

COVID-19 School Guidance

Alameda County School Reopening Plans



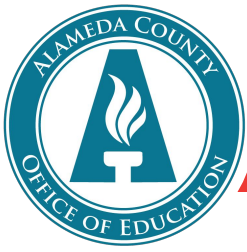
Compiled by the
Alameda County Superintendent of Schools
and
Alameda County Health Officer

Version 12, October 1, 2020



**ALAMEDA COUNTY
OFFICE OF EDUCATION**
L. Karen Monroe, Superintendent





LATEST UPDATES



Most current guidance updates in this document as of

October 1, 2020:

Most recent updates will appear in teal.

- **Screening & Physical Distancing Guidance ([page 8](#))**
Updated October 1
- **Reopening Plans Process ([page 10](#))**
Updated October 1
- **Schoolwide Reopening Requirements, Agency Roles in Process ([page 14](#))**
Updated October 1
- **Additional Guidance Summary ([page 5](#))**
Updated September 23
- **ACPHD Health Screening Protocols ([page 25](#))**
Updated September 23
- **ACPHD Camp & Youth Sports Guidance ([page 16](#))**
Updated September 23
- **Elementary Waivers & In-Person Instruction ([page 11](#))**
Updated September 23
- **Testing ([page 18](#))**
Updated September 23
- **Confirmed Positive COVID-19 Process for Schools ([page 23](#))**
Updated September 17
- **Supporting School-Age Child Care ([page 30](#))**
Updated September 17
- **Cohort Guidance ([page 9](#))**
Updated September 10
- **Distance Learning/Contact with Students ([page 15](#))**
Updated September 10
- **California Blueprint for a Safer Economy ([page 4](#))**
Updated September 3

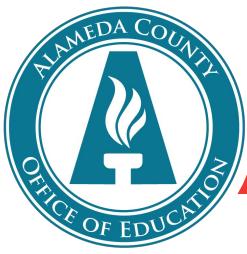


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Guidance Summary

Federal and State Guidance

These are the primary documents that school leaders should reference to guide their school reopening decisions:

Updated August 3, 2020



[California Department of Public Health \(CDPH\) Schools and School-Based Programs Guidance](#)

Guidelines and considerations to help school and community leaders plan and prepare for a phased resumption of in-person instruction. Implementation dependent on local public health conditions, decisions to be made in collaboration with local health officials and other authorities.

Updated August 24, 2020



[California Department of Education \(CDE\) Guidebook for Reopening](#)

Guidance created through the statewide reopening schools task force and informed by the technical assistance and advice of health and safety organizations to be a guide for the local discussion on safely reopening schools.

Issued July 17, 2020



[California Department of Public Health \(CDPH\) Framework for K-12 Schools](#)

Framework to support school communities in decisions about when and how to implement in-person instruction, including reopening criteria, guidance upon reopening, and guidance on school closure.

Updated August 21, 2020



[Centers for Disease Control \(CDC\) Schools and Childcare Programs Guidance](#)

Resources and guidance for school and program administrators, and for parents and caregivers to prepare for a safe return to school and operating schools during COVID-19.

Updated September 4, 2020



[California Department of Public Health \(CDPH\) Guidance for Small Cohorts/Groups of Children & Youth](#)

Guidance for necessary in-person child supervision and limited instruction, targeted support services, and facilitation of distance learning in small group environments for a specified subset of children and youth to operate with required health and safety practices.



[State FAQs](#)



[Social Services FAQs](#)

Additional Guidance Summary

Statewide Tiered Reopening System

How to view Alameda County's status in the Statewide Tiered Reopening System:

- Go to covid19.ca.gov
- Click on County Map button
- Scroll to Map and click directly on Alameda County; statewide data will show up in box.

Updated September 3, 2020



[California Blueprint for a Safer Economy
\(Statewide Tiered Reopening System\)](#)

Youth Activities

This guidance applies to Alameda County for reopening youth activities and is meant to help the public navigate and understand the local requirements for reopening. It reflects the requirements from both the local Public Health Department and the State for the following youth activities:

- Youth day camps and youth extracurricular programs, such as private and public camps, children's activity centers and faith-based youth programs:
- Youth sports – single sport-focused activities in schools, physical education, and recreation-based programs,
- Outdoor non-contact fitness programs, including dance classes and
- Outdoor lap swimming and pools

Updated September 11, 2020



[ACPHD Youth Activities - Camps &
Youth Sports](#)

School Building Ventilation


This guidance is intended to assist school administrators and involve facility managers, building engineers and heating, ventilating, and air conditioning (HVAC) system professionals to reduce airborne exposures to COVID-19 and other illness in school buildings by optimizing ventilation and filtration.

Updated September 15, 2020



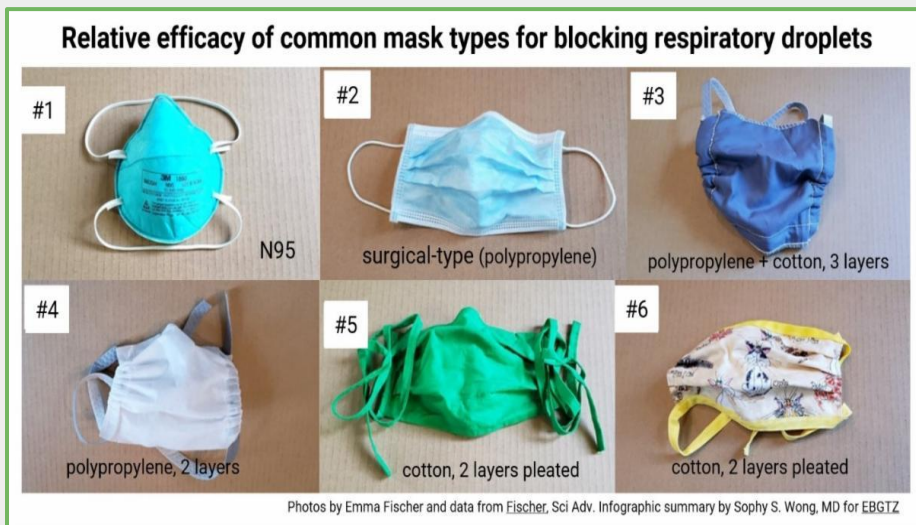
[ACPHD Guidance on Ventilation in
School Buildings](#)

CDPH, CDE, and Alameda County (ACPHD) Guidance
Personal Protective Equipment (PPE)

	CDPH	CDE	ACPHD
<p>Cloth Face Covering</p> 	<p>All staff should use cloth face coverings unless Cal/OSHA standards require respiratory protection.</p> <p>All students in grades 3-12 will be <u>required</u> (unless exempt) to wear face coverings. Students from 2 years to 2nd grade will be <u>strongly encouraged</u> to wear face coverings if they can be worn properly. A face shield is an acceptable alternative for those who cannot wear them properly</p> <p>In order to comply with this guidance, schools must exclude students from campus if they are not exempt from wearing a face covering under CDPH guidelines and refuse to wear one provided by the school.</p>	<p>All staff and students should wear cloth face coverings or face shields while at school or on a bus, and maintain 6 feet of physical distance during school activities.</p> <p>Students should use cloth face coverings, especially in circumstances when physical distancing cannot be maintained. If an LEA requires students to wear face coverings, then the LEA must provide face coverings to be used. Consider how the LEA will address students with disabilities who refuse or are not able to wear masks. At a minimum, face coverings should be worn:</p> <ol style="list-style-type: none"> 1. While waiting to enter the school campus. 2. While on school grounds (except when eating or drinking). 3. While leaving school. 4. While on a school bus. <ol style="list-style-type: none"> a. Driver has access to surplus masks to provide to students who are symptomatic on the bus. <p>All staff should wear face coverings. Provide masks if the employee does not have a clean face covering.</p>	<p>Cloth face coverings are required (except when eating or drinking) for students (K and up) and all school staff, with the exception of students unable to wear them due to special circumstances such as a particular developmental or health diagnosis that would limit their ability to wear a face covering.</p>

Effective Face Coverings

A surgical facemask or a cloth face covering with 2 layers would be preferred, as opposed to a bandana or neck gaiter, and masks with exhaust valves are not acceptable.



A new study from Duke University ([Fischer in Sci Adv](#)) compares how well 14 commonly used mask and covering types block the number of droplets expelled while people are talking. The photo at right depicts efficacy starting with the non-valve N95 mask gold standard which blocked the most droplets. Homemade 2-layer cotton masks blocked nearly 90% of the droplets that N95 masks blocked. Bandannas blocked about half the droplets and fleece gaiters (neck warmers) emitted more droplets likely caused by breaking into smaller ones. Given these findings, community members may want to avoid using gaiters or bandannas when around others and unable to maintain distance.


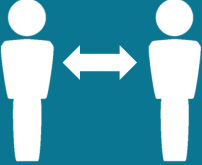
CDPH, CDE, and Alameda County (ACPHD) Guidance
Personal Protective Equipment (PPE)

Face Shields



CDPH	CDE	ACPHD
<p>In limited situations where a face covering cannot be used for pedagogical or developmental reasons, (i.e. communicating or assisting young children or those with special needs) a face shield can be used instead of a cloth face covering while in the classroom as long as wearer maintains physical distance from others, to the extent practicable. Staff must return to wearing a face covering outside of the classroom.</p> <p>A face shield for students from age 2 to 2nd grade is acceptable alternative for those who cannot wear face covering properly.</p>	<p>LEAs should make reasonable accommodations such as a face shield with a cloth drape for those who are unable to wear face coverings for medical reasons.</p> <p>Teachers could use face shields, which enable students to see their faces and to avoid potential barriers to phonological instruction.</p> <p>Per Cal/OSHA, considerations for face shields should include a cloth drape attached across the bottom and tucked into shirt.</p>	<p>Same as CDPH, but face shields should be worn with cloth drape across bottom and secured (i.e. tucked into shirt, tied around back of neck).</p>

CDPH, CDE, and Alameda County (ACPHD) Guidance
Screening & Distancing




	CDPH	CDE	ACPHD
<p>Temperature Screening</p> 	<p>Implement screening and other procedures for all staff and students entering the facility.</p> <p>Conduct visual wellness checks of all students or establish procedures for parents to monitor at home. If checking temperatures, use a no-touch thermometer</p> <p>Prevent discrimination against students who (or whose families) were or are diagnosed with COVID-19 or are perceived as COVID risk.</p>	<p>LEAs will need to designate staff and create a system for student entry that accommodates temperature checks for all students.</p> <p>This could include a self-screening process for families prior to coming to school. In some instances, they may also need to arrange for staff to take the temperatures of students and staff as they arrive to prevent the further spread of the coronavirus.</p>	<p>Students/families and staff are required to self-screen at home or before entering the building. If self-screening is not completed, school staff should conduct on-site visual and temperature screenings. To assist with logistics, separate entrances for students and staff who have completed self-screenings and those who will be screened on-site may be used, but is not required.</p> <p><i>Students or staff exhibiting any symptom of COVID-19 (such as a headache without additional symptoms) should be sent home.</i></p>
<p>Physical Distancing</p> 	<p>Maximize space between seating and desks. Distance teacher and other staff desks at least six feet away from student desks. Consider ways to establish separation of students through other means if practicable, such as, six feet between desks, partitions between desks, markings on classroom floors to promote distancing or arranging desks in a way that minimizes face-to-face contact.</p>	<p>Determine maximum capacity for students of each classroom while meeting 6-foot physical distancing objectives.</p> <p>Plan to limit the number of people in all campus spaces to the number that can be reasonably accommodated while maintaining a minimum of 6 feet of distance between individuals.</p>	<p>As practicable, desks should be placed 6 feet apart and arranged in a way that minimizes face-to-face contact. However, with cohorts in place, it is permissible to relax the 6-feet recommendation if it ensures all/more students receive in-class instruction. (e.g. if reducing to 5 feet allows for more practicable cohort sizes). This is also in accordance with American Academy of Pediatrics guidance. Face coverings and cohort stability are higher priorities if they allow for more practical utilization of physical spaces to provide in-person instruction.</p>

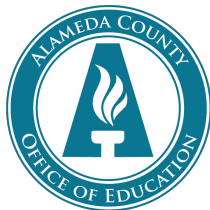
Updated September 16, 2020



ACPHD Health Screening Protocols

CDPH, CDE, and Alameda County (ACPHD) Guidance Cohorts

	CDPH	CDE	ACPHD
<p>Size</p> 	<p>Students must remain in the same space and in cohorts as small and consistent as practicable, including for recess and lunch.</p> <p>For instruction offered under small group guidance, cohorts must be limited to no more than 16 participants total. The maximum cohort size applies to all children and youth in the cohort, even when all children are not participating at the same time.</p>	<p>To the extent possible, and as recommended by the CDC, attempt to create smaller student/ educator cohorts to minimize the mixing of student groups throughout the day.</p>	<p>As practicable, students should remain in the same space and in groups as small and as consistent as possible. When it is not possible to remain in stable cohorts within the same space (e.g. secondary school), face coverings and limiting group gatherings are a higher priority.</p>
<p>Length of Time</p> 	<p>Keep the same students and teacher or staff with each group, to the greatest extent practicable.</p>	<p>To the extent possible, and as recommended by the CDC, attempt to create smaller student/ educator cohorts to minimize the mixing of student groups throughout the day.</p>	<p>Keep cohorts stable for at least 4 weeks. If 4 weeks is not practicable, 3 weeks is allowable. If new students enroll, they can be placed into an already established cohort upon enrollment.</p>
<p>Teacher/ Student Movement/ Rotations</p> 	<p>Prevent interactions between cohorts, including interactions between staff assigned to different cohorts. Avoid moving children and youth from one cohort to another, unless needed for a child's overall safety and wellness. Cohorts must be kept separate from one another for special activities such as art, music, and exercise. Stagger playground time and other activities so that no two cohorts are in the same place at the same time. One-to-one specialized services can be provided to a child or youth by a support service provider that is not part of the child or youth's cohort.</p> <p>Limit nonessential visitors, volunteers and activities involving other groups at the same time.</p>	<p>Minimize movement of students, educators, and staff as much as possible.</p>	<p>Teachers will be able to teach different cohorts of children as long as they are practicing physical distancing protocols.</p> <p>If a teacher remains solely with one cohort, physical distancing will be less crucial to adhere to at all times. For younger children, keeping a physical distance from teachers will be difficult, which is part of consideration of stable cohort groupings in the younger grades</p>



[DRAFT]

REOPENING PLANS PROCESS

ACOE will be the intake point for school reopening plans county-wide (K-12, charter and private). Schools will submit plans to reopening@acoe.org (renamed waivers@acoe.org domain). ACOE-ACPH will take a differentiated assistance approach to this next phase in students returning to schools based on learnings from the three-phase Elementary Waiver Process.

Schools and districts will need to submit or re-submit plans to ACOE as they reopen different grade-level groupings in order to account for new material in plans based on labor agreements, facility considerations, etc.

Level 1

Private Schools

(approximately 100)

- Each private school must submit their School Reopening Plan along with a signed ACOE-ACPH Reopening Checklist to ACOE.
- The signed ACOE Reopening Checklist serves as an assurance that all required elements are in a school's publicly available Reopening Plan.
- Both ACOE and ACPH will maintain copies of a school's Reopening Plan and signed ACOE-ACPH Reopening Checklist for public record.

Level 2

Charter Schools

(approximately 50)

- Each charter school must submit their School Reopening Plan along with a signed ACOE-ACPH Reopening Checklist to ACOE.
- ACOE will screen each charter school's signed ACOE-ACPH Reopening Checklist for all required elements in the school's publicly available Reopening Plan.
- After ACOE's screening is complete, Reopening Plans will be provided to ACPH for their review and approval.
- Charter School Reopening Plans will also be provided to the charter's district authorizer.

Level 3

Districts & ACOE-Authorized Charter Schools

(30)

- Each school district and ACOE-authorized charter school must submit their School Reopening Plan along with a signed ACOE-ACPH Reopening Checklist.
- Given ACOE's academic and fiscal oversight, ACOE will review and approve School District and ACOE-Authorized Charter School Reopening Plans for all education elements.
- These plans will then be provided to ACPH for their review and approval for all public health elements.

California Department of Public Health School FAQs



CDPH School Guidance FAQs

Alameda County Reopening Guidance FAQs

Updated October 1, 2020

In-Person Instruction

Q. Is in-person instruction currently permitted?

- A. *In-school instruction is permitted for children and youth residential settings, such as psychiatric health facilities, juvenile detention facilities, or crisis housing units per the [Alameda County Health Officer Order](#).*

Small group instruction is allowed as described in [CDPH Guidance for Small Cohorts/Groups of Children & Youth](#).

In-person instruction is also permitted for schools granted an elementary school waiver by its local health officer to serve students in grades TK-6.

A school may reopen after its county is in the Substantial (Red) Tier on [California's Blueprint for a Safer Economy](#) for two weeks. Schools will need to follow local and state guidance in reopening plans, and local public health and school officials will make reopening decisions tailored to the circumstances and needs of the community.

Elementary Waivers

Q. What is an elementary school waiver?

- A. *A district superintendent, private school principal/head of school, or executive director of a charter school may apply for a waiver from the local health officer to open an elementary school for in-person instruction while the county is still unable to offer in-person instruction under [California's Blueprint for a Safer Economy](#) color-based, tiered system. This waiver is applicable only for grades TK-6, even if the school serves students in additional grades.*



[ACPHD In-Person Learning Waiver Process](#)



[CDPH Elementary Waiver Process](#)

Q. What is the waiver application process in Alameda County?

- A. *The initial window to apply for an elementary waiver in Alameda County closed on September 18, 2020. Public and charter schools may apply through October 2, 2020.*

View the [Alameda County Elementary School Waiver Process Overview](#) for specific information for Alameda County schools.

Alameda County Reopening Guidance FAQs

Updated October 1, 2020

Stable Groupings (Cohort/Bubble/Pod)

Q. Can the same staff member (teacher, specialist) work with different student cohorts?

- A. *Supervising adults should be assigned to one cohort and must work solely with that cohort, but one-to-one specialized services can be provided to a child or youth by a support service provider that is not part of the child or youth's cohort, per [CDPH Guidance for Small Cohorts/Groups of Children & Youth](#).*

Q. What are the recommendations for the maximum number of students in a classroom? Does classroom size factor into this decision?

- A. *In-person instruction as described in [CDPH Guidance for Small Cohorts/Groups of Children & Youth](#) may have a cohort of no more than 16 participants.*

The number of students in classrooms will be dependent on factors listed in state and local guidance, including physical distancing of desks and based on the localized reality of meeting the physical distancing guidance.

Q. At what point can students be added into a stable group?

- A. *The goal of a stable cohort is 3-4 weeks. If a new student enrolls in a school, they need to join a cohort, even if sooner than the 3-4 week goal.*

Learning Pods

Q. What guidance is available for learning pods being formed by families in distance learning?

- A. *ACPHD issued guidance on how community members can gather (see [Health Officer Order](#), guidance for "social bubbles"). Learning pods are allowable if consistent with that existing guidance.*

Alameda County Reopening Guidance FAQs

Updated October 1, 2020

Schoolwide Reopening Requirements, Agency Roles in Process

Q. What are the state requirements to reopen schools?

- A. *Counties that move from the purple to red tier on the [Blueprint for a Safer Economy](#), the statewide color-coded system of reopening activities in tiers, can open for in-person instruction after staying in the red tier for 14 days.*

Q. Will schools have to close if the county goes back into the purple tier on the Blueprint for a Safer Economy?

- A. *No. According to the California Department of Public Health, schools should begin testing staff, or increase frequency of staff testing, but are not required to close.*

Q. What circumstances would cause schools to close again once they've reopened?

- A. *Once schools have reopened for in-person instruction, the California Department of Public Health has established these metrics for closing again due to COVID-19:*
- *If 5% of students and teachers in a classroom test positive for the virus, the classroom would be closed, followed by 14 days of quarantine.*
 - *If a school experienced a 5% positive testing rate of both students and teachers, the entire school would have to close, with everyone subject to 14 days of quarantine.*
 - *If 1 in 4 schools in a district had a 5% positive rate, the district would shut down.*

Q. What is the Alameda County Public Health Department's role in reopening schools?

- A. *Alameda County Public Health determines the timing and conditions for school to reopen based on guidance from the state on what health protective measures need to be implemented.*

Q. What is the role of Alameda County Office of Education (ACOE) in reopening schools?

- A. *ACOE supports public K-12 school districts, Regional Occupational Programs and charter schools in following state and local guidelines. It does not order closures or reopening of schools, and does not dictate or mandate safety measures or educational programming.*

Q. Who makes decisions about reopening campuses?

- A. *Upon determination by Alameda County Public Health that schools may reopen, each Alameda County K-12 school district, ROP, and charter school may implement the reopening plan it has developed.*

Alameda County Reopening Guidance FAQs

Updated October 1, 2020

Schoolwide Reopening Requirements, Agency Roles in Process (*continued*)

Q. What specific steps may schools have to take in order to re-open?

- A. *Schools must work with labor partners to determine staffing at schools sites, including any necessary accommodations.*

Districts should procure a contract for surveillance testing of staff, per state recommendation.

Districts must assign an individual or team to serve as a COVID-liaison(s), who will work with public health on protocols regarding any potential positive COVID-19 cases.

Each school district must post a reopening document that outlines plans that include: Protocols on Hygiene, Face Coverings, Cleaning, Disinfection and Ventilation; Physical Distancing; Health Screenings; Protocols for Sick Staff or Students

Q. Once schools open, who will be tested for COVID-19, and how frequently?

- A. *It is currently recommended by the State that surveillance testing be implemented based on the local disease trends. If epidemiological data indicates concern for increasing community transmission, schools should increase testing of staff to detect potential cases as lab testing capacity allows.*

According to State recommendations, school districts and schools shall test staff (teachers, paraprofessionals, cafeteria workers, janitors, bus drivers, or any other school employee that may have contact with students or other staff) periodically, as testing capacity permits and as practicable. Examples of recommended frequency include testing all staff over 2 months, where 25% of staff are tested every 2 weeks, or 50% every month to rotate testing of all staff over time.

Alameda County Reopening Guidance FAQs

Updated October 1, 2020

Physical Distancing

- Q. If students and teachers remain solely with one cohort/bubble, will physical distancing be less crucial to adhere to at all times?
- A. *There will be more interaction among students in a cohort. If teachers are rotating, they will need to maintain physical distancing. Relaxed physical distancing requirements if staying in cohorts is acceptable. We know that for younger children, keeping a physical distance will be difficult, which is one reason the more stable bubble in the younger grades is more important to implement.*
- Q. Should clear shields for student desks be used as a physical distancing measure?
- A. *While this would be a helpful barrier, it is not a required element for school reopening. Data does not currently indicate added protection from barriers over use of face coverings and consistent physical distancing. Partitions may interrupt air flow, which is known to be beneficial.*

Distance Learning/Contact with Students

- Q. Can teachers be in their classrooms to teach via Zoom (or similar program) for students at home?
- A. *Health orders specify that educational institutions are essential businesses. Staff can be on-site to facilitate distance learning while students are learning from home*
- Q. Can schools provide childcare support for our teachers who are working on site?
- A. *Child care is allowed; see [Supporting School-Age Child Care During COVID-19](#), which addresses applicable issues.*
- Q. Are schools permitted to implement materials pick-up processes similar to graduation/end-of-year processes? Are meet-the-teacher events permitted?
- A. *Scenarios similar to graduation/end-of-year events are permitted provided physical distancing and face-covering protocols are in place. Small group activities in controlled settings align with other allowable activities.*
- Q. Is there specific guidance or allowances for Special Education?
- A. *Small group instruction is allowed as described in [CDPH Guidance for Small Cohorts/Groups of Children & Youth](#).*

For strategies to support this population, find the Innovations in Special Education webinar series from the CDE at <https://www.cde.ca.gov/ls/he/hn/covid19webinars.asp>.

- Q. What guidance is available regarding how to safely bring in substitute teachers?
- A. *[ACPHD's childcare guidance](#) suggests staying consistent with substitutes hired and try to have the same substitutes with a cohort.*

Per [CDPH Guidance for Small Cohorts/Groups of Children & Youth](#), substitute providers who are covering for short-term staff absences must only work with one cohort of children per day.

Alameda County Reopening Guidance FAQs

Updated October 1, 2020

Immunizations

Q. Are California immunization requirements still in place?

- A. Yes. Immunization requirements for admission to school or child care for the 2020-21 school year remain in place. Please refer to the following resources:
- [Immunization Program - ACPHD](#)
 - [Shots for Schools](#)
 - [Immunization Infographic](#)

Lunch

Q. How far apart will students need to sit during lunch?

- A. Students should sit at least six feet apart during lunch and it is recommended that lunch be outside in designated areas or delivered to classrooms.

Music/Athletics/P.E.

Q. What athletic programming is allowed for 2020-2021?

- A. Athletics offerings may continue only under the guidance and requirements in Section 7 of the [August 20, 2020 Health Officer Order](#) as a youth extracurricular activity.

Per [CDPH's Youth Sports Questions and Answers guidance](#), youth sports and physical education are permitted only when the following can be maintained: (1) physical distancing of at least six feet between participants; and (2) a stable cohort, such as a class, that limits the risks of transmission (see [CDC Guidance on Schools and Cohorting](#)). Activities should take place outside to the maximum extent practicable.

For sports that cannot be conducted with sufficient distancing or cohorting, only physical conditioning and training is permitted and ONLY where physical distancing can be maintained. Indoor physical conditioning and training is allowed only in counties where gyms and fitness centers are allowed to operate indoors.

See also: [CIF HS Athletics Release 7.20.20](#) and [North Coast Section 20-21 Athletics Calendar](#)

Q. What is the status of the state-mandated Physical Fitness Test (PFT)?

- A. The PFT was waived for 2019-20. It has not been waived for 2020-21.

Q. What guidance is available for marching band, music and choir classes?

- A. CPHD guidance (Page 12) on this topic reads: "Activities where there is increased likelihood for transmission from contaminated exhaled droplets such as band and choir practice and performances are not permitted."

Additional guidance is provided here:

Music - [Fall 2020 Guidance for Music Education from NFHS and NAFME](#)

Theatre - [EdTA Releases Guide for Reopening School Theatre Programs](#)
[ACPHD Youth Activities - Camps & Youth Sports](#)

Alameda County Reopening Guidance FAQs

Updated October 1, 2020

Face Coverings

Q. Do children need to wear masks in outdoor settings?

A. *Yes, if within 6 feet of others.*

Q. Do masks present a risk of higher levels of CO₂, particularly, with very young children between 2 and 6 years old?

A. *There is only a risk of higher levels of CO₂ with N95 masks, which are not recommended by ACPHD. This is not a problem with cloth masks.*

Q. Should we provide masks for students, or rely on them to bring their own masks? Should students use reusable masks or disposable masks?

A. *Either reusable or disposable masks are fine, may be a logistics and expense decision. Encourage students to have their own reusable mask. Provide them for students who do not have a mask or forget them on individual days.*

Q. What are the mask cleaning implications for those who don't have access to washing machines at home?

A. *Masks may be washed by hand or with a washing machine. Please see [CDC Guidance](#).*

Q. Are there clear masks for teachers to help students that are hard of hearing and need to read lips?

A. *Clear masks are available to purchase. Links to patterns for making a clear mask:*

a. <https://www.hsd.org/accessible-deaf-friendly-face-mask/>

b. <https://www.theclearmask.com/product>

For more information on proper masks see [page 6](#).

Handwashing

Q. How often should we have students wash their hands while in the classroom? What is recommended for classrooms with no access to water?

A. *Teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff. Frequent handwashing is recommended, especially before and after meals, after using the restroom, and after touching your face. If soap and water are not readily available, use an alcohol-based hand sanitizer that contains at least 60% alcohol. You can tell if the sanitizer contains at least 60% alcohol by looking at the product label.*

Q. Do we need to provide handwashing stations outside during recess?

A. *This is not a requirement, but frequent handwashing is encouraged, and hand sanitizer or hand washing should be used/done prior to returning to class.*

Alameda County Reopening Guidance FAQs

Updated October 1, 2020

Cleaning and Disinfecting

Q. How do we handle shared classroom items (stapler, in class library books, tape, etc.)?

A. *It is recommended that you do not share common items. Students should have their own supplies. Items that can be cleaned between uses can be used if cleaned.*

Q. How long should teachers wait before touching papers from students? How long should you wait before touching plastic learning materials after use if you aren't able to clean and disinfect them between uses?

A. *It's sufficient for papers and other similar materials to sit for 24 hours before they are handled. A NEJM study found the virus could survive in viable form on cardboard for up to about 24 hours. This would also be safe to assume for paper, and probably wooden beads and puzzles. PLASTICS should be cleaned and disinfected between uses. If this is not possible, we recommend letting them sit for 72 hours based on information from the same study.*

Q. Will students be able to check out books from the school library?

A. *Students will be able to check out books. When students return books to the library, let them stay in a return box for at least 24 hours before re-shelving them.*

Q. How often should we wipe down surfaces during the day?

A. *It is recommended that you develop a cleaning schedule. At a minimum clean all frequently touched surfaces daily (bathrooms, door knobs, desks, etc.); thorough classroom cleaning after one cohort leaves and before another cohort enters the space.*

Q. Do bathrooms need to be wiped down after every use?

A. *This is not required, but frequent cleaning is recommended. At a minimum bathrooms should be cleaned thoroughly daily.*

Testing

Q. How will employees have access to COVID-19 testing at regular and ongoing intervals, as per CDE guidance?

A. *Employees can access [testing sites throughout Alameda County](#). Testing is also available through healthcare providers.*

ACPHD has compiled a testing vendor list for agencies seeking agreements for testing:

- *Exceltox : Jonathan Pittman; jonathan@exceltox.com*
- *Fulgent: William Pirjamali; wpirjamali@fulgentgenetics.com*
- *Avellino: Liz Puwal; Liz.Puwal@avellino.com*
- *IGeneX: Tom Paskert; tpaskert@igenex.com*
- *Biocept: Mary Nothum; mnothum@biocept.com*

View the [California COVID-19 Testing Task Force Lab List](#) for a directory of laboratories willing to receive samples to provide COVID-19 testing for a variety of sectors.

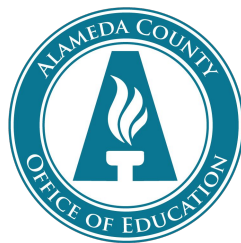
Q. Is Alameda County able to process as many tests as are needed currently?

A. *Current testing capacity is relatively higher than demand [See ACPHD Reopening Plan Indicators](#) for updated numbers of tests conducted among Alameda County residents.*

Mandated Assessment Health Guidance

COVID-19 Reopening

Version 2
September 3, 2020





While schools are currently closed to in-class instruction and community transmission rates of COVID-19 remain high, there are some small-group assessments of student populations, including English Language Learners¹ and students with disabilities, that remain mandatory for schools and districts.

CDE Health Guidance for Mandated Assessments



[CDE Mandated Assessments Guidance](#)

ACPHD Supplemental Guidance for Mandated Assessments

1. Students and staff should ALL [undergo screening](#) on the day of testing. If COVID-19 symptoms or fever are present, or if the person should be in quarantine because of close contact with a COVID-19 case in the prior 14 days, the testing session must be deferred.
2. [Masks must be worn](#) by students and staff during testing. Schools must have face coverings available for those who may not have one, or who may be found wearing one that fits poorly or is deemed substandard for the environment.
3. School staff should monitor the correct use of face coverings by all participants.
4. Face shields should be required for staff in this environment and face shields should be offered to any student who wants it.
5. Outdoor spaces, if suitable and safe, are preferred. If testing is to be performed indoors, it should be performed in a well-ventilated room.
6. Adequate time for cleaning should be allowed between testing sessions, including opening of all windows and doors (for indoor spaces) to air out the room between sessions.
7. Printed materials and scratch paper should be stored securely in a closed box for 48 hours, and then shredded.
8. If gloves are to be used, they should be latex-free, and anyone using gloves should perform hand hygiene before donning and after doffing the gloves.
9. Classrooms should be [disinfected](#) before and after each assessment session.

¹The Initial English Language Proficiency Assessments for California (ELPAC) is available as an online, computer-based test as of August 20, 2020.

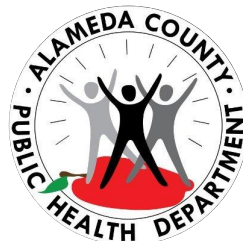
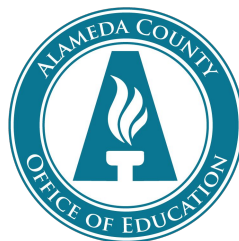


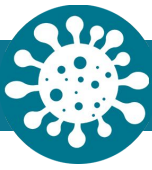
Confirmed Positive COVID-19 Process for Schools

COVID-19 Reopening

Version 2

September 17, 2020





1. Preparedness Guidance

Assign staff within your district or school to track and report positive COVID-19 cases (COVID Liaisons) to the Public Health Department (i.e. school nurse(s) or student service(s) staff). Develop a communication protocol for COVID Liaisons to notify the pertinent school and district staff.

Prepare a letter and communicate this information to your school community. When developing your communication, be mindful of:

- Confidentiality when releasing details about the case. Balancing that with transparency is critical
- Prepare a template notification letter that can be easily tailored to different incidents and have the template letter translated into languages based on the identified need of each school site, district wide
- Messaging for different audiences - message to those at impacted sites may differ somewhat from public message
- Avoiding messages that stigmatize a site or group of people
- Intentionality about “concentric circles” of information, whom you will inform, when you will inform them and in what order:
 - District Senior Leadership team
 - Board Members
 - Union leadership (if applicable)
 - Staff of impacted site
 - Families of impacted site
 - District community via letter (Template provided)
 - Social media

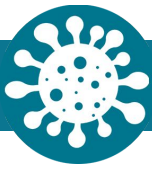
2. Confirmation

- Obtain documentation that a COVID-19 case has occurred

3. Internal notification

- School and partner organization staff immediately notify COVID-19 liaisons
 - Advise school staff, and partner organizations, to immediately report positive COVID-19 cases to the COVID Liaisons
- COVID Liaisons notify pertinent school and district staff
 - The School Superintendent should also be notified





4. Notification to ACPHD

- COVID Liaisons notify ACPHD (email, phone) Monday-Friday 8:30-5:00
 - Advise COVID Liaisons, to contact safelearning@acgov.org; (510) 268-2101 if the district, school, childcare program or extracurricular program is made aware of a confirmed COVID-19 case.
 - ACPHD will provide guidance and will answer any questions you may have about the ACPHD COVID-19 contact investigation process.
 - Please use this form to report a confirmed or suspected COVID-19 case in a children and youth setting (school, childcare, organization, etc.), and any associated contacts:



ACPHD Report Form

- Please complete a separate form for each confirmed or suspected COVID-19 case. Before completing this form be sure to have a list of the COVID-19 case close contacts ready to either input into the form or to upload. In accordance with [HIPPA Privacy and Security Rules](#), all information you provide in this form will remain confidential; the information you provide will not impact immigration status.

5. Determine Quarantine Period

Identify exposed cohort and group(s) that must receive contact notification.

- Refer to the [Protocols for the Onset of Symptoms, Close Contact with an Individual Testing Positive for COVID-19](#) in a School or Childcare Setting
- Identify the dates that the case was at school while infectious. Cases are infectious from 2 days before through 10 days after the date that symptoms began. If a case did not have any symptoms, they are infectious from 2 days before through 10 days after the date that they had a specimen collected (usually a swab) for COVID testing.
- Determine when the quarantine period begins for contacts.
 - It begins the day after the last exposure to the case while the case was infectious.

6. Communication

Prepare exposure letter to send to parents and staff. Provide the date that the quarantine period begins (see 6a). [See exposure letter template.](#)



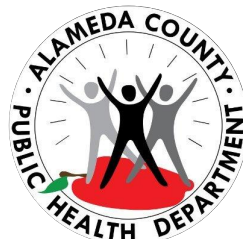
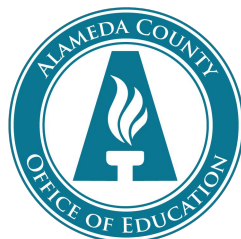
School Scenarios and Protocols for Symptoms and Positive Cases

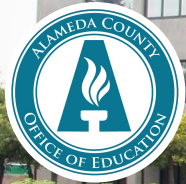
COVID-19 Reopening

Alameda County Public Health Department Protocols for the
Onset of Symptoms, Close Contact with an Individual Testing
Positive for COVID-19 in a School or Childcare Setting

Version 1

August 11, 2020





Alameda County Public Health Department Protocols for the Onset of Symptoms, Close Contact with an Individual Testing Positive for COVID-19 in a School or Childcare Setting



ACPHD Health Screening Protocols

Schools and their programs must screen children and youth for exposure to and symptoms of COVID-19 each day before allowing them to enter the program. The purpose of screening is to limit the spread of COVID-19 among students and program staff. This document 1) describes the screening process and 2) sets out the conditions that must be met before a student can return to a program after symptoms of COVID-19 (or a positive test).



Updated September 16, 2020

ACPHD Health Screening Protocols

Definition of Frequently Used Terms

Medical Evaluator

A Physician, Nurse Practitioner, or Certified Physician Assistant.

Exposed Group

The exposed group includes all members of the case’s stable cohort(*) (students and staff) and any additional individuals known to have been in close contact(**) with the case (within 6 feet for ≥15 minutes) during the case’s infectious period.

Isolation

Separates sick people with a contagious disease from people who are not sick.(CDC definition)

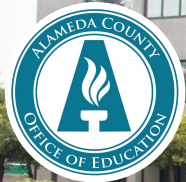
Note: [Release from isolation instructions](#) have been changed by CDC on 7.20.2020.

Quarantine

Separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick. (CDC definition)

A **cohort is a stable group with fixed membership that stays together for all courses and activities (e.g., lunch, recess, etc.) and avoids contact with other persons or cohorts.*

*****Close contact**: A contact is defined as a person who is <6 feet from a case for >15 minutes. In some school situations, it may be difficult to determine whether individuals have met this criterion and an entire cohort, classroom, or other group may need to be considered exposed, particularly if people have spent time together indoors.*



Alameda County Public Health Department Protocols for the Onset of Symptoms, Close Contact with an Individual Testing Positive for COVID-19 in a School or Childcare Setting



Scenario

Action

Communication

All scenarios apply to students and school staff

HAS SYMPTOMS

1

A student or staff member either exhibits COVID-19 symptoms, answers yes to a health screening question or has a temp of 100 or above.

- Send student or staff member home.
- Isolate student or staff member in a separate room or designated area, away from other students and staff, pending pick up at the facility.
- Advise student or staff member to contact their healthcare provider and consider COVID-19 testing.
- Advise student or staff member to share the test results with the school administrator as soon as possible:
- If positive: follow Actions in Scenario 3
- If negative: follow Actions in Scenario 4
- Advise symptomatic staff or parent of symptomatic student to [follow isolation instructions](#) unless COVID-19 is ruled out by a health care provider.
- [Refer symptomatic individuals to find community testing resources here](#)

Cohort/School remains OPEN

Communication:
No action needed

CLOSE CONTACT TESTS POSITIVE

2

A household member or someone in close contact with a student or staff member tests positive for COVID-19.

- Send student or staff member home.
- Advise student or staff member to follow quarantine instructions for a minimum of 14 days.
- Advise student or staff member to contact their healthcare provider and consider COVID-19 testing.
- Advise staff or parent of student to [follow quarantine instructions](#)
- [Refer individuals to find community testing resources here](#)

Cohort/School remains OPEN

Communication:
No action needed

TESTS POSITIVE

3

A student or staff member tests positive for COVID-19.

- Contact Alameda County Public Health Department:
- safelearning@acgov.org or 510-268-2101 ^
- Advise cohort members and/or close contacts of the COVID-19 positive student or staff member to [follow quarantine instructions](#), contact their healthcare provider and consider testing.
- Advise household contacts of COVID-19 positive student or staff member to [follow quarantine instructions](#), contact their healthcare provider and consider testing.
- [Find community testing resources here](#)
- [Clean and disinfect classroom and primary spaces](#) where the COVID-19 positive student or staff member spent significant time ≥ 15 minutes.

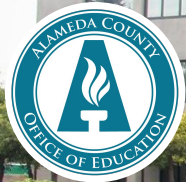
*Cohort QUARANTINED for 14 days from last exposure.

*Close contacts quarantine for 14 days from last exposure.

School remains open

Communication:

- Complete and send template [exposure letter](#) to cohort*(see Appendix A)
- Consider school wide notification of a known case([see process document](#))



Alameda County Public Health Department Protocols for the Onset of Symptoms, Close Contact with an Individual Testing Positive for COVID-19 in a School or Childcare Setting



Scenario

Action

Communication

All scenarios apply to students and school staff

CURRENTLY ISOLATED & TESTS NEGATIVE BEFORE 10 DAYS

4

While a student or staff member has been isolated because of symptoms, they receive a negative test result for COVID-19 and want to return to school before 10 days have passed.

- [Follow isolation instructions](#)
- COVID-19 test is negative, the staff member or student can return after:
- They are feeling better. (The symptoms do not have to be completely resolved.)
- There have been at least 24 hours with no fever, without taking medicines to lower a fever, like acetaminophen (Tylenol) or ibuprofen (Advil or Motrin).
- Must show a medical evaluator note to verify that the symptoms are not due to COVID-19 and the test for COVID-19 is negative. ***

Cohort/School Remains Open

Communication:
No action needed

CURRENTLY ISOLATED & WANTS TO RETURN BEFORE 10 DAYS

5

Student or staff member has been isolated because of symptoms and wants to return to school before 10 days have passed without a COVID-19 test.

- No COVID-19 test, the staff member or student can return after:
- They are feeling better. (The symptoms do not have to be completely resolved.)
- There have been at least 24 hours with no fever, without taking medicines to lower a fever, like acetaminophen (Tylenol) or ibuprofen (Advil or Motrin).
- Must show a medical evaluator note to verify that an alternative diagnosis has been made and the symptoms are not due to COVID-19.

Cohort/School Remains Open

Communication:
No action needed

CURRENTLY QUARANTINED & TESTS NEGATIVE

6

While a student or staff member is placed in quarantine following exposure to a case, they receive a negative test result for COVID-19.

- Follow [quarantine instructions](#)
- If the staff member or student has never had symptoms, gets tested, and the COVID-19 test is negative:
- They must still remain in quarantine for 14 days, because they may develop symptoms and/or become infectious to others at any time during the 14 days. [Quarantine Infographic](#)
- Note:
- For those who do not develop symptoms:
- For students:
- Testing is advisable but not required. Parents should discuss the pros and cons of testing with the child's healthcare provider.
- For teachers and staff:
- ACPHD recommends testing 4-10 days after the last exposure to the COVID-19 case.

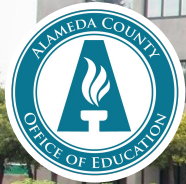
Cohort/School Remains Open

Communication:
No action needed

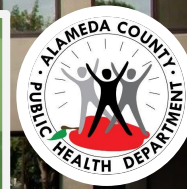
^ phone number or email address may be updated

^^ link explanation of quarantine longer than 14 days when student or staff cannot be isolated from parent or household member with positive COVID-19 test result

*** The requirement for the medical evaluators note is included in order to verify the reliability of the COVID -19 test because of the variable sensitivities of the currently available tests, and to ensure that the symptoms have an explanation other than COVID-19.



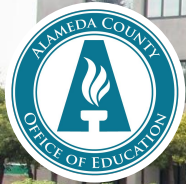
Alameda County Public Health Department Protocols for the Onset of Symptoms, Close Contact with an Individual Testing Positive for COVID-19 in a School or Childcare Setting



Waiting for Test Results

What should a school or childcare program do while an ill staff or student is waiting for COVID-19 test results?

In this situation, a cohort should only be closed if there is strong clinical suspicion that the person undergoing testing has COVID-19. For example, if the person is symptomatic following exposure to a confirmed case, or if the symptoms are highly specific for COVID-19 (e.g., loss of taste and smell), the cohort should be closed while awaiting test results. This decision should be made in consultation with ACPHD. Members of the cohort should be told to self-quarantine until test results are available.



Alameda County Public Health Department Protocols for the Onset of Symptoms, Close Contact with an Individual Testing Positive for COVID-19 in a School or Childcare Setting



Appendix A

Template Letter for STAFF, PARENT or GUARDIAN of Student

To be placed on school/facility letterhead

<Date>

Dear <Insert staff name, or name of student's parent or guardian here>:

<Insert you or your child here> were possibly exposed to a person with COVID-19 who was present at <insert school name here> from <date> to <date>. We are working closely with the Alameda County Public Health Department (ACPHD) .

WHAT YOU SHOULD DO

- Stay home and do not have any visitors. <Insert you or your child> will be under home quarantine through <date>, which is 14 days after the date of exposure at school. See ACPHD quarantine instructions at: <http://www.acphd.org/2019-ncov/resources-residents/quarantine-and-isolation.aspx>
- Monitor yourself or <insert child> for fever or COVID-19 symptoms through <date>:
 - Fever ($\geq 37.8^{\circ}\text{C}/100^{\circ}\text{F}$)
 - Cough
 - Shortness of breath
 - Any other symptoms such as chills, body aches, fatigue, sore throat, headache, runny nose or nasal congestion, loss of taste or smell, nausea, vomiting or diarrhea. For more information about symptoms, see <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>
- If <insert you or your child> become sick, have a fever, or develop any of the symptoms listed, contact your healthcare provider to see if testing for COVID-19 is recommended.
- Even if you develop no symptoms, ACPHD recommends that teachers or school staff obtain COVID-19 testing 4-10 days following exposure.
 - If you test NEGATIVE for COVID-19, you must still stay in home quarantine through <date>.
 - For more information about what to do if you get sick with COVID-19 symptoms, see <https://www.cdc.gov/coronavirus/2019-ncov/about/steps-when-sick.html>
 - Parents and Guardians of students are advised to discuss the pros and cons of testing with the child's healthcare provider.
- If <insert you or your child> require urgent medical attention, please call the healthcare facility where you will be seen BEFORE you leave home and tell them that you may have been exposed to COVID-19. If you have a medical emergency and you need to call 911, notify the dispatcher that you may have been exposed to COVID-19.

PEOPLE AT HIGHER RISK OF SEVERE COVID-19 INFECTION

- Older adults and people with serious medical conditions like heart disease, diabetes, lung disease, or a weakened immune system may become seriously ill with COVID-19.
- If <insert you or your child> is/are in a higher risk group, please see: <https://www.cdc.gov/coronavirus/2019-ncov/specific-groups/high-risk-complications.html>

If you have questions, please call the Alameda County Public Health Department at 510-268-2101.

Addendum 3

Supporting School-Age Child Care

During COVID-19



ALAMEDA COUNTY EMERGENCY CHILD CARE RESPONSE TEAM



This document is intended to help schools and school districts understand how they can support school-age child care programs operating on their school sites during the COVID-19 pandemic. It is critical that families have access to child care while schools provide distance learning and remain closed for in-person instruction.

Version 1

September 17, 2020

<https://www.acgov.org/ece/>

County Child Care Response Team Partnership

The [Alameda County Emergency Child Care Response Team](#) formed in response to the COVID-19 pandemic to help ensure that families have access to child care during this time and to support child care providers in managing the crisis. The team consists of:

- Resource and Referral Agencies: 4 Cs of Alameda County, BANANAS, and Hively
- Alameda County Early Care & Education Program
- First 5 of Alameda County
- Alameda County Social Services Agency
- Alameda County Office of Education
- Alameda County Public Health Department

Health and Safety Guidelines for Child Care

Child care programs are operating based on strict health and safety guidelines throughout the pandemic, which are being frequently updated by State and County agencies.

[Alameda County Early Care and Education Program: Growing Back Stronger: Resources for Reopening Your Alameda County Child Care Program](#)

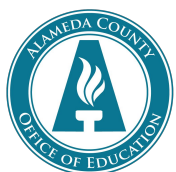
Importance of Child Care During COVID-19

School districts and schools already partner with child care providers before and after school to ensure that parents have support from 7am to 6pm. During the COVID-19 pandemic, child care programs are important because:

- School-age child care programs keep children safe
- Full-day care is critical for many families, particularly essential workers
- Many students will need support with distance learning, including internet access
- Parents prefer school-age care based on school campuses
- If schools and districts don't help retain existing before and after school programs now, they will be at risk of closing permanently before schools reopen

School districts and schools can support child care by:

- Engage with your existing contracted licensed care partners to ensure sites can open and be operational
- Identify ways to help contracted partners increase capacity:
 - Additional classroom, outdoor, library, and multi-purpose space
 - Janitorial support and PPE
 - Technology and internet connection
 - Other financial support where possible



What is allowed under current guidance?

Licensed child care programs have operated throughout the pandemic.

- Allowed to operate on school sites even if schools are closed for in-person instruction

License-exempt extended day before and after school programs run by public or private schools can operate while schools are closed for in-person instruction.

- Programs can only serve children who are students of that school; serving other children (such as children of teachers) requires a waiver

Program

Allowed Under Current Guidance

After School Education and Safety, 21st Century Community Learning Centers on School Sites	<ul style="list-style-type: none"> • ASES programs can operate full-day, in-person care with restrictions on the number of hours per week – to exceed these hours, the program will have to apply for a waiver with Community Care Licensing. • Programs are allowed to operate in person if they receive permission from their associated school district.
District-Run Extended Care Programs on School Sites	<ul style="list-style-type: none"> • While these programs vary, they often run for the entire school year and summer, as well as from 7am to 6pm. • District-run programs are license-exempt and are thus subject to license-exempt regulations as noted above.
District Contracted Extended Care Programs on School Sites	<ul style="list-style-type: none"> • Licensed programs in partnership with a community-based organization(s) and operate for similar hours and time periods as district-run programs. • These licensed programs can operate for the full school day even while schools are closed for in-person instruction, as noted above.
Private School Extended Care Programs	<ul style="list-style-type: none"> • Private schools may run their own license-exempt child care programs or contract with licensed child care providers. • These licensed programs can operate for the full school day even while schools are closed for in-person instruction, as noted above.

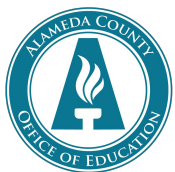
When is a waiver required for programming?

According to Community Care Licensing ([PIN 20-22-CCP](#)), school-age child care programs must have a waiver if:

- Licensed providers wish to provide care **beyond** the current conditions that qualify for child care facility licensure
- License-exempt providers wish to operate **beyond** the bounds of the current exemption requirements

Contact [Community Care Licensing](#) for more information on waivers:

- Oakland North Regional Office: Loretta Dyson, (510) 695-0243
- Oakland Southeast Regional Office: Melanie Otsuji, (559) 341-5559



School Communicator Resources

COVID-19 Reopening

School communication professionals from Alameda County schools partnered in the development and compilation of the strategies, advice, tools and tips in this guide to help address essential questions as schools plan for reopening. Thank you to our partners for your role in this work.

Version 1
July 21, 2020



**ALAMEDA COUNTY
OFFICE OF EDUCATION**
L. Karen Monroe, Superintendent

Introduction

Communicating with stakeholders is critical at all stages of reopening to relay important information and take in feedback and input to guide planning and preparation. Communities need to be heard during this process as much as they need to hear from districts.

Seek Out, Create Opportunities



A comprehensive communications strategy offers your audience **reliability**. Actively and authentically engaging stakeholders builds **trust and credibility** for any plans that are implemented.



Look for opportunities to **address equity issues and further strategic and longer-term goals** with this stakeholder engagement, as feedback is solicited, collect specific data points over time to identify trends.

Involve, Inform Partners



Consider **which internal and external stakeholders can be included in decision-making**, and take advantage of opportunities to build trusting relationships with certificated and classified staff, management, parents/guardians, students, education partners, and wider community.



Determine the **risk management practice and protocol modifications** that must be communicated clearly to all stakeholders.



Work with regional partners, including neighboring LEAs, to develop regional standards, best practices and messaging in alignment with public health guidance.

Organize, Plan Ahead



Determine timelines for decision-making and map backwards to find when stakeholder input must be solicited using mechanisms such as:

- Town halls, focus groups, listening sessions for specific needs, topics, languages
- Qualitative and quantitative stakeholders surveys
- Steering committees and task forces with representative stakeholders charged with handling specific issues



Include plans from all areas of focus, **set up structures for all work groups to report updates/messages** to a single contact.



Clearly communicate how **guidance and decisions** regarding public health, safety, and education policy and funding from local, state and federal agencies **will be incorporated, prioritized and applied**.

Key Considerations

Consistency

- **Design and refine key messages** throughout reopening process, share internal talking points with all frontline staff
- Clarify expectations regarding **who will issue information on behalf of the agency**, perhaps with a single dedicated web page that includes answers to common questions and designated contact
- Firmly **establish a cadence** for messages; stakeholders expect proactive, clear and frequent updates
- **Implement clear, consistent, and specific communication protocols** differentiated as needed for internal and external stakeholder groups - including certificated and classified staff, management, parents/guardians, students, education partners, and the wider community
- Determine and reliably **use the same channels, platforms, format that best suits each audience** (email, text, push alerts, website posts, social media, news media outlets, printed mailings, etc.)
 - Use existing school resources to **amplify messaging** (campus signage, marquees, existing handouts, etc.)
- **Make communication accessible**, minimally in all languages required by [Ed Code 48985](#) and accommodating for persons with hearing and visual impairments

Inform & Engage Stakeholders

- **Provide detailed updates and information** to internal and external stakeholder groups about the decision-making process and factors considered, **emphasizing opportunities for stakeholder involvement and next steps**
- Gather feedback with **specificity on participants' roles in the process**, how and when feedback will be used; share the feedback received and how it was acted upon
- Partner with community organizations, local government, health officials, and education partners to **reach a broader audience and align services** for family and student services
- **Be transparent**: have as much information as possible publicly accessible, offer a clear apology and resolution when missteps happen

Messaging

- Frame safety as a priority and as a community responsibility, **we each have a role in keeping a school site a safe place**: we're all in this together
- **Highlight employee and student successes**
- Proactively communicate changes that will be needed in response to developing situations, and **outline indicators for increasing and easing restrictions**
 - Have bank of resources prepared for emerging situations
- Share challenges and obstacles to **develop a wider view of considerations** the LEA is grappling with