

Health & Safety Guidebook

Minimize Risk to Accelerate Learning in the Era of COVID-19

<https://k12playbook.ccee-ca.org/guidebook/>

The Health & Safety Guidebook is designed for school and district leadership teams planning a safe return to on-site, in-person instruction in a way that maximizes future equity outcomes and addresses the diverse needs of California's students while continuously adapting to the challenges posed by COVID-19.

The guidelines and considerations presented in the Health & Safety Guidebook are based on the [COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year](#) issued by the California Department of Public Health (CDPH) on July 12, 2021, and supersedes all previous guidance. We have updated the Guidebook to best reflect available public health data at this time, international best practices currently employed, and feedback from school and district leaders on the practical realities of managing school and district operations.

The purpose of this guidebook is to provide rationale, tools, and resources for LEAs to use or adapt in planning for, implementing, and communicating a safe reopening of schools. All decisions about following this guidance should be made in collaboration with local health officials and other authorities. Implementation of this guidance should be tailored for each setting, including adequate consideration of instructional programs at each school site and the needs of students, families, and staff.

The Health & Safety Guidebook for California LEAs

The Health & Safety Guidebook for California LEAs was developed in collaboration with the California State Board of Education, the California Department of Public Health, and other technical assistance partners.

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REOPENING AND RECLOSING



When Can Students and Staff Return to Campus?

WHAT

At this point in the COVID-19 pandemic, California is prepared to enter a new phase. We have made significant progress in vaccinating individuals and reducing community transmission thanks to the steps taken by Californians.

Given new circumstances created by COVID-19, LEAs should liaise with Local Health Officers (LHO) and be mindful of special circumstances that may prevent some students from returning to campus and may lead others to require additional support when on campus. Additionally, LEAs must [notify the California Department of Public Health of how they are serving students](#).

WHY

Working collaboratively with local health officials and understanding public health guidance will help LEAs respond to the changing circumstances to ensure the safety of students and staff.

HOW

LEAs can return students to campus.

Criteria for Reopening In-Person Instruction

All schools can now resume in-person instruction.

As of June 15, 2021, the Governor terminated the executive orders that put into place the **Stay Home Order** and the **Blueprint for a Safer Economy**. Among the restrictions that ended on June 15 was the County Tier Systems which provided guidance on when schools could resume in-person instructions.

TOOLS

- [Parabola Project School Reopening Progress Tracker](#)

RESOURCES

- [Blueprint for a Safe Economy](#)
- California Department of Public Health's [COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year](#)

Key Liaisons and Partners

Establishing productive relationships with key partners with whom you will interact on an ongoing basis is key to ensuring the safety of your learning community. Since information is rapidly evolving and new information and guidance are coming out continuously as people learn more, having strong relationships with the people closest to the information will assure you can support your community in bringing students back on campus and keeping them safe.

A good practice is to establish productive relationships with key partners with whom you will interact on an ongoing basis to ensure the safety of your learning community.

- **County Health Officer:** Consult with your county health officer or their designated staff, who are best positioned to monitor and provide advice on local conditions. A directory of county health officers can be found [here](#).
- **County Offices of Education:** Coordinate with county offices of education (COEs) for up-to-date local information and developments.
- **State Safe Schools for All Technical Assistance Team:** As of January 2021, LEAs can also access State Technical Assistance resources available for schools and for LHDs to support safe and successful in-person instruction, through [Safe Schools for All Hub](#).

RESOURCE

- [Directory of county health officers](#)

Consulting with Labor Partners

Collaborating with your LEA's labor partners, which are a vital part of the school community, will continue to be essential beyond the COVID-19 pandemic.

For more information and resources on how to build high-performing collaborative relationships between labor partners and management, visit [the California Labor Management Initiative \(CA LMI\)](#). The goal of the CA LMI is to make labor-management collaboration an integral part of improving public schools and advance equity in California.

RESOURCES:

- [Website](#) of the California Labor Management Initiative
- AFT's [ABC's of Partnership](#), Creating a Labor-Management Partnership Focused on Student Achievement

Temporary School Closures

California is unequivocally committed to preserving the safety and success of in-person instruction at K-12 schools. Temporary school closure due to COVID-19 should be a last resort and considered only after all available resources have been exhausted in an attempt to preserve in-person education. In such a circumstance, continuity of instruction for students will be critical. For information regarding the provision of independent study, visit the [CDE website](#).

Temporary school closures should be considered only after conferring with local health officials: There is no specific case threshold at which the State recommends an immediate temporary closure of a classroom or school. Instead, the process should be guided by local epidemiology, with particular attention paid to concern for in-school transmission. Operational factors may also be considered, including the ability to maintain sufficient teaching staff to provide in-person instruction.

Note that infections diagnosed in students and school staff are not necessarily the result of exposure at school, and COVID-19 transmission remains much more likely to occur among people living in the same household or participating in other non-school activities.

Testing is strongly encouraged: Testing is strongly encouraged to assess the extent of cases among students and school staff. Local health officers are encouraged to contact

the State should the need for testing resources exceed local supply, and for additional consultation to support decision-making processes.

SCHOOL SAFETY PLANS



What policies and supplies need to be in place for on-site learning?

WHY

Evidence supports the view that risk to students, staff, and educators can be brought to acceptably minimal levels with robust infection control practices when implemented in a collaborative and transparent way among all stakeholders, including educators and other school personnel, administrators and district leaders, families, and students.

WHAT

A COVID-19 Safety Plan (CSP) is no longer required, but it is recommended that LEAs create and share a safety plan. Additionally, LEAs receiving ARP ESSER funds must adopt a plan and review it every six months.

HOW

It is recommended that, at a minimum, all LEAs post a safety plan, communicating the safety measures in place for the current school year on the LEA's website and at schools, and disseminate to families in advance of the start of the school year as well as any changes throughout the school year.

Safety Plans

As California moves to a new phase of the COVID-19 pandemic, COVID-19 Safety Plans (CSPs) are no longer required. However, creating and sharing a Safety Plan is recommended.

Evidence supports the view that student, staff, and educator risk can all be brought to acceptably minimal levels with robust infection control practices when implemented in a collaborative and transparent way among all stakeholders, including educators and other school personnel, administrators and district leaders, families, and students.

Posting and sharing a Safety Plan is recommended.

- *At a minimum.* It is recommended that at a minimum all LEAs post a safety plan, communicating the safety measures in place for the current school year on the LEA's website and at schools, and disseminate to families in advance of the start of the school year as well as any changes throughout the year.
- *Best practice to build trust.* In order to build trust in the school community and support a successful return to school, it is a [best practice](#) to provide transparency to the school community regarding the school's safety plans.

LEAs receiving ARP ESSER funds must adopt a plan and review it every six months.

- *What:* With the approval of the federal American Rescue Plan, each LEA receiving Elementary and Secondary School Emergency Relief (ARP ESSER) funds is required to adopt a *Safe Return to In-Person Instruction and Continuity of Services Plan* and review it at least every six months for possible updates.
- *How:* The plan must describe how the local educational agency will maintain the health and safety of students, educators and other staff. Reference the Elementary and Secondary School Relief Fund (ESSER III) [Safe Return to In-Person Instruction Local Educational Agency Plan Template](#).

Setting Up Your Testing Program

The California Coronavirus COVID-19 Testing Task Force (TTF) has created the [Playbook to Stand Up School-Based Collection Sites](#) to make it easier for LEAs to partner with the state to ramp up capacity of COVID-19 testing.

This [step-by-step guide](#) includes more details about the eight critical steps:

1. creating your collection plan;
2. completing the onboarding forms;
3. completing an onboarding checklist;
4. registering with Color;
5. ordering kits;
6. supervising sample collection;
7. shipping collected samples for processing; and
8. reporting and billing.

RESOURCES

- Finding a COVID-19 [test site near you](#)
- California COVID-19 [Testing Task Force](#) (TTF)
- CDPH's [general testing guidance](#)
- Cal/OSHA [COVID-19 Emergency Temporary Standards Frequently Asked Questions](#)

Procurement of Supplies

LEAs should plan to continue to budget for, purchase, and distribute additional supplies that may be needed to individual sites in a timely manner.

- **Identify Needs:** To ensure the safety of students, staff, and visitors, LEAs should also consider what equipment and supplies will be needed to implement new protocols. Here's [a list of purchases LEAs may want to consider](#).
- **Procure Supplies:** Purchasing them through your LEA's regular procurement channels will likely save you time over establishing new ones.
- **Leverage Statewide Master Contracts:** The Department of General Services negotiated [statewide master contracts](#), which LEAs may leverage to reduce costs and secure supply chains. Additional information on procuring masks can be found [here](#).

TOOLS

- Marin COE's [EPE procurement calculator](#) helps estimate quantities and prices of needed purchases.
- District [comeback cost calculator](#) from ERS
- Searchable [directory of statewide master contracts](#)

RESOURCES

- List of [purchase considerations](#)
- [Statewide master contracts for masks](#) from the Department of General Services

Preparing Staff

Staff members are at the center of everything that happens at a school site. Creating safe school environments necessitates ensuring their safety and training them on new protocols so they in turn may help ensure the safety of students.

- **Provide Health and Safety Training:** Train all site personnel on how COVID-19 is spread and on health and safety policies.
- **Train Site Leadership Teams:** Ensure the site leadership team and related personnel are trained and up-to-date on the LEA's policies and protocols.
- **Review Onboarding Processes:** Establish clear processes for training additional staff in case self-quarantine requirements sideline existing staff or there is staff turnover.
- **Ensure Staff Safety:** To ensure staff safety at all times, communicate to staff that adults in K-12 school settings are required to mask when sharing indoor spaces with students.
- **Support Staff at Higher Risk:** Support staff 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, where appropriate, or teaching in a virtual learning or independent study context.
- **Designate a Staff Liaison to Act as Point of Contact:** A single point of contact should be established and identified at each school site to handle questions or concerns around practices, protocols, or potential exposure. This person can also serve as a liaison to public health agencies and should be in constant contact with the LEA and/or COE.
 - **Inform Staff of Liaison:** Staff should know who they are and how to contact them.
 - **Tracking and Notification:** 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.
- **Minimize Penalty for Staff Absence:** Develop policies that encourage staff who are sick or who have recently been in contact with a person with COVID-19 to stay at home without fear of reprisal, and ensure staff is aware of these policies.
- **Recommend Flu Shots:** Strongly recommend that all students and staff be immunized each autumn against influenza unless contraindicated by personal medical conditions. This helps protect the school community and decrease illnesses that cannot be readily distinguished from COVID-19 and would therefore trigger extensive measures from the school and public health authorities.

TOOL

- [Reboarding Resources](#) for returning employees to site from Orange County Department of Education include staff checklists, manager presentations, and more

RESPONDING TO SUSPECTED AND CONFIRMED CASES



What do we do when there are confirmed cases?

WHY

To ensure the health of the local community, LEAs may have to take additional measures when a student, teacher, or staff member has symptoms, has been in contact with someone infected, or is diagnosed with COVID-19.

WHAT

Testing for COVID-19

- **Recommended:** LEAs should recommend testing for students and staff who display symptoms or who have been in close contact with someone who has a confirmed case of COVID-19.

Reporting COVID-19 Cases

- **Confirmed Cases:** Notify the local health department where the workplace is located if there is a laboratory-confirmed case of COVID-19 at the workplace.

- **Hospitalization of Staff:** Employers should report serious injury, illness, and death, including hospitalization and death from COVID-19, to Cal/OSHA, even if work-relatedness is uncertain.

Isolation recommendations

According to the CDPH:

- **Isolation** separates those infected with a contagious disease from people who are not infected; and
- **Quarantine** restricts the movement of persons who were exposed to a contagious disease in case they become infected.

As of December 20, 2021, general CDPH guidance recommends that everyone who has been infected with the virus (regardless of vaccination status or whether they have symptoms) should self-isolate.

Isolation can end after day 5 if:

- Symptoms are not present or are resolving; and
- A diagnostic specimen collected on day 5 or later tests negative.

If unable to test or choosing not to test, and symptoms are not present or are resolving, isolation can end after day 10.

If fever is present, isolation should be continued until fever resolves.

For detailed information, visit the CDPH [Isolation Guidance](#).

TOOLS

- CDPH's [Decision Tree](#) for managing confirmed or suspected COVID-19 at school
- COVID-19 [K-12 Decision Trees](#) from the San Diego COE

RESOURCES

- CDPH's [COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year](#)
- CDPH's [Guidance for Local Health Jurisdictions on Isolation and Quarantine of the General Public](#)
- [K-12 Schools Guidance 2021-2022 Questions & Answers](#)

Recommendations for Students Exposed to COVID-19

Schools may consider permitting asymptomatic exposed students, regardless of their COVID-19 vaccination status or location of exposure, to continue to take part in all aspects of K-12 schooling, including sports and extracurricular activities, unless they develop symptoms or test positive for COVID-19.

Recommendations:

- **Wear masks for at least 10 days.** It is strongly recommended that exposed students wear a well-fitting mask indoors around others for at least 10 days following the date of last exposure, if not already doing so.
- **Get tested.** Exposed students, regardless of COVID-19 vaccination status, should get tested for COVID-19 with at least one diagnostic test (e.g., an FDA-authorized antigen diagnostic test, PCR diagnostic test, or pooled PCR test) obtained within 3-5 days after last exposure, unless they had COVID-19 within the last 90 days.
- **Monitor for symptoms.** Exposed students who had COVID-19 within the last 90 days do not need to be tested after exposure but should monitor for symptoms. If symptoms develop, they should isolate and get tested with an antigen test.
- **Stay home if tested positive.** If the exposed student has symptoms consistent with COVID-19, they should stay home, get tested and follow the [Isolation recommendations](#).
- **Follow the Group Tracing Guidance.** Schools may follow the recommendations provided in the [Group-Tracing Approach to Students Exposed to COVID-19 in a K-12 setting](#) for notification recommendations for exposures that occur in a school setting.

RESOURCES

- CDPH's [COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year](#)
- CDPH's [Guidance for Local Health Jurisdictions on Isolation and Quarantine of the General Public](#)
- [K-12 Schools Guidance 2021-2022 Questions & Answers](#)

Recommendations for Staying Home When Sick and Getting Tested:

Students, teachers, and staff who have symptoms of infectious illness, such as [influenza](#) (flu) or [COVID-19](#), should stay home and be referred to their healthcare provider for testing and care. Staying home when sick with COVID-19 is essential to keep COVID-19 infections out of schools and prevent spread to others.

- **Follow the strategy for Staying Home when Sick and Getting Tested from the [CDC](#).**
- **Getting tested for COVID-19 when symptoms are [consistent with COVID-19](#) will help with rapid contact tracing** and prevent possible spread at schools.
- **Advise staff members and students with symptoms of COVID-19 infection not to return for in-person instruction** until they have met CDPH criteria to return to school for those with symptoms:
 - At least 24 hours have passed since the resolution of fever without the use of fever-reducing medications; and
 - Other symptoms have improved; and
 - They have a negative test for SARS-CoV-2, OR a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition (e.g., allergies or asthma) OR a healthcare provider has confirmed an alternative named diagnosis (e.g., Streptococcal pharyngitis, Cocksackie virus), OR at least 10 days have passed since symptom onset.

RESOURCES

- CDPH's [COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year](#).
- CDPH's [Guidance for Local Health Jurisdictions on Isolation and Quarantine of the General Public](#)
- [K-12 Schools Guidance 2021-2022 Questions & Answers](#)

Contact Tracing: Individual and Group-Based

California's determination to use every available tool to keep schools safe during this pandemic is allowing us to keep classrooms open and in-school transmission low. Since the start of the pandemic, the state has adapted to new challenges presented and responded with strategies harnessing available tools.

As of January 2022, **CDPH has introduced a group-tracing approach as an alternative option for the individual contact tracing requirements in place.** Both

models are acceptable mitigation strategies to contain transmission of COVID-19 in K-12 schools. However, **CDPH strongly recommends that schools utilize (or begin transitioning to) the notification-based model provided in [Group-Tracing Approach to Students Exposed to COVID-19 in a K-12 setting](#).**

Other K-12 mitigation strategies remain the same across both frameworks, including recommendations to receive vaccinations and boosters, wear masks indoors, and improve indoor air quality.

For a high-level comparison between both frameworks, please refer to the [Contact Tracing Comparison Summary](#) shown below:

Framework	Individual-Based Tracing (Current)	Group-Based Tracing (New Alternative)
Students with COVID-19	Isolate per general CDPH recommendations	Isolate per general CDPH recommendations
Students exposed to someone with COVID-19	Identify <u>individuals</u> (close contacts) who were within 6 feet for at least 15 mins within 24 hours of someone with COVID-19	Identify <u>groups</u> who shared the same indoor airspace for at least 15 mins within 24 hours of someone with COVID-19
Actions	<u>Individualized</u> recommendations to: - Not quarantine - Modified quarantine - Standard quarantine	<u>Group</u> recommendations to: - Remain in school - Get tested
Testing	All <u>individuals</u> (close contacts), with varying frequency depending on quarantine category	All exposed <u>groups</u> with the same frequency for all
Advantages	- Maintains current operations - Targeted approach to evaluate exposures	- Allows for quicker response - Allows for broader response - May entail less administrative burden
Considerations	Involves more contact-tracing	Involves more testing

RESOURCES

- CDPH's [COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year](#).
- CDPH's [Guidance for Local Health Jurisdictions on Isolation and Quarantine of the General Public](#)
- CDPH's [Group-Tracing Approach to Students Exposed to COVID-19 in a K-12 Setting](#)

Screening Testing Recommendations

CDPH has a robust State- and Federally-funded school testing program and subject matter experts available to support school decision-making, including free testing resources to support screening testing programs (software, test kits, shipping, testing, etc.).

Resources for schools interested in testing include:

- California’s Testing Task Force [K-12 Schools Testing Program](#) and K-12 school-based COVID-19 testing strategies;
- The Safe Schools for [All state technical assistance \(TA\)](#) portal; and
- the [CDC K-12 School Guidance](#) screening testing considerations (in Section 1.4 and Appendix 2) that are specific to the school setting.

Reporting COVID-19 Cases

The sharing of identified case information data with state and local public health professionals is necessary to ensure that they can respond to confirmed cases of COVID-19 who have been present at a school site, track and understand the extent of disease transmission within the state, and support communities with appropriate prevention strategies and support.

Mandated Reporting

Notify the LHO: Schools are required to report COVID-19 cases to the local public health department.

Reporting Cases to the Local Health Officer

Schools are required to report COVID-19 cases to the [local public health department](#) as per AB 86 (2021) and California Code Title 17, Section 2500.

FERPA Authorization: Schools are authorized under the Family Educational Rights and Privacy Act (FERPA) to disclose personally identifiable information without parental consent to local health departments regarding COVID-19 testing and cases. (20 USC § 1232g(b)(1)(I).)

Notify Cal/OSHA: LEAs and private schools in California must notify Cal/OSHA of inpatient hospitalizations and deaths among employees immediately, even if work-relatedness is uncertain.

What to Report: For COVID-19, this includes inpatient hospitalizations and deaths among employees, even if work-relatedness is uncertain.

How to Report: Cal/OSHA prefers calls by phone but will also accept email reports that follow [the Title 8 section 342 requirements](#). See the CAL/OSHA guidance for [details on reporting](#) and [contact information for district offices](#).

TOOLS

- [Directory of local health departments/services](#)

RESOURCES

- [COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year](#), under Safety Measures for K12 Schools
- Cal/OSHA's [recording and reporting requirements for COVID-19 cases](#)

COMMUNICATION



What communication can we send to stakeholders to keep them informed?

WHY

More than ever, LEAs are called to communicate well with stakeholders. As the COVID-19 pandemic evolves and changes the way LEAs must operate, school systems need their leaders to communicate well and frequently so that stakeholders understand the reasons for the many decisions that will be made. The 2021-2022 school year will bring new experiences; providing clear, timely information to staff, families, and community stakeholders can ensure they remain partners throughout the school year.

HOW

- **Make Students, Staff, and Families Partners in Decision-making:** Students, staff, and families have important feedback to share about their remote learning experiences and their needs going forward. To be true partners, they need the opportunity to share that feedback, offer input on critical decisions, and learn how their feedback was used in making decisions. Consider spending time ensuring [two-way communication](#) is in place between LEAs and stakeholders.
- **Have Pre-written Letters Ready:** To be nimble in responding to changing circumstances, have letters that are ready to use that you can use. (See samples below.)

Establishing Transparent Communication

Considerations for Staff

- **Communicate Plans and Protocols to Staff:** Train and communicate with staff and representatives about the plan. Communicate all protocols to staff to ensure they are up to date on the latest policies and procedures.
- **Provide Key HR Information to Staff:** Include applicable information for staff regarding labor laws, disability insurance, paid family leave, and unemployment insurance. See [additional information on government programs supporting sick leave and worker's compensation for COVID-19](#).

Considerations for Students and Families

- **Share Districtwide Protocols:** Consider sharing information on districtwide plans and protocols with families in advance of key dates to ensure a wider reach.
- **Share Public Health Information:** Consider providing links to or citing credible information from established and reliable sources such as the [California Department of Public Health](#) (CDPH), the [California Department of Education](#) (CDE), the [official California State COVID-19 website](#), and the [Centers for Disease Control and Prevention](#) (CDC).
- **Ensure Access to the Information:** Consider using multiple modalities, languages, and formats to reach caregivers and community members in their native languages. In addition to your website, consider including phone, text, social media, or in-person communication at pick-ups.
- **Post Helpful Signage:** Consider posting signage at each public entrance of each site to inform all students, staff and visitors that they should:
 - Avoid entering or using the facility if they have COVID-19 symptoms; and
 - Wear face coverings, as appropriate.
- **Maintain Effective Communication Systems.** 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 the Family Educational Rights and Privacy Act (FERPA) and state law related to privacy of educational records. [Additional guidance on student privacy can be found here](#).
- **Test Emergency Communication Systems:** Consider testing existing communication channels and methods to ensure your LEA is able to reach staff quickly in case of an emergency.

RESOURCES

- CCEE's K-12 [Field Guide communications section](#)
- [Measures of social, emotional, and academic well-being](#) created by California's CORE Districts

Sample Letters

To be nimbler in responding to changing circumstances, pre-write letters that you can use in case of a sudden school closure, a local outbreak, or a return to campus.

TOOLS

- LACOE multilingual [letters and e-mails in English, Spanish, Armenian and Chinese](#)
- CDPH Sample Letters in English
 - [School Exposure To A Case Of Covid-19 Notification](#)
- Additional sample letters for families in English and Spanish:
 - [Letter to families about new COVID-19 vaccination requirements](#)
 - [COVID case on campus: school remains open](#)
- Additional sample letters for employees:
 - [Letter to employees about COVID-19 vaccination requirements](#)
 - [District e-mail communication for reassigning staff](#)
 - [Letter to an employee who tests positive](#)
 - [Letter to close contacts of an employee who tests positive](#)
 - [Letter to non-close contacts who work in the same building as an employee who tests positive](#)
- LACOE [sample social media posts and visuals](#)

Mandated vs. Optional Communication

In times of great uncertainty and ambiguity, clear and ongoing communication with stakeholders will help support authentic and collaborative family and educator partnerships, strengthen family engagement in children's learning, and reduce stress and confusion.

Mandated Communication

LEAs are mandated to communicate under the following circumstances:

- **When COVID-19 Cases Occur on a Campus Where Instruction Is Taking Place:**
 - Inform the Local Health Department (LHD) of a confirmed case.
 - Coordinate with the LHD to notify persons with potential exposure if the case was present in school while infectious.
 - Inform Cal/OSHA of employee serious illness, hospitalization, or death.
- **Every Two Weeks to Report on the Status of the Instructional Program:**
 - Beginning January 25, 2021, every LEA and private school in California must notify the California Department of Public Health as to how it is serving students. [Section 16 of Assembly Bill 130 \(AB 130\)](#) approved July 2021,

identified the data to be collected, including student enrollment by school site, and district, number of staff working on site, the number of students opting into independent study, and the types of additional student supports available. Reporting takes place every other Monday (or the Tuesday immediately following, if the Monday is a state holiday) through a web form provided by CDPH until this directive is modified or rescinded.

- The California Department of Public Health will provide this information to local health officers and, once the information is processed, will make this information publicly available on the [Safe Schools For All Hub website](#).
- Additional information about the survey, including frequently asked questions and training materials, can be found on the [CCEE website](#).

Optional Communication

LEAs should consider as much additional two-way communication with families and stakeholders such as labor, parent, and community organizations as they think possible. To ensure access to the information, consider using multiple modalities, languages, and formats to reach caregivers and community members in their native languages. In addition to your website, consider including phone, text, social media, or in-person communication at pick-ups.

Website Guidance

Having clear and helpful up-to-date information on your LEA's website will go a long way to inform your community and reduce confusion. Below are some considerations for your LEA's website.

- **Share District-wide Protocols:** Consider sharing information on districtwide plans and protocols with families in advance of key dates to ensure a wider reach.
- **Share Public Health Information:** Consider providing links to or citing credible information from established and reliable sources such as the [California Department of Public Health](#), the [California Department of Education](#), the [official California State COVID-19 website](#), and the [Centers for Disease Control and Prevention](#).
- **Individual School-Site Status:** Consider sharing with your community the status of individual school(s), along with directions for parents, families, and caregivers on how to find more information.
- **Ensure Access to the Information:** Consider using multiple modalities, languages, and formats to reach caregivers and community members in their native languages. In addition to your website, consider including phone, text, social media, or in-person communication at pick-ups.

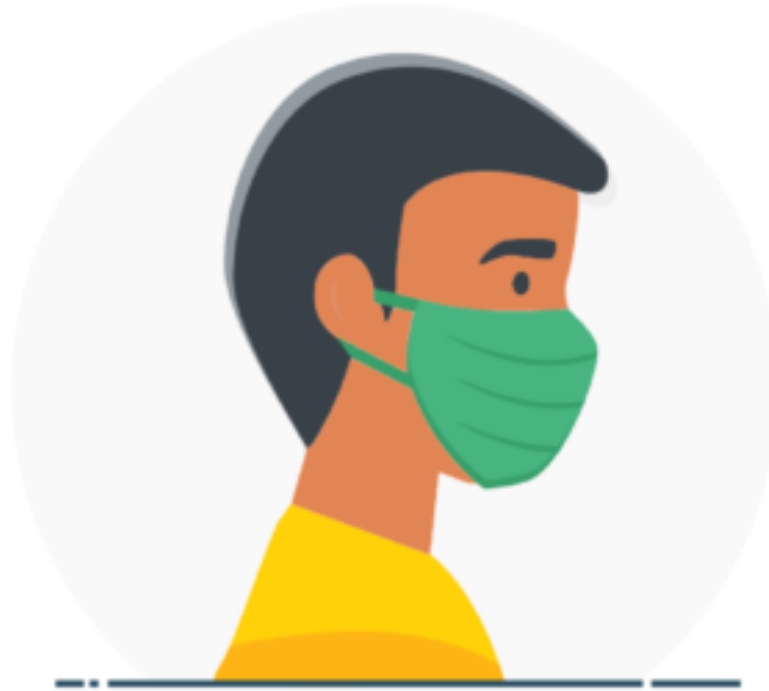
Stakeholder Input

School systems are complex environments with multiple stakeholders and demands. Leading K-12 schools requires deep relationships and strong communication. Actively seeking and acting on stakeholder input is more important than ever.

RESOURCES:

- [Establishing Transparent Communication](#) section of this Health & Safety Guidebook
- [Seamless Communication](#) and [Leverage Community Partnerships](#) sections of CCEE's [Field Guide for Accelerating Learning, Equity, and Well-Being](#)
- Consulting the [Labor Partners](#) section of this Health & Safety Guidebook

SAFETY MEASURES FOR INDIVIDUALS



What should happen at an individual level to make in-person instruction safer?

WHAT

A key goal for safe schools is to reduce or eliminate in-school transmission. A helpful conceptual framing as schools implement safety measures for in-person instruction is the layering of mitigation strategies. Each strategy (face coverings, distancing, etc.) decreases the risk of in-school transmission, but no single strategy is 100% effective. It is the combination that has been shown most effective at decreasing transmissions.

HOW

Masks are one of the most effective and simplest safety mitigation layers to prevent in-school transmission of COVID-19 infections and to support full time in-person instruction in K-12 schools. SARS-CoV-2, the virus that causes COVID-19, is transmitted primarily by aerosols (airborne transmission), and less frequently by droplets. Physical distancing is generally used to reduce only droplet transmission, whereas masks are one of the most effective measures for source control of both aerosols and droplets. Therefore, masks best promote both safety and in-person learning by reducing the need for physical distancing.

Testing

There are several circumstances under which a student or staff member might undergo testing. This section covers considerations for implementing testing in K-12 schools.

Mandatory Testing

Unvaccinated or incompletely vaccinated workers are required to undergo diagnostic screening testing.

- *Weekly test:* Unvaccinated or incompletely vaccinated workers must be tested at least once weekly with either a PCR test or Antigen test. Workers must also observe all other infection control requirements.
- *No exemptions:* Even if workers have a medical contraindication to vaccination, they are not exempted from the testing requirement. A previous history of recovering from COVID-19 or a previous positive antibody test for COVID-19 does not waive the requirement for testing.
- *School systems:* Schools with workers required to undergo workplace diagnostic screening testing should have a plan in place for tracking test results and conducting workplace contact tracing and must report results to local public health departments.

For more information, visit CDPH's [Vaccine Verification for Workers in Schools](#).

Important Testing Considerations

Testing as an Additional Tool:

- Used in conjunction with other mitigation strategies, testing for SARS-CoV-2 provides an additional tool to support safe and successful K-12 in-person instruction.
- Testing can allow for early identification of cases. However, it should not be used as a standalone approach to prevent in-school transmission.

The Limitations of Testing: A negative test provides information only for the moment in time when the sample is collected. Individuals can become infectious shortly after having a negative test, so it is important to maintain all other mitigation strategies even if a recent negative test has been documented.

RESOURCES

- Finding a COVID-19 [test site near you](#)
- California COVID-19 [Testing Task Force](#) (TTF)
- CDPH's [Vaccine Verification for Workers in Schools](#)

- CDPH's [general testing guidance](#)
- Cal/OSHA [COVID-19 Emergency Temporary Standards Frequently Asked Questions](#)

Vaccines

COVID-19 Vaccines:

- The US Food and Drug Administration (FDA) issued [Emergency Use Authorizations \(EUA\) for COVID-19 vaccines](#). On August 23, 2021, [the FDA approved the first COVID-19 vaccine](#). More vaccines may be authorized in the future.
- CDPH strongly recommends that all persons eligible to receive COVID-19 vaccines receive them at the first opportunity.
- As of September 2021, people under 12 years of age are not eligible for the vaccine since trials for that group are still underway.
- Per the [State Public Health Officer Order of August 11th, 2021](#), public and private schools serving students in transitional kindergarten through grade 12, inclusive (not applicable to home school), must verify vaccine status of ALL workers. Workers who are not fully vaccinated, or for whom vaccine status is unknown or documentation is not provided, must be considered unvaccinated. (They will be required to be tested weekly --refer to testing section)

Vaccine Safety:

- COVID-19 vaccines authorized by the FDA have been shown to be safe and effective in clinical trials.
- The U.S. vaccine safety system ensures that all vaccines are as safe as possible. Learn how the federal government is working to [ensure the safety of COVID-19 vaccines](#).
- California formed a [Scientific Safety Review Workgroup](#) of experts to ensure the safety of COVID-19 vaccines. This workgroup has confirmed that the COVID-19 vaccines authorized by the FDA are safe and effective.

Influenza Vaccines: In addition to vaccines required for school entry, CDPH strongly recommends that all students and staff be immunized each autumn against influenza unless contraindicated by personal medical conditions, to help:

- Protect the school community;
- Reduce demands on health care facilities; and
- Decrease illnesses that cannot be readily distinguished from COVID-19 and would therefore trigger extensive measures from the school and public health authorities.

Additional Vaccine Information: Because vaccine implementation for schools is rapidly evolving, the State of California is providing vaccine guidance on the Safe Schools for All Hub [here](#).

TOOLS

- CDPH's [My Turn](#) website helps individuals find a clinic or schedule a vaccination appointment for free
- CDPH's [Digital COVID-19 Vaccine Record](#) allows individuals to get digital proof of their vaccination status

RESOURCES

- [Vaccines guidance](#) on the Safe Schools for All Hub
- [FAQs about Vaccine from the USC Keck School of Medicine](#)
- Video: [The Try Guys Debunk COVID vaccine conspiracy with Dr. Fauci](#), a dynamic video accessible to both parents and high school students

Masks

Masks are strongly recommended for all individuals in K-12 school settings (including buses), regardless of vaccination status.

Masks remain one of the most effective and simplest safety mitigation layers to prevent transmission of COVID-19 infections. High quality masks, particularly those with good fit and filtration, offer protection to the wearer and optimal source control to reduce transmission to others. To best protect students and staff against COVID-19, CDPH currently strongly recommends continuing to mask indoors in school settings. CDPH will continue to assess conditions on an ongoing basis to determine when and how to update masking guidance

Face Coverings

- **Do Not Prevent the Use of Face Coverings:** No person can be prevented from wearing a mask as a condition of participation in an activity or entry into a school, unless wearing a mask would pose a safety hazard (e.g., watersports).
- **Stock Extra Face Coverings:** Schools may decide to stock face coverings for student who may feel uncomfortable not wearing one, and whom may not have brought one to school.

RESOURCES

- [Ca.GOV guidance on masks and face coverings](#)
- CDPH's [Guidance on the Use of Face Masks](#)

- CDPH video: [How to Wear a Mask](#)
- CDC's [Use Masks to Slow the Spread of COVID-19](#)

Hand Hygiene Recommendations

Enhanced hygiene practices will go a long way in helping schools reduce exposure to and the spread of COVID-19. LEAs will want to teach and reinforce [washing hands](#), avoiding [contact with one's eyes, nose, and mouth](#), and [covering coughs and sneezes](#) among students and staff.

Handwashing

Students and staff should wash their hands frequently throughout the day, including before and after eating; after coughing or sneezing; after using the restroom; and after handling garbage.

- **Handwash for 20 Seconds:** Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as “antimicrobial” are not necessary or recommended.
- **Staff Set the Example:** Staff should model and practice handwashing. For example, use bathroom time in lower grade levels as an opportunity to reinforce healthy habits and teach proper handwashing.
- **Choosing Between Handwashing and Using Hand Sanitizers:**
 - Frequent handwashing is more effective than the use of hand sanitizers.
 - When handwashing is not practicable, students and staff can rub fragrance-free hand sanitizer into hands until completely dry.
 - Children under age nine should only use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
- **Supplies:**
 - Provide adequate supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trash cans, face coverings, and fragrance-free hand sanitizers with at least 60 percent ethyl alcohol for staff and children who can safely use hand sanitizer.
 - Ethyl alcohol-based hand sanitizers are preferred and should be used when there is potential for unsupervised use by children. Isopropyl hand sanitizers are more toxic when ingested or absorbed in skin.
 - Do not use hand sanitizers that contain methanol, which can be hazardous when ingested or absorbed.

TOOLS

- [Handwashing lesson plans and videos from the CDC](#)

Special Circumstances

As LEAs resume in-person instruction, it is reasonable to assume that not all students and staff will return to the school site at once due to unique circumstances. Schools should be prepared to offer distance learning for any student who would be put at risk by an in-person instructional model.

When implementing this guidance, schools should carefully consider how to address the legal requirements related to provision of a free appropriate public education and requirements to reasonably accommodate disabilities, which continue to apply. Refer to the CDC K-12 guidance section on "[Disabilities or other health care needs](#)" for additional recommendations.

Additionally, you should plan for cases that may warrant special attention when returning to in-person instruction:

- **Students with Unique Circumstances:** Support 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 distance learning.
- **Staff with Unique Circumstances:** LEAs will also need to navigate varying circumstances involving staff who have existing health conditions, are identified as "at risk," or who live with or regularly interact with individuals who are in one of those categories.
- **Cases That May Require Special Attention When on Campus:** Schools should 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. Examples include: students with limited mobility or who require prolonged and close contact with others, such as direct support providers and family members; individuals who have trouble understanding information or practicing preventive measures (handwashing, physical distancing); and individuals who may not be able to communicate symptoms of illness.

Train Staff and Educate Families

We are all in this together. Train all staff and provide educational materials to families on the following topics:

- [Proper use, removal, and washing of face coverings](#)
- COVID-19 specific [symptom](#) identification and when to seek medical attention
- How COVID-19 is spread
- The importance of staff and students not coming to work/school if they have symptoms, or if they or someone they live with, or they have had close contact with, has been diagnosed with COVID- 19

- The employer's plan and procedures to follow when staff or students become sick at school
- The employer's plan and procedures to protect staff from COVID- 19 illness

RESOURCES

- [CDC Families and Children information](#), including resources on talking to your child about COVID-19, in [English](#) and [Spanish](#)
- Harvard Health [COVID-19 fact sheets in 35 different languages](#), including [age-specific materials](#)

SITE SAFETY



How do we use and clean space to make it safer?

WHAT

LEAs will have to rethink the day-to-day use of facilities and school operations to limit staff and student exposure to the novel coronavirus in accordance with the latest public health information and best practices. This will necessitate new thinking around the use of space, nutrition and meal services, cleaning and disinfecting, ventilation, and other things.

WHY

Because the virus that causes COVID-19 is transmitted when an infected person is in close proximity to others, increasing distance and reducing contact between people will help prevent the spread of the disease. As our learning spaces were designed with spacing considerations that do not always match these enhanced requirements, rethinking how to best use and clean physical space will help keep students and staff safe.

Cleaning and Disinfecting

Cleaning with products containing soap or detergent reduces germs on surfaces by removing contaminants and decreases risk of infection from surfaces.

Disinfecting (using [U.S. Environmental Protection Agency \(EPA\)'s List N disinfectants](#)) kills any remaining germs on surfaces, which further reduces any risk of spreading infection.

When to Clean and When to Disinfect

Clean daily when there are no confirmed or suspected cases. [Cleaning once a day is usually enough](#) to sufficiently remove viruses that may be on surfaces and help maintain a healthy facility.

Disinfect when there is a confirmed case. If there has been a sick person or someone who tested positive for COVID-19 in your facility within the last 24 hours, you should clean AND disinfect the space occupied by that person during that time.

Increasing the cleaning frequency. You may want to either clean more frequently or choose to disinfect (in addition to cleaning) in shared spaces if the space is a high traffic area or if certain conditions apply that can increase the risk of infection from touching surfaces, such as:

- [High transmission](#) of COVID-19 in your community;
- Low vaccination rates in your community;
- Infrequent use of other prevention measures, such as mask wearing (among unvaccinated people) and hand hygiene; or
- The space is occupied by people at [increased risk for severe illness from COVID-19](#)

For more information on cleaning a facility regularly, when to clean more frequently or disinfect, cleaning a facility when someone is sick, safe storage of cleaning and disinfecting products, and considerations for protecting workers who clean facilities, see the CDC's [Cleaning and Disinfecting Your Facility](#).

RESOURCES

- CDC's [Cleaning and Disinfecting Your Facility](#)
- The EPA's [approved list "N" \(Disinfectants for Coronavirus\)](#)

Use of Space

Recent evidence indicates that in-person instruction can occur safely without minimum physical distancing requirements when other mitigation strategies (e.g., masking) are implemented. This is consistent with [CDC K-12 School Guidance](#).

Other Space Considerations

- **Reopening Buildings After Prolonged Shutdown:** After a long time of inactivity, buildings may require additional attention. 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. The CDC offers [guidance for reopening buildings after prolonged shutdown](#).
- **Identify and Set Up an Isolation Area:** 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.
- **Limiting Access to Schools:** Schools should limit nonessential visitors, volunteers, and activities involving external groups or organizations with people who are not fully vaccinated, particularly in areas where there is moderate-to-high COVID-19 community transmission.
- **Ensure Access for Service Providers:** Schools should not limit access for direct service providers, but can ensure compliance with school visitor policies.
- **Post Helpful Signage:** Consider posting signage at each public entrance of each site to inform all students, staff and visitors that they should:
 - Avoid entering or using the facility if they have COVID-19 symptoms; and
 - Wear face coverings, as appropriate.

RESOURCES

- [CDC Guidance for Reopening Buildings After Prolonged Shutdown](#)

Ventilation

For indoor spaces, ventilation should be optimized, which can be done by following [CDPH Guidance on Ventilation of Indoor Environments and Ventilation and Filtration to Reduce Long-Range Airborne Transmission of COVID-19 and Other Respiratory Infections: Considerations for Reopened Schools](#).

RESOURCES

- CDPH: [Guidance on Ventilation of Indoor Environments and Ventilation and Filtration to Reduce Long-Range Airborne Transmission of COVID-19 and Other Respiratory Infections: Considerations for Reopened Schools.](#)

Nutrition/Meal Services

LEAs will want to plan on finding ways to maximize physical distance as much as possible while eating (especially indoors).

- **Outdoors and Classrooms:** Using additional spaces outside of the cafeteria for mealtime seating such as classrooms or the gymnasium can help facilitate distancing. Arrange for eating outdoors as much as feasible.
- **Clean frequently touched surfaces.** Surfaces that come in contact with food should be washed, rinsed, and sanitized before and after meals.
- **No Need to Limit Services to Individually Plated or Bagged Meals:** Given very low risk of transmission from surfaces and shared objects, there is no need to limit food service approaches to single use items and packaged meals.
- **Contactless Systems:** Consider using contactless systems, such as touchless point-of-sale systems and e-payments, to reduce direct contact with common surfaces and currency.

RESOURCES

- CDPH's [COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year](#)

TRANSPORTATION & OTHER ACTIVITIES



How do we increase students' safety outside the classroom?

WHY

With specific health considerations in place to reduce the exposure to and the spread of COVID-19, some non-classroom based activities will merit particular attention from LEAs. Among them, transportation, sports, and band and choir, off-campus school trips, and school dances and large assemblies will require special attention as they involve multiple groups of students.

Transportation

School buses serving K-12 populations are considered a school setting and accordingly masking is strongly recommended at this time, but not required.

ADDITIONAL CONSIDERATION:

- **Transporting Individuals Who Are Sick or Have Symptoms While in School:** LEAs should not assume students and staff will be able to provide their own transportation under those circumstances, and thus LEAs may want to plan accordingly.

- **Ventilation in Transportation:** LEAs may want to increase air circulation as much as possible by opening windows and/or roof hatches, but do so only with first consideration of students with other medical concerns (e.g., students with asthma or allergies, who may be assigned seating at the front of the bus with windows up to avoid exposure to environmental irritants).
- **Additional Local Requirements:** LEAs may want to check with local health agencies and/or educational authorities as they may have additional requirements beyond state and federal requirements.

RESOURCES

- [CDPH Face Coverings Guidance](#)
- [K-12 Schools Guidance 2021-2022 Questions & Answers](#)

School-Based Extracurricular Activities

The requirements and recommendations in CDPH's guidance apply to all extracurricular activities that are operated or supervised by schools, and all activities that occur on a school site, whether or not they occur during school hours, including, but not limited to, sports, band, chorus, and clubs.

Face Coverings: Indoor mask use remains an effective layer in protecting against COVID-19 infection and transmission, including during sports, music, and related activities, especially activities with increased exertion and/or voice projection, or prolonged close face-face contact. Accordingly:

- Masks are strongly recommended indoors at all times for teachers, referees, officials, coaches, and other support staff.
- Masks are strongly recommended indoors for all spectators and observers.
- Masks are strongly recommended indoors at all times when participants are not actively practicing, conditioning, competing, or performing. Masks are also strongly recommended indoors while on the sidelines, in team meetings, and within locker rooms and weight rooms.
- When actively practicing, conditioning, performing, or competing indoors, masks are strongly recommended by participants even during heavy exertion, as practicable. Individuals using instruments indoors that cannot be played with a mask (e.g., wind instruments) are strongly recommended to use bell coverings and maintain a minimum of 3 feet of physical distancing between participants. If masks are not worn (or bell covers are not used) due to heavy exertion, it is strongly recommended that individuals undergo screening testing at least once weekly, unless they had COVID-19 in the past 90 days. An FDA-authorized antigen test, PCR test, or pooled PCR test is acceptable for evaluation of an individual's COVID-19 status.

- **Special Requirements for "Mega" Events:** CDPH has placed special requirements in place for large events taking place indoors and outdoors. For more information visit [CDPH's guidance on Mega Events from December 13, 2021](#).
- **Stricter Local Rules:** Local health departments and school districts may have stricter rules and should be consulted to confirm what is allowed.

RESOURCES

- [K-12 Schools Guidance 2021-2022 Questions & Answers](#)
- [CDPH's guidance on Mega Events](#)

School Dances and Large Assemblies

School dances, large assemblies, and other school-based crowded events have the potential to cause substantial spread of COVID-19 within and beyond the school community. Schools are encouraged to consult with local health officials before deciding to host such events, particularly in communities where COVID-19 remains highly prevalent and/or vaccination rates remain low.

- **Special Requirements for "Mega" Events:** CDPH has placed special requirements in place for large events taking place indoors and outdoors. For more information visit [CDPH's guidance on Mega Events from December 13, 2021](#).

RESOURCES

- [K-12 Schools Guidance 2021-2022 Questions & Answers](#)
- [CDPH's guidance on Mega Events](#)

LIST OF VIDEOS

Showcase on Vimeo

<https://vimeo.com/showcase/7426086>

- Why is it critical to bring students back to school?
<https://vimeo.com/447583377/2fa067f834>
- Why could reopening schools differ from county to county?
<https://vimeo.com/447638423/08b787f860>
- Why is it important to partner with the County Health Department?
<https://vimeo.com/447634981/ca4a3103da>
- Why do small cohorts support a safe return to on-campus instruction?
<https://vimeo.com/447632493/f6a25cebc9>
- How do we create safety and equity?
<https://vimeo.com/447630930/f2bc5a47a1>
- Why is guidance changing and how can leaders stay informed?
<https://vimeo.com/447637110/bbacb64859>
- Why is it critical to implement multiple public health strategies?
<https://vimeo.com/447624228/e7b9cdad9a>
- What is a safe distance? (Continuum of Risk)
<https://vimeo.com/447884903/7396579821>
- What might we expect with screenings when students return to campus?
<https://vimeo.com/447578868/9f532a14f1>
- How can we move from challenge to innovation?
<https://vimeo.com/447625285/30090a2bac>
- Why is it even more important now to get the flu shot?
<https://vimeo.com/447634019/6919460c4b>
- How is the rate of infection calculated?
<https://vimeo.com/447579633/f9dfd9f9df>
- What are some tips for wearing masks more safely?
<https://vimeo.com/447584171/de24e82fdb>
- Why are some activities and distances safer than others?
<https://vimeo.com/447629117/485c559507>
- Why are distance, setting and ventilation factors as we return to school?
<https://vimeo.com/447626808/e40d501bb6>
- How has COVID-19 impacted the digital divide
<https://vimeo.com/447625877/5d9c2085e8>
- CCEE Cohort Animation
<https://vimeo.com/452283824/ac32b4f8bc>

Other Videos not created by CCEE but included in Guidebook

- [CDC Animation: Quarantine vs Isolation](#)
- [CDC Video: What you need to know about handwashing](#)

DOCUMENTS CONSULTED

California Department of Public Health

- [COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year](#)
- [Covid-19 Updates Website](#)
- [COVID-19 and Reopening Framework for K-12 Schools in California](#)
- [COVID-19 Industry Guidance: Schools and School-Based Programs](#)
- [COVID-19 Industry Guidance: Childcare Programs and Providers](#)
- [Guidance for the Use of Face Coverings](#)
- [CDPH General Testing Guidance](#)
- [COVID-19 and Reopening In-Person Learning Elementary Education Waiver Process](#)
- [Responding to COVID-19 Outbreak in the Workplace](#)
- [Guidance for Small Cohorts/Groups of Children and Youth](#)
- [Guidance on Ventilation of Indoor Environments and Ventilation and Filtration to Reduce Long-Range Airborne Transmission of COVID-19 and Other Respiratory Infections: Considerations for Reopened Schools.](#)
- [The Role of Building Ventilation and Filtration in Reducing Risk of Airborne Viral Transmission in Schools](#)
- [COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year](#)
- [COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year](#) (Updated March 20, 2021)
- CDPH and TTF [Testing Considerations for LEAs and School Communities](#)
- [K-12 Schools Guidance 2021-2022 Questions & Answers](#)
- [Vaccine Verification for Workers in Schools](#)
- [CDPH Guidance if you have COVID-19 symptoms](#)
- [CDPH Self-Isolation Instructions](#)
- [CDPH Face Mask Guidance](#)
- [CDPH Guidance on Vaccine Records](#)
- [CDPH Guidance on Ventilation](#)
- [State Public Health Officer Order of August 11th, 2021](#)
- CDPH's [My Turn](#)
- [Requirement for Universal Masking Indoors at K-12 Schools](#)
- [Beyond the Blueprint for Industry and Business Sectors \(Including Mega Events\)](#)
- [Group-Tracing Approach to Students Exposed to COVID-19 in a K-12 setting](#)

California for All - COVID19.Ca.Gov

- [CA Safe Schools for All Hub](#)

- [County Variance Info](#)
- [Ca.GOV Masks and Face Coverings](#)
- [CFA Schools FAQ](#)
- [Blueprint for a Safer Economy](#) Website
- [Vaccines guidance](#) on the Safe Schools for All Hub

CDC

- [COVID-19 Screening Tool](#) (Apple and CDC)
- [Ensuring the safety of COVID-19 vaccines](#)
- [CDC Order: Wearing of face masks while on conveyances and at transportation hubs](#)

FDA

- [Emergency Use Authorizations \(EUA\) for COVID-19 vaccines](#)
- [The FDA approved the first COVID-19 vaccine.](#)

Marin Resources:

- <https://sites.google.com/marinschools.org/mcoerethinkingschools/home>
- [MCOE School Site-Specific Protection Plan \(SSPP\) Template](#)
- [MCOE PH Guided Return to Site-Based Classroom Instruction](#)
- [MCOE Screening Scenarios](#)
- [MCOE Documents](#)
- [MCOE's EPE Procurement & Cleaning Framework](#)

Transportation:

- [EdWeek's overview of issues around transportation](#) and some LEA/State's guidance/practices
 - [Bus Guide One-Pager](#)
- Kentucky DOE: [Comprehensive Transportation Guide for School Reopening](#)
- [Student Transportation Aligned for Return to School report](#) by the National Association for Pupil Transportation, the National Association of State Directors of Pupil Transportation Services, and the National School Transportation Association

Others:

- [American Association of Pediatrics](#) COVID-19 Planning Considerations: Guidance for School Re-entry
- [CCSSO Restart and Recovery, Systems Conditions](#)
- [FAQs about Vaccine from the USC Keck School of Medicine](#)
- Video: [The Try Guys Debunk COVID vaccine conspiracy with Dr. Fauci](#)
- Parabola Project resource on [building a mask culture](#)
- Learning Policy Institute's [Restarting and Reinventing School](#)

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