfaces. Cleaning does not kill germs, but by removing them, it lowers their numbers and the risk of spreading infection. Disinfecting refers to using chemicals to kill germs on surfaces. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

TASK: SCREEN DAILY AT ENTRY FOR SYMPTOMS

Screen daily at entry for COVID-19 symptoms. Take the temperature of all persons upon arrival each day. Ask about any symptoms (cough, fever) at home. This includes creating a safe drop off and pick up system.

[CLICK HERE FOR A GUIDE TO SOCIAL DISTANCED DROP-OFF AND PICK UP FROM WESTED](#)

[CLICK HERE FOR FURTHER GUIDANCE FROM DEPARTMENT OF PUBLIC HEALTH, CDSS, CAL/OSHA](#)

SEE OTHER METHODS AT [CDC.GOV/CORONAVIRUS/2019-NCOV/COMMUNITY/SCHOOLS-CHILDCARE/GUIDANCE-](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-)

CREATING A SCREENING SYSTEM

If social distancing or barrier/partition controls cannot be implemented during screening, personal protective equipment (PPE) can be used when within 6 feet of a child. However, **reliance on PPE alone is a less effective control and more difficult to implement, given PPE shortages and training requirements.**

- Upon arrival, wash your hands and put on a face mask, eye protection (goggles or disposable face shield that fully covers the front and sides of the face), and a single pair of disposable gloves. A gown could be considered if extensive contact with a child is anticipated.
- Make a visual inspection of the child for signs of illness, which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness, and confirm that the child is not experiencing coughing or shortness of breath.
- Take the child's temperature.
 - If performing a **temperature check on multiple individuals**, ensure that you use a **clean pair of gloves for each child** and that the **thermometer has been thoroughly cleaned** in between each check.
 - If you use disposable or non-contact (temporal) thermometers and did not have physical contact with an individual, you do not need to change gloves before the next check.
 - If you use non-contact thermometers, clean them with an alcohol wipe (or isopropyl alcohol on a cotton swab) between each client. You can reuse the same wipe as long as it remains wet.
- After each screening, remove and discard PPE, and wash hands.
- Use an alcohol-based hand sanitizer that contains at least 60% alcohol or wash hands with soap and water for at least 20 seconds.
- If hands are visibly soiled, soap and water should be used before using alcohol-based hand sanitizer.
- If your staff does not have experience in using PPE:
 - Check to see if your facility has guidance on how to don and doff PPE. The procedure to don and doff should be tailored to the specific type of PPE that you have available at your facility.
 - If your facility does not have specific guidance, [the CDC has recommended sequences for donning and doffing PPEpdf icon](#).

TASK: REQUIRE FREQUENT HAND WASHING

Require frequent hand washing by all children and staff and upon entering before/after each activity, and before/after meals. Post hand washing signs at eye level for children as well as adults. You may also be asked to provide

evidence you have informed families they should be washing their hands when leaving the house, upon arrival at your program and when returning home.

[PRINTABLE SIGNS TO DISPLAY IN YOUR PROGRAM CAN BE DOWNLOADED BY CLICKING HERE](#)

[FIND PROMOTIONAL MATERIALS, INCLUDING VIDEOS, STICKER TEMPLATES AND MORE BY CLICKING HERE](#)

POST VISUAL SUPPORT

Stop Germs! Wash Your Hands.

When?

- After using the bathroom
- Before, during, and after preparing food
- Before eating food
- Before and after caring for someone at home who is sick with vomiting or diarrhea
- After changing diapers or cleaning up a child who has used the toilet
- After blowing your nose, coughing, or sneezing
- After touching an animal, animal feed, or animal waste
- After handling pet food or pet treats
- After touching garbage

How?

Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.

Lather your hands by rubbing them together with the soap. Be sure to lather the backs of your hands, between your fingers, and under your nails.

Scrub your hands for at least 20 seconds. Need a timer? Hum the "Happy Birthday" song from beginning to end twice.

Rinse hands well under clean, running water.

Dry hands using a clean towel or air dry them.

Keeping hands clean is one of the most important things we can do to stop the spread of germs and stay healthy.

LIFE IS BETTER WITH CLEAN HANDS

www.cdc.gov/handwashing

This material was developed by CDC. The Life is Better with Clean Hands Campaign is made possible by a partnership between the CDC Foundation, GOJO, and Staples. HHS/CDC does not endorse commercial products, services, or companies.



LINK TO REFERENCES

The CDC has a guide on how and when to wash your hands. Including, understanding the difference between using hand sanitizer and washing your hands.

<https://www.cdc.gov/handwashing/when-how-handwashing.html>

Sesame Street's "H is for Handwashing" storybook can be found here:

<https://sesamestreetincommunity.org/topics/health/>

TASK: IMPLEMENT SOCIAL DISTANCING

Implement social distancing strategies: Children remain in the same group and staff each day. Do not combine groups in the morning or afternoon. Include physical reminders for children and staff, such as colorful masking tape on the floor, tables and children's play spaces. This creates a more

natural social distancing amongst children and staff rather than verbal reminders.

[DEPARTMENT OF SOCIAL SERVICES, COMMUNITY CARE LICENSING GUIDANCE ON GROUP SIZE, CLICK HERE](#)

FROM THE [CALIFORNIA DEPARTMENT OF PUBLIC HEALTH, CDSS, CAL/OSHA GUIDANCE](#)

CLASSROOM SPACE

- Arrange developmentally appropriate activities for smaller group activities and rearrange furniture and play spaces to maintain 6 feet of separation, when possible.
- For napping, place cots, cribs, and mats 6 feet apart, with heads in opposite directions.
- Use opportunities to reduce time spent indoors by bringing children outside, weather permitting while maintaining physical distancing.
- Offer more opportunities for individual play.
- Plan activities that do not require close physical contact between multiple children. Stagger indoor and outdoor play and adjust schedules to reduce the number of children in the same area.
- Ensure all outdoor play equipment is cleaned and disinfected between use by different groups of children.
- Develop spacing instructions in both indoor and outdoor spaces that are developmentally appropriate and easy for children to understand.



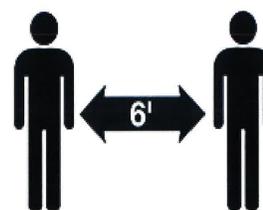
LINK TO REFERENCES

Click below to view a guide on consistent groupings during COVID-19 from WestEd.

<https://calallstorageprodwest.blo>

THIS SCHOOL PRACTICES SOCIAL DISTANCING

While here at school,
keep 6 feet away from others.



ESTA ESCUELA ESTA PRACTICANDO DISTANCIA SOCIAL

Cuando esta en la escuela
mantenga 6 pies de distancia.

TASK: REMINDER TO NOT TOUCH THEIR FACES

Remind children and staff not to touch their faces. Review the resource below and the additional considerations if face coverings are being utilized.

A PARENTS' GUIDE FOR DISCOURAGING CHILDREN FROM TOUCHING THEIR FACES
PARENTERALD.COM/ARTICLES/102021/20200403/5-SIMPLE-STRATEGIES-CHILDREN-STOP-TOUCHING-

FROM THE CALIFORNIA RESOURCE AND REFERRAL NETWORK

Protect Yourself and Children in Your Care

Slow the Spread of COVID-19

Illness can spread from one person to another when we are sick and when we don't appear sick. You can reduce the risk of spreading the virus through the air.

Coughing and Sneezing

Tissue:



1. Cover your mouth and nose when coughing or sneezing with a tissue



2. Throw the tissue away into a trash can



3. Wash your hands with soap and water. If soap and water are not available, use a hand sanitizer that has at least 60% alcohol.

Elbow:



- If tissue is not available then cough or sneeze into your elbow, but never your hands.

Cloth Face Cover:

Do...

- Wear a face cover in public
- Learn how to make, wear, and clean your face cover (see resource below)

Do NOT...

- Put a mask on a child under the age of 2 or a person with difficulty breathing
- Use a facemask meant for health care workers

It's important to try to avoid touching our eyes, mouth, and nose as that is how we can spread germs and can get sick.

Please refer to your local, city, and county government requirements about caregivers and children wearing face coverings.

Resources:

- Center for Disease Control (CDC): CDC-TV Cover Your Coughs and Sneezes- Kids <https://www.cdc.gov/cdctv/diseaseandconditions/influenza/cover-coughs-kids.html>
- Center for Disease Control (CDC): Coronavirus Disease 2019 (COVID-19), Use of Cloth Face Coverings to Help Slow the Spread of COVID-19 <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>

References:

- Center for Disease Control (CDC): Coronavirus Disease 2019 (COVID-19), How to Protect Yourself & Others <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>
- Center for Disease Control (CDC): Water, Sanitation & Environmentally-related Hygiene, Coughing & Sneezing https://www.cdc.gov/healthywater/hygiene/etiquette/coughing_sneezing.html

TASK: CLEAN AND DISINFECT

CDC GUIDE FOR DISINFECTING

CDC Guidelines: <https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html>

Online Training Course: <https://www.youtube.com/watch?v=M6XAqbQLdhU&feature=youtu.be>

REFERENCES

Clean, sanitize or disinfect?



This table shows areas in a child care center required to be cleaned, sanitized, or disinfected per California child care licensing regulations. If more stringent, “Best Practices” are included per Caring for Our Children (CFOC) National Health and Safety Performance Standards Guidelines for Early Care and Education Programs, Appendix K. The CFOC standards are not enforceable, and included only as a reference. Be sure to always follow child care licensing requirements. For more information, contact the California Department of Pesticide Regulation’s Child Care IPM Program at ccipm1ist@cdpr.ca.gov.

Area	Process	Frequency	Code	Best Practice*, if more stringent
Food Areas				
Food areas (kitchen, food preparation and storage areas, equipment)	Clean	Maintained	Title 22 §101227 (a)(18),(20)	Clean and Sanitize tables and food preparation surfaces before and after each use. Clean and Sanitize countertops and food preparation appliances daily.
Dishes and utensils	Clean and Sanitize	After use	Title 22 §101227(a)(21)	N/A
Toilet Areas				
Toilets	Maintained sanitary	Maintained	Title 22 §101239(e)(4)	Clean and disinfect daily
Potty Chairs	Clean and Disinfect	After use	Title 22 §101428(e)(2)	N/A
Hand washing sinks and faucets, bathing facilities	Maintained sanitary	Maintained	Title 22 §101239(e)(4)	Clean and disinfect daily
Floors	Clean	Maintained	Title 22 §101238(a) and 101238.3(b)	Clean and disinfect daily
Sleeping Areas				
Napping Equipment	Clean and Disinfect	Weekly or if soiled	Title 22 §101239.1(b)(4)	N/A
Sheets	Clean	Weekly or if soiled	Title 22 §101239.1(c)(3)	N/A
Blankets	Clean or Change	If soiled	Title 22 §101239.1(c)(4)	Clean monthly
General Areas				
Entire center	Maintained sanitary	Maintained	Title 22 §101238(a)	N/A
Floors (non-infant)	Clean	Maintained	Title 22 §101238.3(b)	Clean daily
Door and cabinet handles	Clean	Maintained	Title 22 §101238(a)	Clean and disinfect daily
Drinking fountains	Clean	Maintained	Title 22 §101238(a)	Clean and disinfect daily
Computer keyboards	Clean	Maintained	Title 22 §101238(a)	Clean and sanitize after use. Use sanitizing wipes, do not spray.

*Caring for Our Children National Health and Safety Performance Standards Guidelines for Early Care and Education Programs, Appendix K <http://cfoc.nrckids.org/> [SCCIPM 30 (5/2020)]

TASK: CLEAN AND DISINFECT

CDC GUIDE FOR DISINFECTING

CONTINUED

Clean, sanitize or disinfect?



Area	Process	Frequency	Code	Best Practice*, if more stringent
Infant-Specific Care				
Floors (not carpet)	Clean and Disinfect	Daily	Title 22 §101438.1(c)(1)	N/A
Carpeted floors and large rugs	Vacuum	Daily	Title 22 §101438.1(c)(2)	Clean monthly
	Clean	Every 6 months		
Small rugs	Vacuum or shake out	Daily	Title 22 §101438.1(c)(2)(A)	N/A
	Wash	Weekly		
Walls and partitions	Clean and Disinfect	Weekly	Title 22 §101438.1(c)(3)	N/A
Highchairs and feeding chairs	Clean and Disinfect	After use	Title 22 §101439(f)	N/A
Diaper changing table and pads	Clean and Disinfect	After use	Title 22 §101428(d)(7)	N/A
Diaper changing area (including walls, floors, dispensers, counter tops, sinks, drawers, and cabinets)	Clean and Disinfect	After use or if soiled	Title 22 §101428(d)(7)(B) and §101438.1(c)(4),(5)	N/A
Diaper pails	Clean and Sanitize	Daily	Title 22 §101428(d)(3)(A)	Clean and disinfect daily
Linens (center-provided)	Clean and Sanitize	Daily or if soiled	Title 22 §101438.1(e)	N/A
Crib mattresses	Clean and Disinfect	Daily and when soiled or wet	Title 22 §101439.1 (b)(4)(B)	N/A
Mouthed objects	Clean and Disinfect	Daily or more often if necessary	Title 22 §101438.1(c)(1)	N/A

*Caring for Our Children National Health and Safety Performance Standards Guidelines for Early Care and Education Programs, Appendix K <http://cfoc.nrckids.org/>

TASK: STOP FAMILY STYLE MEAL SERVICE

Stop family style meal service. Instead opt for catered meals or food from home. Use disposable plates, cups and utensils.

REFERENCES: [CDSS.CA.GOV/PORTALS/9/CCLD/PINS/2020/CCP/PIN_20-06-CCP.PDF](https://cdss.ca.gov/portals/9/CCLD/PINS/2020/CCP/PIN_20-06-CCP.PDF)

REFERENCES: COVID19.CA.GOV/PDF/GUIDANCE-CHILDCARE.PDF

PIN 20-06

Meal Times

- Utilize more tables to spread children out or use name cards to ensure adequate spacing of children
- Practice proper hand-washing before and after eating
- Use paper goods and disposable plastic utensils when possible, following CDC and CDPH COVID-19 food handling guidelines
- Immediately clean and disinfect trays and tables after meals
- Avoid family- or cafeteria-style meals, ask staff to handle utensils, and keep food covered to avoid contamination

CDC GUIDANCE

Food Preparation and Meal Service

- If a cafeteria or group dining room is typically used, serve meals in classrooms instead. If meals are typically served family-style, plate each child's meal to serve it so that multiple children are not using the same serving utensils.
- Food preparation should not be done by the same staff who diaper children.
- Sinks used for food preparation should not be used for any other purposes.
- Caregivers should ensure children wash hands prior to and immediately after eating.
- Caregivers should wash their hands before preparing food and after helping children to eat.
- Facilities should follow all other applicable federal, state, and local regulations and [guidanceexternal icon](#) related to safe preparation of food.



LINK TO REFERENCES

The California for All Kids, Early Learning and Care Playbook has a number of resources to support your meal time best practice. View these additional resources by clicking below:

<https://californiaall.org/resources/14>

TASK: CREATE A DEEP CLEANING SCHEDULE

6 Steps for Safe & Effective Disinfectant Use



Step 1: Check that your product is EPA-approved

Find the EPA registration number on the product. Then, check to see if it is on EPA's list of approved disinfectants at: [epa.gov/istn](https://www.epa.gov/istn)



Step 2: Read the directions

Follow the product's directions. Check "use sites" and "surface types" to see where you can use the product. Read the "precautionary statements."



Step 3: Pre-clean the surface

Make sure to wash the surface with soap and water if the directions mention pre-cleaning or if the surface is visibly dirty.



Step 4: Follow the contact time

You can find the contact time in the directions. The surface should remain wet the whole time to ensure the product is effective.

Step 5: Wear gloves and wash your hands

For disposable gloves, discard them after each cleaning. For reusable gloves, dedicate a pair to disinfecting COVID-19. Wash your hands after removing the gloves.



Step 6: Lock it up

Keep lids tightly closed and store out of reach of children.



[coronavirus.gov](https://www.coronavirus.gov)



LINK TO REFERENCES

The California Department of Pesticide Regulation has a printable guide on best practice for cleaning surfaces. Consider downloading and printing this guide:

https://www.cdpr.ca.gov/docs/schoolipm/training/step-by-step_cleaning_for_child_care_providers.pdf

Remember to include the outdoor environment/classroom in your cleaning and sterilizing plan. The play equipment needs to be sterilized between groups of children using the area and equipment. A high powered pressure washer with a bleach water solution can facilitate this process.

MAKING YOUR PLAN TO CLEAN AND DISINFECT

Cleaning with soap and water removes germs, dirt, and impurities from surfaces. It lowers the risk of spreading infection.

Disinfecting kills germs on surfaces. By killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

Is the area indoors?

YES

It is an indoor area.

NO

Maintain existing cleaning practices.

Coronaviruses naturally die in hours to days in typical indoor and outdoor environments. Viruses are killed more quickly by warmer temperatures and sunlight.

Has the area been occupied within the last 7 days?

YES

Yes, the area has been occupied within the last 7 days.

NO

The area has been unoccupied within the last 7 days. The area will need only routine cleaning.

Is it a frequently touched surface or object?

YES

Yes, it is a frequently touched surface or object.

NO

Thoroughly clean these materials. Consider setting a schedule for routine cleaning and disinfection, as appropriate.

What type of material is the surface or object?

Hard and non-porous materials like glass, metal, or plastic.

Visibly dirty surfaces should be cleaned prior to disinfection.

Consult EPA's list of disinfectants for use against COVID-19, specifically for use on hard, non-porous surfaces and for your specific application need. More frequent cleaning and disinfection is necessary to reduce exposure.

Soft and porous materials like carpet, rugs, or material in seating areas.

Thoroughly clean or launder materials. Consider removing soft and porous materials in high traffic areas. Disinfect materials if appropriate products are available.



TASK: STORE CHILDREN'S BEDDING INDIVIDUALLY

Store children's bedding in individually labeled bins, cubbies or bags.

REFERENCES: [CDC.GOV/CORONAVIRUS/2019-NCOV/COMMUNITY/SCHOOLS-CHILDCARE/GUIDANCE-FOR-CHILDCARE.HTML](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html)

CDC GUIDANCE

Clean and Disinfect Bedding

- Use bedding (sheets, pillows, blankets, sleeping bags) that can be washed. Keep each child's bedding separate, and consider storing in individually labeled bins, cubbies, or bags. Cots and mats should be labeled for each child. Bedding that touches a child's skin should be cleaned weekly or before use by another child.



Linens, Clothing, and Other Items That Go in the Laundry

In order to minimize the possibility of dispersing virus through the air, do not shake dirty laundry.

- Wash items as appropriate in accordance with the manufacturer's instructions.
- If possible, launder items using the warmest appropriate water setting for the items and dry items completely.
- Dirty laundry that has been in contact with an ill person can be washed with other people's items.
- Clean and disinfect hampers or other carts for transporting laundry according to guidance above for hard or soft surfaces.

TASK: EDUCATE STAFF AND FAMILIES ABOUT SYMPTOMS

TASK: POST SIGNS FOR ADULTS

Educate staff and families about signs/symptoms of COVID-19 and importance of hand hygiene. Post signs for adults regarding covering cough and frequent hand washing.

ACCESS RESOURCES INCLUDING A SELF CHECKER HERE: [CDC SYMPTOM RESOURCES](#)

REFERENCES

EDUCATING ADULTS

Stop the Spread of Germs

Help prevent the spread of respiratory diseases like COVID-19.

- Stay at least 6 feet (about 2 arms' length) from other people.**
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash and wash your hands.**
- When in public, wear a cloth face covering over your nose and mouth.**
- Do not touch your eyes, nose, and mouth.**
- Clean and disinfect frequently touched objects and surfaces.**
- Stay home when you are sick, except to get medical care.**
- Wash your hands often with soap and water for at least 20 seconds.**

 [cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

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KNOW THE SYMPTOMS

Consider sharing and posting this video about understanding the symptoms of COVID-19 produced by the CDC:

<https://www.youtube.com/watch?v=7zzfdYShvQU>

Access this poster and others in multiple languages by clicking below:

<https://www.cdc.gov/coronavirus/2019-ncov/communication/print-resources.html?Sort=Date%3A%3Adesc&Search=stop%20the%20spread%20of%20germs>

TASK: STAY IN REGULAR COMMUNICATION WITH PARENTS

TASK: ESTABLISH ALTERNATIVE MEANS OF COMMUNICATION

There are a number of great resources available to help you create a successful family engagement, communication plan during the COVID-19 crisis. It is important to ensure that your communications are easy to read, in easy to understand verbiage, and translated for the families in your care. You can see a sample memo to families by [clicking here](#).

- <https://childmind.org/coping-during-covid-19-resources-for-parents/>
- <https://www.naeyc.org/our-work/families/tips-video-chatting-young-children>
- <https://www.naeyc.org/our-work/families/books-for-families>
- <https://www.zerotothree.org/resources/3210-tips-for-families-coronavirus>
- <https://info.childcareaware.org/coronavirus-hub/families>

CREATING A COMMUNICATION PLAN



With children learning at home, our connections with families are so important. These tips will help you be focused and responsive during those calls or virtual meetings.

Opening	<ul style="list-style-type: none"> ▶ “How is everyone?” “How are you?” ▶ Validate challenges “Sounds like it’s been an exhausting week.” ▶ Invite the family to share one high point and one low point since the last conversation.
Check in	<ul style="list-style-type: none"> ▶ Ask about child and family progress since your last conversation. ▶ Celebrate child progress. ▶ Identify if there are new concerns to discuss.
Make a plan	<ul style="list-style-type: none"> ▶ Share information and strategies related to learning at home. ▶ Ask family for ideas for embedding instruction in their routines. ▶ Identify a plan for next steps that includes family ideas and suggestions.
Problem solve	<ul style="list-style-type: none"> ▶ Respond to any new concerns or questions. ▶ Provide suggestions or trouble-shooting.
Review	<ul style="list-style-type: none"> ▶ Review and summarize ideas or activities for implementation. ▶ Confirm time for next conversation. ▶ Offer to share notes or a text to summarize the conversation.

Tips for your conversation:

- ▶ Anticipate needs and have resources available to share with families (e.g., community agency phone numbers or web sites).
- ▶ Map out what you want to share using this guide before you make the call.
- ▶ Help families identify their strengths and provide affirmation.
- ▶ You don’t have to be the expert or solve all the problems.
 - *That is a good question. Let me see if I can find out for you.*
- ▶ Use active listening phrases:
 - *So you feel...*
 - *It sounds like you...*
 - *What I’m hearing is...*
 - *I wonder if...*
- ▶ Ask open-ended questions:
 - *How might you do that?*
 - *What times of the day might work better?*
 - *What is most important to you right now?*
- ▶ Validate families’ emotions and thoughts.



LINK TO REFERENCES

Access this resource and a number of others from the NCPMI on helping children and families cope during this crisis by clicking the link below:

<https://challengingbehavior.cbcs.usf.edu/emergency/index.html>

Consider creating your own communication plan and how you can utilize resources available to you:

<https://www.edelements.com/blog/communicating-with-staff-and-community-members-during-covid-19-school-closures>

TASK: MAINTAIN TRANSPARENCY WITH STAFF

TASK: CONDUCT FREQUENT STAFF MEETINGS

Maintain transparency with staff so that they remained informed. Conduct frequent staff meetings and information sessions to ensure all policies and procedures are followed properly.

REFERENCES

INCREASING TRANSPARENCY

Consider adopting some check-in models from the Management Center to help increase your intentional communication and transparency plan:

<http://www.managementcenter.org/tools/covid-19/>



Check-in Meeting Agenda Template

Priorities	Paused for now <i>(will resume once the crisis subsides)</i>	Not-to-do <i>(may never get to / no clear timeline)</i>
•	•	•

Personal check-in

Ideas for questions: How are you and your loved ones? How are you feeling about everything on your plate (in work and life)?

Top desired outcomes for this week:

- 1.
- 2.

Items for discussion

Projects to discuss/share updates on:

•

Organizational updates/input:

•

Priorities check (changes since last check-in, new assignments from the manager, overall workload):

•

Learning / Feedback

	Something the staff person did well / something to celebrate	Something the staff person could improve for next time	Something the manager could do to (better) support the staff person
Staff member			
Manager			

Next steps / Repeat-back

Include: Follow-up needed, asks for help from others, "slices" to share/review by next check-in, etc.

•

•

•



LINK TO REFERENCES

Consider sharing EveryChild California's COVID-19 Resource page with staff as it is automatically updated with the latest information

<https://www.everychildca.org/covid-19-resource-page>

ChildCare Aware of America has an information hub that can also serve as a good source of communication support with your staff:

<https://info.childcareaware.org/coronavirus-updates>

TASK: CONDUCT DAILY WELLNESS CHECKS ON STAFF

Conduct daily wellness checks on staff. This includes physiological, psychological and emotional health considerations.

REFERENCES

SUPPORTING YOUR STAFF

Tips and tools for managing stress for health:

covid19.ca.gov/manage-stress-for-health/

California Surgeon General's Guide to Stress Relief

https://covid19.ca.gov/img/wp/california-surgeon-general_stress-busting-playbook_draft-v2clean_ada-04072020.pdf

Center for Early Childhood Mental Health Consultation - Posters to help combat Stress

https://www.ecmhc.org/documents/CECMHC_GraffitiPosters.pdf



LINK TO REFERENCES

Yale University, RULER Approach to Managing Anxiety around COVID-19

<https://www.rulerapproach.org/managing-anxiety-around-covid-19/>

Teaching Tolerance's guide to a trauma informed approach to teaching during COVID-19

<https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus>

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A Strategy a Day Will Keep the Doctor Away!

Here are some daily strategies to reduce stress. You will be surprised by how effective even the smallest change can be!

Create a Consistent Routine

- Eat a well-balanced diet with drinks that are low in calories and caffeine. Plan some healthy snacks and lunches.
- Maintain a regular bedtime, and shut off all "screens" two hours prior to sleeping.

Express Feelings

- Talk with friends and peers; avoid gossip and hurtful conversations.
- Write in a journal.

Establish "Me Time"

- Create time each day to relax.
- Treat yourself to a simple pleasure.
- Pair enjoyable activities or tasks with less enjoyable activities or tasks.

Practice Specific Stress Reduction Techniques

- Focus on what is in your control, and recognize that you can't change what is out of your control.
- Decrease negative self-talk.
FOR EXAMPLE: Instead of thinking, "My paperwork will never get turned in," say to yourself, "I may not be keeping up now, but my paperwork will get turned in if I can set aside 15 minutes a day to work on it."

CENTER FOR EARLY CHILDHOOD MENTAL HEALTH CONSULTATION
Georgetown University Center for Child and Human Development
Funded by the Office of Head Start/ACF, DHHS (H99YD0268)

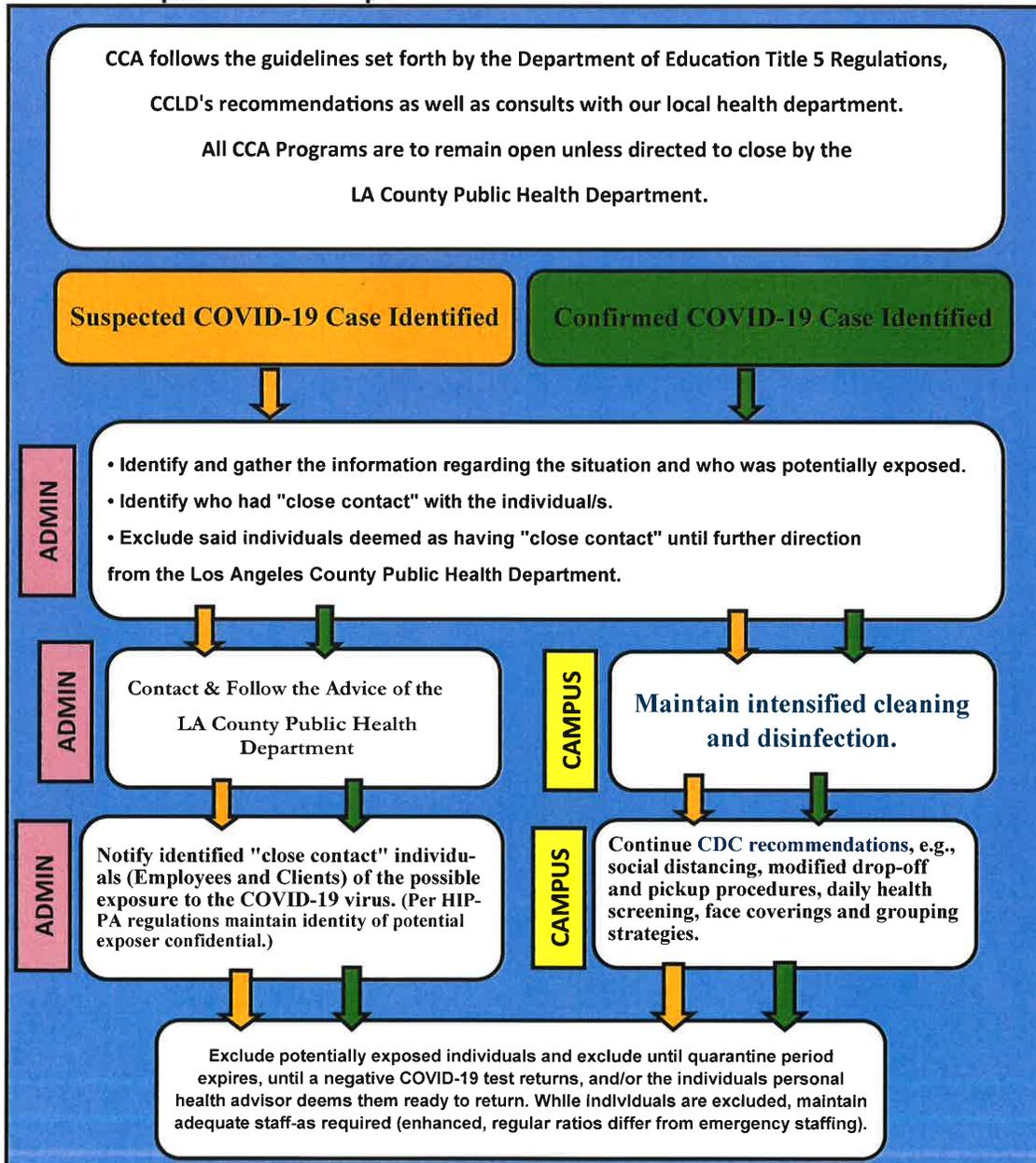
HAVE AN EMERGENCY PLAN IN PLACE

Be prepared to share with licensing your emergency plan for learning of a positive COVID-19 case. Also be prepared with your plan to provide an adult supervised designated "Isolation Area" out of the flow of traffic and a designated "Isolation Toilet" for use by the ill child while waiting to be picked up by caregivers.

THANK YOU CALIFORNIA CHILDREN'S ACADEMY FOR SHARING YOUR SAMPLE EMERGENCY PLAN

CCA's Emergency Plan for a COVID-19 Case:

This infographic is an outline of the steps and considerations CCA takes when a case of the pandemic is suspected.



COMPLETE THE SELF-ASSESSMENT

Be prepared to share a completed self-assessment with licensing as required

DOWNLOAD THE ENTIRE SELF ASSESSMENT HERE: [HTTPS://ASSN.MEMBERCLICKS.NET/ASSETS/DOCS/](https://assn.memberclicks.net/assets/docs/)

Covid-19 Child Care Program Self-Assessment Guide			
Completed by:	Date:		
Is the facility dually licensee?			
	Please Check One.		
	Completed	In Progress	Not Started
COVID-19 preparedness has been incorporated into Emergency Plan for facility.			
Designated staff person to coordinate preparedness planning and integrate local LHD, CDPH, and CDC guidance.			
Develop and include a communications plan to use to keep families, staff, and the community informed.			
Entry & Visitation Procedures			
Signs have been posted at facility entrance with visitor policy (limit to essential visits only; limited visitation hours).			
Explain to parents and caregivers that all visits should be as brief as possible.			
Participants have been notified about your COVID-19 policies.			
Ask parents or caregivers to enter and exit the room one person at a time to allow for social and physical distancing.			
Ask caregivers and parents to meet at the facility entryway for pick-up and drop-off of children whenever possible.			
Ask parents and caregivers to wash their own hands and assist in washing the hands of their children before dropping off, prior to coming for pick up, and when they get home.			
Ask parents and caregivers to bring their own pens when signing children in and out.			
Install hand sanitizers, out of the reach of children, near all entry doors and other high traffic areas.			
Daily symptom screening (+/- temperature check) have been initiated for all children, staff and parents (drop-off and pick up). ** Follow guidelines in PIN 20-06-CCP** CCC's: If anyone has a temperature of 100.4°F/38°C or higher they must be excluded from the facility.			

	Please Check One.		
	Completed	In Progress	Not Started
One central entry point has been designated for universal entry screening.			
Routine symptom screening (+/- temperature check) has been initiated at entry for all staff, 1:1 staff, participants, and essential visitors.			
Handwashing on entry is requested for all staff, participants, and visitors.			
Conduct visual wellness checks of all children upon arrival and ask health questions when concerned.			
Staff Training and Policies			
Facility provides ongoing updates about COVID-19 to participants, staff and responsible parties. The communications are language and reading level appropriate.			
Facility has conducted staff training on COVID-19 prevention, symptoms, transmission.			
If you as the licensee, have a fever and/or respiratory infections symptoms, please notify your parents immediately that care will not be available and follow reporting requirements.			
Facility has conducted staff training on when and how to use personal protective equipment.			
Facility has conducted staff training on sick leave policies.			
Sick leave policies have been created that are non-punitive, flexible, and consistent with public health policies that allow ill personnel to stay home.			
Facility provides ongoing updates about COVID-19 to staff and parents/families. The communications are language and reading level appropriate.			
Staff have been notified to avoid work if acute respiratory illness is present and to contact medical provider to consider COVID-19 testing.			
Staff have been notified when they may return to work after acute respiratory illness (72 hours after last fever or 14 days if COVID-19 positive).			
Staff have been notified that medical clearance is not required to return to work, unless under quarantine order by Public Health entity.			

HR RESOURCES



Return to Work Checklist

Posting and Policies

<input type="checkbox"/>	Post the Families First Coronavirus Response Act (FFCRA) poster in a visible place. Where employees will remain working from home, send by email or post to Company intraweb or employee website.
<input type="checkbox"/>	Review and revise hiring practices and policies: <ul style="list-style-type: none"><input type="radio"/> Have staffing needs changed?<input type="radio"/> Do you need to change benefits or pay to become more competitive?<input type="radio"/> Use remote interviewing techniques as much as possible.<input type="radio"/> Update onboarding practices.<input type="radio"/> If you are recalling only some workers that were laid-off or furloughed, ensure your practices for determining who to recall do not discriminate against any group of employees.
<input type="checkbox"/>	Review and revise leave policies: <ul style="list-style-type: none"><input type="radio"/> Know how the FFCRA affects your previous policies and practices.<input type="radio"/> Consider implementing PTO/vacation rollovers, grace periods, and revise guidelines for usage if vacation is forfeited if not used by year end.<input type="radio"/> Consider implementing or revising bereavement leave policies.<input type="radio"/> Ensure that all employees have access to and an understanding of all leave policies that may apply to them.
<input type="checkbox"/>	Review and revise work from home and child care policies.
<input type="checkbox"/>	Update work travel policies in light of any new orders in your state and any new practices being implemented in the workplace to keep employees/customers safe.
<input type="checkbox"/>	Review rehire/reinstate provisions for your benefit policies (eligibility/waiting periods).
<input type="checkbox"/>	Distribute all new or revised policies to all employees.

Health and Safety

<input type="checkbox"/>	Explain company policies and procedures related to illness, cleaning and disinfecting, and work meetings and travel.
<input type="checkbox"/>	Educate employees on how to reduce the spread of COVID-19 at home and at work (follow Centers for Disease Control and Prevention recommendations).
<input type="checkbox"/>	For employees returning to a worksite, make sure they understand what's expected of them in the workplace. For example, must they wear face masks or face coverings? Will protective items and hand sanitizer be provided? Are workplace hours different? Will you be taking employees' temperatures each day when they arrive? Is teleworking or staggered shift work allowed/encouraged?
<input type="checkbox"/>	Ensure that all employees who are currently ill or have contact with an ill family member stay home (follow CDC recommendations for length of time).

HR RESOURCES



- If an employee becomes sick at work, send them home.
- Promote safe social distancing in the workplace by encouraging employees to:
 - Remain at least 6 feet away from each other.
 - Email, message, call, or video call rather than meeting face to face.
 - Clean computer equipment, desktops, phones, and workstations often.
- Provide hand sanitizer, cleaning supplies, and face masks or face coverings (where appropriate/necessary) and no-touch disposal receptacles.
- Discourage handshaking.
- Place posters throughout the business to encourage social distancing and hand hygiene.

Best Practices

- Be aware of any local public health or other orders related to COVID-19 that may affect your business.
- Ensure your workplace cleaning company is up to date on current methods of safely removing COVID-19 hazards.
- Communicate frequently and as transparently as possible with employees:
 - Provide expected timelines for recalling/rehiring employees.
 - Provide returning employees with recall or offer letters.
- Train managers on dealing with employees that may face increased personal challenges during this time, such as bereavement and loss, childcare and school-cancellation challenges, financial stress, and other dependent care and support needs.
- Offer flexibility wherever possible and adjust workloads to be reasonable.
- Be prepared to quickly investigate and stop discriminatory speech or acts in the workplace.
- Consider contracting with an employee assistance program (EAP) if you do not currently have one.
- Designate a workplace coordinator who will be responsible for COVID-19 issues and their impact at the workplace.
- Develop a plan to operate if absenteeism spikes or if another shelter-in-place or stay at home order occurs in the future:
 - Implement a plan to continue essential business functions.
 - Implement flexible work schedules and leave policies.
 - Cross-train employees on performing essential business functions.
- Develop emergency communications plans, including a way to answer workers' concerns.
- Communicate your appreciation and welcome employees back to work.



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Advancing Early Learning

A GUIDE FOR ECE PROGRAMS IN CALIFORNIA

VISIT EVERYCHILDCA.ORG FOR MORE INFORMATION