

**LOS ANGELES COUNTY
HEAD START AND EARLY LEARNING:
Reopening Planning Framework
Rising to the Challenge of COVID-19**



**A Planning Framework
for the 2020-21 School Year**

July 15, 2020



MESSAGE FROM THE HEAD START AND EARLY LEARNING EXECUTIVE DIRECTOR



As we face so much uncertainty in our nation—a pandemic we never could have imagined and public outrage around the social injustices that have plagued our nation for years—early learning services for families faced with poverty and qualified, committed early educators continue to remain vital needs to propel our communities forward. More than ever, the work that we have done over the past few years, with a focus on *Excellence in ALL We Do*, must continue to drive how we reach our most vulnerable children and families.

While we remain vigilant, we must also remain open, flexible and adaptable. The world that we have lived in since March 2020 is fluid, and while we have worked hard to regain some normalcy and implement systems that have taken us years to build, we must trust our instincts and past experiences and do our very best to ensure that we continue to bridge the educational gap for children. This will not look the same for all providers.

The HSEL Reopening Planning Framework was developed in partnership with each of LACOE’s delegate agencies and many grantee staff to support each of us as we work to serve our little ones in the next program year. LACOE and delegates came together in a very short time and stormed, normed and formed your best ideas and strategies that will guide us in continuing services to children.

In these times, different is our new normal. Implementation strategies and program approaches will vary from traditional program approaches: a center-based classroom may only have a group of 10 children and home-based services may be done virtually. My hope is that this planning tool will help administrators, managers and staff to remain open to the “unusual” work before us and strengthen our resolve to remain open, flexible and adaptable.

Lastly, I would like to express my utmost gratitude and appreciation to everyone involved. I am so honored to work with a group of professionals that always seems to come out on top when we are faced with the impossible. Thank you, and please know that I too will remain open, flexible and adaptable.

Together we will continue to aspire to reach higher and provide services that meet the standard of *Excellence in ALL We Do*.

Keesha Woods

Executive Director, Head Start and Early Learning Division
Los Angeles County Office of Education

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CONSIDERATIONS FOR THE 2020-21 SCHOOL YEAR

The task force identified five key areas for delegate agencies to consider when planning for the 2020-21 school year while keeping the vision and guiding principles at the forefront of decision making.

Instruction

Providing a high-quality instructional program by following requirements and considerations in the areas of:

- Instructional delivery models
- Assessment practices and policies, including assessments
- Services to special populations, including students with disabilities, socioeconomically disadvantaged students, English learners, children experiencing homelessness and children in foster care
- Access and use of instructional technology
- Expanded learning opportunities
- Other key systems and services

Health and Safety

Ensuring all students, staff and community members remain healthy and safe by following requirements and considerations in the areas of:

- Guidance, directives and recommendations from Public Health
- Health and safety information, social distancing and infection control practices (handwashing, face coverings)
- Classroom, meal and cleaning practices
- Health office practices, personal protective equipment, management and isolation of students showing sign of illness

Social-Emotional Support System

Addressing the mental health and social-emotional development of all students, staff and community by following requirements and considerations in the areas of:

- School-based mental health services
- Behavior support systems
- Family engagement and support practices
- Staff supports
- Other key systems and supports

Family and Community Engagement

Ensuring all students, staff and community members remain involved and supported by following requirements and considerations in the areas of:

- Ensuring effective communication systems

- Engaging stakeholders
- Using community partnerships
- Other key systems and supports

Operations

Maintaining effective and efficient operations by following requirements and considerations in the areas of:

- Facilities
- Budgeting and financial operations
- Human resource services
- Nutrition services
- Transportation
- Technology infrastructure
- Other key systems and supports

PLANNING TEMPLATES

Instruction

Providing a high-quality instructional program by following requirements and considerations in the areas of:

- Instructional delivery models
- Assessment practices and policies
- Services to special populations, including students with disabilities, dual language learners
- Access and utilization of instructional technology
- Recruitment and enrollment
- Staffing patterns
- Other key systems and services

REQUIRED:

- *All center-based classrooms must be limited to a group size of no more than 10 children*
- *Family needs must drive the placement and/or prioritization for center-based or home-based enrollment, as well as for distance and virtual learning (DVL)*

Requirements and Considerations	Resources	Implementation Action Steps
Instructional Delivery Models		
<p>Head Start Center-Based (CB):</p> <ul style="list-style-type: none"> • Group size: 10 per class (based on available square footage allowing for needed physical distancing) as prescribed by the Los Angeles County Department of Public Health (DPH) order and ensuring the same group of children all week. <ul style="list-style-type: none"> ○ Ensure Centers for Disease Control and Prevention (CDC) guidelines for coronavirus and disease 2019 (COVID- 	<p>Office of Head Start (OHS) Responding to COVID-19: https://eclkc.ohs.acf.hhs.gov/about-us/coronavirus/responding-covid-19</p> <p>LACOE Reopening Framework: https://www.lacoe.edu/Portals/0/LA%20CO%20Schools%202020-21%20Planning%20Framework.pdf?ver=2020-05-26-161915-740</p>	

Requirements and Considerations	Resources	Implementation Action Steps
<p>19) and other DPH and Community Care Licensing Division requirements</p> <ul style="list-style-type: none"> ○ Consistency of children, families and staff—including substitutes whenever possible (children should remain with consistent caregiver) ○ Staffing Pattern: Teacher & Assistant Teacher for each group and additional staff to support health and safety to the extent possible ○ Communication with families to understand that changes to the instructional model may be needed during the year based on local/state COVID-19 data 	<p>DPH Early Childhood Education (ECE) guidance: http://publichealth.lacounty.gov/media/Coronavirus/guidances.htm#education</p> <p>Community Care Licensing Division (CCLD) PIN 20-06 (4/20/2020): https://www.cdss.ca.gov/Portals/9/CCLD/PINs/2020/CCP/PIN_20-06-CCP.pdf</p> <p>California Department of Education (CDE) & California Department of Social Services (CDSS): CA ALL, COVID-19 Updated Guidance Child Care Programs and Providers: https://covid19.ca.gov/pdf/guidance-childcare.pdf</p> <p>Reopening Childcare: The CDC Guidelines and Helpful Hints: http://www.communityplaythings.com/-/media/files/cpus/library/forms-and-letters/studiomlareopening-childcare14may2020_cp.pdf?la=en</p> <p>OHS Guidance for Sites Currently Serving Children:</p>	

Requirements and Considerations	Resources	Implementation Action Steps
	<p>https://eclkc.ohs.acf.hhs.gov/about-us/coronavirus/sites-currently-serving-children</p> <p>LACOE COVID-19 Early Learning website: https://www.lacoe.edu/Early-Learning/ECE-Covid-19-Resource-Page</p>	
<p>Hybrid Instructional Model:</p> <ul style="list-style-type: none"> • To maximize enrollment and serve as many children contracted/funded for, a hybrid model can be implemented <p>Examples:</p> <p>Class groups split with 10 children in CB through the week and remainder in Distance and Virtual Learning (DVL)</p> <p>Class groups split with 1st group served M/T, a break on W for disinfecting, and the 2nd group served TH/F, combined with DVL or Year-Round/Track model combined with DVL</p> <ul style="list-style-type: none"> • Prioritize children as appropriate for implementation of a hybrid model. <ul style="list-style-type: none"> ○ Consistency of children and families ○ Communication with families to understand that changes to the instructional model may be needed 	<p>Teachstone Coronavirus Resources for Educators and Parents: https://teachstone.com/coronavirus-resources-educators-and-parents/</p> <p>OHS Guidance for Programming During Remote Service Delivery: https://eclkc.ohs.acf.hhs.gov/about-us/coronavirus/programming-during-remote-service-delivery</p> <p>OHS Guidance for Remote Home Visiting: https://eclkc.ohs.acf.hhs.gov/about-us/coronavirus/remote-home-visiting</p>	

Requirements and Considerations	Resources	Implementation Action Steps
<p>during the year based on local/state COVID-19 data</p> <ul style="list-style-type: none"> ○ Work with families in identifying an alternate plan/resources, to extent possible, when program hours/days of service do not meet their needs ● Provide hybrid model orientation to families participating in the hybrid instructional model <p>Distance and Virtual Learning (DVL) Instructional Model:</p> <ul style="list-style-type: none"> ● Offer DVL model through the week when children and staff health and safety cannot be managed, the community is on a Safer at Home order, or the agency cannot accommodate CDC guidelines for COVID-19, such as physical distancing, etc. ● Make needed implementation modifications to the curriculum to ensure the best possible outcomes for children <p>Develop and implement a system for identification and referral process</p> <ul style="list-style-type: none"> ● Establish process and provide professional development (PD) to 		

Requirements and Considerations	Resources	Implementation Action Steps
<p>support staff in meeting needs when implementing the DVL model</p> <ul style="list-style-type: none"> • Create DVL kits to make available to children/parent to allow exposure prior to/during DVL lessons • Develop and provide families with DVL calendars • Provide DVL model orientation to families participating in the DVL instructional model 		
<p>Early Head Start Center-Based:</p> <ul style="list-style-type: none"> • Instructional Models as noted above with the exception of staffing pattern • Staffing Pattern: <ul style="list-style-type: none"> 0-18m (infants) = 1:3 18-36m (toddlers) = 1:4 <p>Family Child Care Homes:</p> <ul style="list-style-type: none"> • Instructional Models as noted above with the exception of staffing pattern • Staffing Pattern: <ul style="list-style-type: none"> 1:6 (dependent on ages in group) 		
<p>All Program Options (as appropriate based on instructional delivery model implemented):</p> <ul style="list-style-type: none"> • Daily thorough health checks • Determine staff needed for effective daily health checks and daily health needs that may arise 	<p>OHS Guidance for Preventing and Responding to COVID-19: https://eclkc.ohs.acf.hhs.gov/physical-health/coronavirus/health-hygiene</p> <p>DPH ECE guidance: http://publichealth.lacounty.gov/media/Coronavirus/guidances.htm#education</p>	

Requirements and Considerations	Resources	Implementation Action Steps
<ul style="list-style-type: none"> • Each child provided with their own materials (within a bag/container, etc.) • Classroom materials should only be those which can be cleaned and disinfected on a daily basis • Pause family style meals—providing individual packaged meals/individual servings and disposable eating supplies • Pause tooth brushing • Implement frequent handwashing for children and staff • Use of personal protective equipment (PPE) as required/to the extent possible • Increased and thorough cleaning & disinfecting to mitigate exposure and spread of COVID-19 • Physical distancing (six feet separation) through classroom arrangement of furniture and play spaces, and activity set up to mitigate exposure and spread of COVID-19 • Eliminate group activities to the extent possible • Increase outdoor time/activities to the extent possible 	<p>Community Care Licensing Division (CCLD) PIN 20-06 (4/20/2020): https://www.cdss.ca.gov/Portals/9/CCLD/PINs/2020/CCP/PIN_20-06-CCP.pdf</p> <p>California Department of Education (CDE) & California Department of Social Services (CDSS): CA ALL, COVID-19 Updated Guidance Child Care Programs and Providers: https://covid19.ca.gov/pdf/guidance-childcare.pdf</p> <p>LACOE COVID-19 Early Learning website: https://www.lacoe.edu/Early-Learning/ECE-Covid-19-Resource-Page</p> <p>Community Care Licensing Regulations: https://www.cdss.ca.gov/inforesources/child-care-licensing</p>	

Requirements and Considerations	Resources	Implementation Action Steps
<ul style="list-style-type: none"> • Plan for shared outdoor play areas & disinfecting of outdoor equipment and materials • Napping equipment and supplies <p>Cots/mats 6 feet apart with children placed head to feet if needed</p> <p>Ensure sheets/blankets are thoroughly washed on a frequent/weekly/as needed basis by contracted vendor</p> <ul style="list-style-type: none"> • Shared restrooms—disinfecting after each group use • Pre-service training should include: <p>Guidelines for safe physical contact with children (picking up when crying, etc.). It is important to comfort crying, sad and/or anxious infants and toddlers, and they often need to be held.</p>		
Assessment Practices and Policies		
<p>Ages & Stages Questionnaires (ASQs)</p> <ul style="list-style-type: none"> • Establish guidance for completion outside of typical home visit process • Utilize online fillable form to the extent possible. 		

Requirements and Considerations	Resources	Implementation Action Steps
Services to Special Populations		
<ul style="list-style-type: none"> • Ensure staffing needed to support children with special needs, challenging behaviors, etc. in classrooms • Implement individualized DVL activities to meet needs of special populations, (children with disabilities, dual language learners, etc.) including parent check-ins for progress, challenges/barriers, parent supports, etc. • Continue to follow IEP/Individualized Family Service Plans (IFSPs) and stay abreast of any adjustments to goals due to home instruction vs. classroom, for implementation • Plan for influx assessment requests—impacts to staffing/ratios 	<p>Supporting Children with Disabilities, Families and Education Staff during Remote Learning: https://hsicc.createsend1.com/t/ViewEmail/j/8156F4B404A8FCF92540EF23F30FEDED/8C4A9C9C956D60E69A8E73400EDACAB4</p> <p>OHS Guidance for Serving Children with Disabilities (Environments): https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/environment</p> <p>Head Start Center for Inclusion: http://headstartinclusion.org/children-special-needs</p> <p>504 Accommodations Guide: https://www.psea.org/contentassets/ac6695903bd94d27aa14e85c3a12d90e/504-accommodations-guide.pdf</p> <p>Common Classroom Accommodations: https://www.understood.org/en/learning-thinking-differences/treatments-approaches/educational-strategies/common-</p>	

Requirements and Considerations	Resources	Implementation Action Steps
	classroom-accommodations-and-modifications	
Access and Utilization of Instructional Technology		
<p>Secure supports for:</p> <ul style="list-style-type: none"> • Equipment for all teachers and assistant teachers • Platforms, tablets for families • Wi-Fi for staff and families • Assess need for both staff and families and seek solutions/alternatives as needed (cell phone face time, lesson packets with phone call to provide guidance, etc.) • Determine appropriate instructional technology and platforms for children and families 		
Recruitment and Enrollment		
<p>Emergency (ER) Cards</p> <ul style="list-style-type: none"> • Teaching staff to ensure up to date ER card information (e.g., implement weekly parent review and update at drop-off/pick-up) • ER card information to include email address information to support DVL/hybrid instruction models 		

Requirements and Considerations	Resources	Implementation Action Steps
<p>Mark children requiring quarantine due to being identified with symptoms or diagnosed with COVID-19 (including any member in the household) as absent excused.</p> <p>Partner with parents in establishing and maintaining processes to mitigate COVID-19 exposure (e.g., child who is ill should stay home and absence will not affect enrollment).</p> <p>Work with/support parents to develop/have an alternate plan in the case of class closures and/or changes to instruction delivery model</p>		

Stakeholder Implications	Fiscal Implications	Staffing Implications	Area(s) for Advocacy
<ul style="list-style-type: none"> • Current enrolled families returning for 20-21 program year (PY) and families in the community will have limited CB program slots available • Program staff will need PD and training & technical assistance to support capacity building around program models, new/different requirements, expectations 	<ul style="list-style-type: none"> • Costs for increased staffing, cleaning/disinfecting, personal protective equipment (PPE), technology equipment, Wi-Fi access, funding for commercial washing service (sheets, blankets, etc.) • Individual classroom supplies and materials (for individual child containers) 	<ul style="list-style-type: none"> • Potential need for additional instructional staff to meet health and safety needs/processes—identify staff to support increased health & safety needs/practices • Increased training in implementing instructional models for greater effectiveness 	<ul style="list-style-type: none"> • Flexibility in timelines • Flexibility in roles for teachers, assistant teachers, floaters and support staff to implement instructional models • Funding for increased costs to meet COVID-19 health and safety requirements

Stakeholder Implications	Fiscal Implications	Staffing Implications	Area(s) for Advocacy
<p>and/or processes. In addition, PD to ensure lesson/activity planning and integration of materials to introduce and enrich learning.</p> <ul style="list-style-type: none"> • Staff may need technology tools and/or training to effectively deliver lessons virtually • Coordinated clear communication needed to ensure understanding of service delivery model and changes through the course of the program year as health and safety data indicates • Develop a consistent communications plan to reach out to ALL students, families and teachers <ul style="list-style-type: none"> ○ Email greetings ○ Text reminders ○ Automated calls ○ Welcome letters • Some children/families may not have available technology tools or Wi-Fi access • Parents may need technology training 		<ul style="list-style-type: none"> • Staff who may be high risk based on public health order criteria and/or have child care issues may not return, impacting staffing needed to provide services • Staff may need technology tools and/or training to effectively deliver lessons virtually • Staff will need PD for effective use of the curriculum 	<ul style="list-style-type: none"> • Consideration for expansion of curriculums/curriculum modifications to use for DVL • LACOE lead/support in working with local educational agencies to support and enhance student learning • Flexibility in curriculum implementation • LACOE training & technical assistance on modification of curriculum for DVL • LACOE, CDE, OHS to support advocacy for funding or partnerships to provide health staff/consultants needed to address increased health & safety needs/practices

Stakeholder Implications	Fiscal Implications	Staffing Implications	Area(s) for Advocacy
<ul style="list-style-type: none"> • Supports/training for parents to support DVL • Collaboration with local educational agencies (LEAs) to align and work to mitigate gaps in learning gains or learning impacts • Continue & strengthen staff wellness—allow for time needed to acclimate • Impact to typical reflective supervision process • Impact to typical in-service training methods implementation—virtual platforms may not be conducive in supporting training goals 			

Health and Safety

Ensuring all students, staff and community members remain healthy and safe by following best practices in the areas of:

- Student, staff and visitor interactions including ingress/egress, hallway traffic and events
- Meal service
- Campus cleaning practices and necessary personal protective equipment (PPE)
- Health services including securing staff and space for persons showing signs of illness
- Other key systems and services, including community-based partnerships

REQUIRED:

The following health and safety guidance documents were used to establish the sections in this Health & Safety Reopening Planning Template. Additional guidance to consider resulting from the work of LACOE's health and safety task force was then added to each section. Providers should monitor the following COVID-19 websites for updates and/or changes and adjust policies and practices accordingly.

- Los Angeles County Department of Public Health (DPH) ECE guidance: <http://publichealth.lacounty.gov/media/Coronavirus/guidances.htm#education>
- Community Care Licensing Division (CCLD) PIN 20-06 (4/20/2020) https://www.cdss.ca.gov/Portals/9/CCLD/PINs/2020/CCP/PIN_20-06-CCP.pdf
- Center for Disease Control (CDC) *Guidance for Child Care Programs that Remain Open*: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html#CleanDisinfect>
- California Department of Education (CDE) & California Department of Social Services (CDSS): CA ALL, *COVID-19 Updated Guidance Child Care Programs and Providers*: <https://covid19.ca.gov/pdf/guidance-childcare.pdf>

Requirements and Considerations	Resources	Implementation Action Steps
Standard Precautions: Cleaning, Sanitizing and Disinfecting		
<p><u>DPH ECE Guidance (5/1/2020):</u></p> <ul style="list-style-type: none"> • Routinely clean and disinfect all frequently touched surfaces and objects, such as doorknobs, banisters, countertops, toys, faucet handles, 	<p>Los Angeles County Department of Public Health Guidance for ECE Providers: http://publichealth.lacounty.gov/media/Coronavirus/guidances.htm#education</p>	

Requirements and Considerations	Resources	Implementation Action Steps
<p>physical education equipment and manipulatives, and phones.</p> <ul style="list-style-type: none"> Use cleaning products that meet EPA standards for infection control and follow the label directions. <p>CCLD PIN 20-06 (4/20/2020):</p> <ul style="list-style-type: none"> Have multiple toys and manipulatives accessible that are easy to clean and sanitize throughout the day. Designate a tub for toys that need to be cleaned and wiped after use. <p>CDC Guidance for Child Care Programs that Remain Open</p> <ul style="list-style-type: none"> Children’s books, like other paper-based materials such as mail or envelopes, are not considered a high risk for transmission and do not need additional cleaning or disinfection procedures. Clean and Disinfect Bedding <ul style="list-style-type: none"> Use bedding (sheets, pillows, blankets, sleeping bags) that can be washed. Keep each child’s bedding separate, and consider storing in individually labeled bins, cubbies, or bags. 	<p>Community Care Licensing Division (CCLD) PIN 20-06 (4/20/2020): https://www.cdss.ca.gov/Portals/9/CCLD/PINs/2020/CCP/PIN_20-06-CCP.pdf</p> <p>Centers for Disease Control (CDC) Guidance for Child Care Programs that Remain Open: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html#CleanDisinfect</p> <p>Caring for Our Children (CFOC) Appendix K: Routine Schedule for Cleaning, Sanitizing, and Disinfecting</p> <p>CFOC Appendix J: Selecting an Appropriate Sanitizer or Disinfectant</p> <p>National Resource Center for Health & Safety in Child Care and Early Education, <i>Caring for Our Children (CFOC)</i>: National Health and Safety Performance Standards Guidelines for Early Care and Education Programs: https://nrckids.org/CFOC</p>	

Requirements and Considerations	Resources	Implementation Action Steps
<ul style="list-style-type: none"> ○ Cots and mats should be labeled for each child. ○ Bedding that touches a child’s skin should be cleaned weekly or before use by another child. <p>Additional considerations from LACOE HSEL task force:</p> <ul style="list-style-type: none"> ● Define increased frequency for cleaning, sanitizing and disinfecting. ● Use <i>CFOC Appendix K</i> for procedures related to frequency and scheduling of cleaning, sanitizing and disinfecting. Schedule K has been revised to include guidance related to COVID-19 (attached). ● Refer to <i>CFOC Appendix J</i> to: <ul style="list-style-type: none"> ○ Ensure safe and correct selection, preparation and application of sanitizing and disinfecting solutions. ○ Ensure products meet U.S. Environmental Protection Agency (EPA) standards (EPA registration number on label). ● Secure cleaning, sanitizing and disinfecting products away from children. 		

Requirements and Considerations	Resources	Implementation Action Steps
<ul style="list-style-type: none"> • Avoid use of items that are not easily cleaned, sanitized, or disinfected (for example, soft or plush toys). • Sanitize restrooms between groups. • Turn off water fountains and use alternative sources, such as pitchers of water (children may not self-serve from pitchers/jugs). • Ensure adequate number of designated Head Start staff, including custodial staff to implement procedures. • Prioritize activities to maximize instruction time and still ensure health and safety. 		
Ventilation		
<p><u>CCLD PIN 20-06 (4/20/2020):</u></p> <ul style="list-style-type: none"> • Extend the indoor environment to outdoors, and bring the class outside, weather permitting. • Open windows to ventilate facilities before and after children arrive. • Ensure that ventilation systems operate properly. 	<p>Community Care Licensing Division (CCLD) PIN 20-06 (4/20/2020): https://www.cdss.ca.gov/Portals/9/CCLD/PINs/2020/CCP/PIN_20-06-CCP.pdf</p>	

Requirements and Considerations	Resources	Implementation Action Steps
<p>Additional considerations from LACOE HSEL task force:</p> <ul style="list-style-type: none"> • Increase circulation of outdoor air as much as possible by opening windows and doors, using fans, safety/baby gates and screen doors. • Do not open windows and doors if doing so poses a safety, care and supervision, or health risk (for example, allowing pollens in or exacerbating asthma symptoms) to children using the facility. 		
Daily Health Check/Screening		
<p><u>DPH ECE Guidance (5/1/2020):</u></p> <ul style="list-style-type: none"> • Screening for COVID-19 includes asking about symptoms of respiratory illness and wherever possible a temperature check. • Symptoms of COVID-19 may include some combination of fever, cough, shortness of breath or difficulty breathing, chills, repeated shaking with chills, muscle pain, headache, sore throat or new loss of taste or smell. • The first three symptoms listed are the most common signs of COVID-19 infection. The parent should be encouraged to contact the child’s provider if the child does not have any of 	<p>LA County Department of Public Health Guidance for ECE Providers: http://publichealth.lacounty.gov/media/Coronavirus/guidances.htm#education</p> <p>Community Care Licensing Division (CCLD) PIN 20-06 (4/20/2020): https://www.cdss.ca.gov/Portals/9/CCLD/PINs/2020/CCP/PIN_20-06-CCP.pdf</p> <p>CA ALL, COVID-19 Updated Guidance Child Care Programs and Providers</p>	

Requirements and Considerations	Resources	Implementation Action Steps
<p>these symptoms but does have at least one symptom on the list.</p> <ul style="list-style-type: none"> • Instruct parents to screen their children and themselves before leaving home. • Anyone with symptoms consistent with COVID-19, including the child, should remain at home in isolation for a minimum of 10 days plus at least 3 days after the resolution of fever (without fever-reducing medication) and improvement in other symptoms. • Start the day at your site with health screenings for all staff and children on arrival. • Ensure that plans to conduct health screenings address the needs of children who are challenged by physical touch and/or significant changes in their daily routine. • Staff, children, parents/caregivers and visitors should be reminded regularly that they should stay home if they are ill, even with mild symptoms. <p>CCLD PIN 20-06 (4/20/2020):</p> <ul style="list-style-type: none"> • Follow procedures daily for self-screening for all staff, residing family members in a 		

Requirements and Considerations	Resources	Implementation Action Steps
<p>family child care home and children, including taking temperatures before arriving to work or beginning care.</p> <ul style="list-style-type: none"> • Train staff on these procedures and notify caregivers. • Caregivers must notify program if children have taken any fever-reducing medications in the prior 24 hours. • Recommended as best practice to take children’s temperature each morning, only if the facility has a no-touch thermometer. • No-touch thermometer needs to be wiped with an alcohol wipe after each use. • If a thermometer requires a touch method, it should only be used when a fever is suspected and properly cleaned and disinfected. • Monitor staff and children throughout the day for any signs of possible illness. <p>Additional considerations from LACOE HSEL task force:</p> <ul style="list-style-type: none"> • Identify screening questions, referring to the current public health guidance updates. • Determine when and where a health screening should be conducted and who will conduct health screenings. 		

Requirements and Considerations	Resources	Implementation Action Steps
<ul style="list-style-type: none"> • Conduct daily health check/screenings outside where possible and include plans for inclement weather and for sites where layout is not conducive to outdoor screenings. • Implement daily health screenings for children and staff on arrival safely, and respectfully, and with measures in place to ensure confidentiality (where and how) as well as in accordance with any applicable privacy laws or regulations. • Consider using a flowsheet process tool for symptom check and next steps. • Parent/family education and tools, including: <ul style="list-style-type: none"> ○ Checklist for parents to use at home ○ Screening policies, procedures and expectations ○ Details around health screening, including asking about symptoms of fever or respiratory illness ○ Importance of health screenings with parents/caregivers to keep the early care and education setting safe. 		

Requirements and Considerations	Resources	Implementation Action Steps
<ul style="list-style-type: none"> • Develop training plan (pre-service and ongoing) for staff. • Develop training plan for substitutes. • Purchase/secure PPE and no-touch equipment. 		
Isolation at Site, Quarantine or Isolation at Home and Exposure		
<p>DPH ECE Guidance (5/1/2020): Isolation at site:</p> <ul style="list-style-type: none"> • Children who develop symptoms of illness after drop-off at an ECE site should be separated from others right away, preferably in a sick room through which others do not enter or pass. • The child should remain in isolation until they can go home. • If possible, place a surgical mask on a child with fever and/or cough as soon as possible after moving them to the sick room. <p>Quarantine (or home isolation):</p> <ul style="list-style-type: none"> • Staff must stay home when they are sick with symptoms of respiratory illness such as fever and cough. • Remind staff that they must remain at home in isolation and not return to the ECE facility for a minimum of 10 days after onset of symptoms AND until their symptoms have improved AND they are 	<p>LA County Department of Public Health Guidance for ECE Providers: http://publichealth.lacounty.gov/media/Coronavirus/guidances.htm#education</p> <p>Home Isolation Instructions for People with COVID-19 Infection: http://publichealth.lacounty.gov/acd/docs/HomeisolationenCoV.pdf</p>	

Requirements and Considerations	Resources	Implementation Action Steps
<p>free of fever for at least 72 hours without fever-reducing medication.</p> <ul style="list-style-type: none"> • A health care provider’s note is NOT required for employees (or children) who are sick with acute respiratory illness to stay at home or to return when they have recovered. • If staffing permits, staff should also be sent home to self-quarantine if they have had close contact with an infected person, whether that person’s infection has been confirmed by testing or not. The quarantine must be for 14 days following contact with the infected person. If no symptoms arise during the 14 days, the quarantined person may return to work. • Guidelines for isolation of a sick child are the same as those for an adult. The child must stay home in isolation and not return to the ECE facility for a minimum of 10 days after onset of symptoms AND until their symptoms have improved AND they are free of fever for at least 72 hours without fever-reducing medication. • Provide families with guidance on home isolation from the DPH website. 		

Requirements and Considerations	Resources	Implementation Action Steps
<ul style="list-style-type: none"> • While the virus may be most contagious when the infected person is clearly ill, some individuals may infect others even when they don't have obvious symptoms or any symptoms at all. Given that risk, children who have been exposed to someone who has respiratory illness should remain home for 14 days to see if they also develop symptoms of illness. Home quarantine of an exposed child reduces the chance of spread to other children and staff. If no symptoms appear within 14 days, the child may return to the ECE site. <p>Exposure: If a child tests positive for COVID-19:</p> <ul style="list-style-type: none"> • Plan in advance. Have a contingency plan that outlines what the program will do if there is a positive case of COVID-19. Share the plan with staff, as well as parents/caregivers. • Contact the Department of Public Health Acute Communicable Disease Program for guidance on steps you need to take to minimize risk for other children and staff. They will discuss if and for how long you may need to close for appropriate cleaning and other steps. The program can be reached at (213)-240-7941 during daytime hours or (213) 		

Requirements and Considerations	Resources	Implementation Action Steps
<p>974-1234 (After Hours Emergency Operator)</p> <ul style="list-style-type: none"> • Identify adults or children who may have had close contact with the ill individual for more than 10 minutes or those who may have had unprotected direct contact with body fluids or secretions of the ill individual starting from two days (48 hours) before symptoms appeared. Body fluids or secretions include saliva, sputum, nasal mucus, vomit, urine or diarrhea. These people should home-quarantined for 14 days from the date of the contact. • If any staff develop symptoms while in quarantine, they should follow the return to work guidelines (10 days after symptoms started AND 3 days after fevers have resolved and symptoms improved). A doctor's note is not needed to return to the center. • If the site learns of a confirmed case of COVID-19 with potential exposure of staff or children, contact the Department of Public Health for consultation and guidance before communicating with all staff and 		

Requirements and Considerations	Resources	Implementation Action Steps
<p>families. Visit the publichealth.lacounty.gov website for accurate information that can be used for your communications.</p> <ul style="list-style-type: none"> • Note that while all parents/caregivers and staff should be informed of a confirmed case of COVID-19 in someone connected to the facility, it is not legal to share the name of the infected individual. It may not be hard for children or staff to guess who the person is, but that is different from an intentional release of private medical information about someone. • If a staff person was at work when symptoms emerged and/or within two days (48 hours) of becoming symptomatic, follow the directions in bold above for contacting the Department of Public Health to assure appropriate steps. <p>Additional considerations from LACOE HSEL task force:</p> <ul style="list-style-type: none"> • Identify an isolation area to separate anyone who exhibits COVID-like symptoms during hours of operation • Ensure that children are not left without adult supervision. 		

Requirements and Considerations	Resources	Implementation Action Steps
<ul style="list-style-type: none"> • Appropriate PPE must be available for staff supervising the isolation area. • Establish procedures for ensuring safe and appropriate transportation home or to a health care facility, as appropriate. • Establish procedures to notify local health officials, staff and families immediately of any possible case of COVID-19 while maintaining confidentiality as required by the Americans with Disabilities Act (ADA). • Close off areas used by any sick person and do not use them until they have been disinfected. Wait 24 hours before cleaning and disinfecting to reduce risk to individuals cleaning. If it is not possible to wait 24 hours, wait as long as possible. 		
Hygiene Practices, Including Handwashing/Sanitizing and Tooth Brushing		
<p>DPH ECE Guidance (5/1/2020): Handwashing</p> <ul style="list-style-type: none"> • Provide adequate supplies for good hygiene, including easy access to clean and functional handwashing stations, 	<p>LA County Department of Public Health Guidance for ECE Providers: http://publichealth.lacounty.gov/media/Coronavirus/guidances.htm#education</p>	

Requirements and Considerations	Resources	Implementation Action Steps
<p>soap, paper towels and alcohol-based hand sanitizer.</p> <ul style="list-style-type: none"> • Try to make sure each person entering the site or any room in the site sanitizes their hands on entry. • Incorporate handwashing into daily site routines. • Teach children how to do a hand wash thoroughly. • Handwashing should take place at the beginning of the day, before and after meals, after outside play, after using the restroom, and before and after classroom activities that involve sharing supplies and materials and after coughing and sneezing. • Handwashing should be supervised for children under 6. • Sing the “Happy Birthday” song twice in a row while children wash their hands to demonstrate 20 seconds. • For staff, the entire handwashing process should take about 40-60 seconds. Wash hands thoroughly with soap and warm running water, scrubbing for at least 20 seconds. Dry hands completely using single-use towels, electric hand dryers, or other hand-drying devices approved by your local regulatory authority. 	<p>Community Care Licensing Division (CCLD) PIN 20-06 (4/20/2020): https://www.cdss.ca.gov/Portals/9/CCLD/PINs/2020/CCP/PIN_20-06-CCP.pdf</p> <p>Center for Disease Control (CDC) <i>Guidance for Child Care Programs that Remain Open</i>: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html#CleanDisinfect</p> <p>Healthychildren.org (Cloth Face Coverings for Children During COVID-19): https://www.healthychildren.org/English/health-issues/conditions/chest-lungs/Pages/Cloth-Face-Coverings-for-Children-During-COVID-19.aspx</p> <p>National Resource Center for Health & Safety in Child Care and Early Education, Caring for Our Children (CFOC): National Health and Safety Performance Standards Guidelines for Early Care and Education Programs: https://nrckids.org/CFOC</p>	

Requirements and Considerations	Resources	Implementation Action Steps
<p>CCLD PIN 20-06 (4/20/2020)</p> <p>Handwashing</p> <ul style="list-style-type: none"> • Implement and enforce strict handwashing guidelines for all staff and children. • Post signs in restrooms and near sinks that convey proper handwashing techniques. • Ask parents and caregivers to wash their own hands and assist in washing the hands of their children before drop off, prior to coming for pick up and when they get home. • Model and practice handwashing before and after eating, after coughing or sneezing, after playing outside and after using the restroom. <p>Hand sanitizer</p> <ul style="list-style-type: none"> • Install hand sanitizers, out of reach of children, near all entry doors and other high-traffic areas. <p>Hygiene</p> <ul style="list-style-type: none"> • Teach children to use a tissue to wipe their nose and to cough inside their elbow. <p>Tooth brushing</p> <ul style="list-style-type: none"> • Stop tooth brushing during class. 		

Requirements and Considerations	Resources	Implementation Action Steps
<ul style="list-style-type: none"> • Encourage parents and caregivers to regularly brush teeth at home. <p>Bathroom</p> <ul style="list-style-type: none"> • Sanitize the sink and toilet handles before and after each child’s use. • Teach children to use a tissue when using the handle to flush the toilet. <p>CDC Guidance for Child Care Programs that Remain Open</p> <p>Washing, Feeding or Holding a Child</p> <ul style="list-style-type: none"> • It is important to comfort crying, sad and/or anxious infants and toddlers, and they often need to be held. • To the extent possible, when washing, feeding or holding very young children, child care providers can protect themselves by wearing an over-large button-down, long-sleeve shirt and by wearing long hair up off the collar in a ponytail or other updo. • Child care providers should wash their hands, neck and anywhere touched by a child’s secretions. • Child care providers should change the child’s clothes if secretions are on the child’s clothes. They should change the button-down shirt, if there are secretions on it, and wash their hands again. 		

Requirements and Considerations	Resources	Implementation Action Steps
<ul style="list-style-type: none"> • Contaminated clothes should be placed in a plastic bag or washed in a washing machine. • Infants, toddlers and their providers should have multiple changes of clothes on hand in the child care center or home-based child care. <p>Additional considerations from LACOE HSEL task force:</p> <ul style="list-style-type: none"> • Incorporate handwashing into daily site routines; teach and reinforce washing hands and covering coughs and sneezes among children and staff. • Remind staff and children not to touch the face covering. • Establish procedures to address activities such as potty training/diaper changing/assisting with restroom & conducting first aid and social distancing. • Consider whether staff and children should have separate indoor and outdoor shoes and different shoes for school and home. 		

Requirements and Considerations	Resources	Implementation Action Steps
Meal Services		
<p><u>DPH ECE Guidance (5/1/2020):</u></p> <ul style="list-style-type: none"> • Discontinue buffet-style food options. • Offer pre-packaged foods when possible. • Have lunch and/or meals in classrooms. • Avoid sharing tables whenever possible. • Use disposable plates and utensils to minimize contamination risks. • Remind children never to share or touch anyone else’s food or drinks. <p><u>CCLD PIN 20-06 (4/20/2020):</u></p> <ul style="list-style-type: none"> • Meal service • Utilize more tables to spread children out or use name cards to ensure adequate spacing of children. • Follow CDC and California Department of Public Health COVID-19 food handling guidelines. • Immediately clean and disinfect trays and tables after meals. • Only staff should handle utensils. • Keep food covered to avoid contamination. <p>Additional considerations from LACOE HSEL task force:</p>	<p>LA County Department of Public Health ECE guidance: http://publichealth.lacounty.gov/media/Coronavirus/guidances.htm#education</p> <p>Community Care Licensing Division (CCLD) PIN 20-06 (4/20/2020): https://www.cdss.ca.gov/Portals/9/CCLD/PINs/2020/CCP/PIN_20-06-CCP.pdf</p> <p>CCFP Roundtable COVID-19: https://www.ccfproundtable.org/coronavirus-2020</p> <p>USDA COVID-19 Website: https://www.fns.usda.gov/disaster/pandemic/covid-19</p> <p>CDE and USDA Waivers: https://www.cde.ca.gov/ls/he/hn/schoolmeals.asp</p>	

Requirements and Considerations	Resources	Implementation Action Steps
<ul style="list-style-type: none"> • Adjusting meal service plans and timing to meet the unique needs of each site and program option, including full-day. • Sending lunches home. • Pre-packaged foods may have implications on what they can be provided by school districts and may limit food choices. • Resources such as Chefables vendor, which offers individual meals. • Dishwashers for EHS programs. • Continuing grab-n-go meals for families served through distance learning. • Procedures for safely handling and securing face coverings while eating. • Whether teachers continue to eat with children and model during mealtimes. 		
Personal Protective Equipment (PPE)		
<p><u>DPH ECE Guidance (5/1/2020):</u> Face coverings</p> <ul style="list-style-type: none"> • All early care and education staff must wear a mask or face covering while they are working. • Children birth through 2 years old should not wear face coverings. 	<p>LA County Department of Public Health Guidance for ECE Providers: http://publichealth.lacounty.gov/media/Coronavirus/guidances.htm#education</p>	

Requirements and Considerations	Resources	Implementation Action Steps
<ul style="list-style-type: none"> • Children 3 through 8 years old should use face coverings only with adult supervision to ensure that the child can breathe safely and avoid choking or suffocation. • Children with breathing problems should not wear a face covering. <p>Additional considerations from LACOE HSEL task force:</p> <ul style="list-style-type: none"> • Seek specification or safety data sheet for review and approval prior to purchase of PPE. • Protocol for use, re-use, cleaning and/or disposal of PPE. • Staff arriving already wearing a cloth face covering that is to be kept on all day. • Storage of PPE supplies in secure/locked location. • Labeling of masks. • Determine what type and level of PPE per group (teaching staff, administrators, front office, maintenance, etc.) and ensure extra PPE for staff conducting daily health check and isolation procedures: <ul style="list-style-type: none"> ○ Surgical masks ○ Non-latex gloves ○ If using N95 masks, staff person must be fit-tested for N95 mask ○ Face shield/goggles 		

Requirements and Considerations	Resources	Implementation Action Steps
<ul style="list-style-type: none"> ○ Gowns, aprons, smocks, scrubs ● Consider current recommendations for face shields in early education setting that allow children to see teacher’s face and maybe easier to clean. ● Clear cloth masks to allow for social-emotional communication. ● Train staff, children and parents on appropriate use and disposal/washing of PPE. ● Providing PPE for parents/families. 		
Medications, Accommodations, Underlying Medical Conditions		
<p>Considerations from LACOE HSEL task force:</p> <ul style="list-style-type: none"> ● Collaborate with medical providers to determine appropriate and safest medications and accommodations to align with guidance in this framework, such as avoidance of nebulizers, using alternative medications such as inhalers. ● Encourage families of students with underlying health conditions to discuss with their child’s health care provider if it is safe for the student to attend school or advised to stay Safer at Home and provide options for distance learning as needed. 		

Requirements and Considerations	Resources	Implementation Action Steps
<ul style="list-style-type: none"> Encourage staff with underlying health conditions or 65 years of age or older to work closely with their health care provider to determine if it is safe for the person to amend work or advised to stay Safer at Home. 		
Health Requirements		
<p>LA County Department of Public Health Vaccine Preventable Disease Program: Immunizations</p> <ul style="list-style-type: none"> At this time, immunization requirements for the 2020-21 school year remain in place. Follow up on outstanding immunizations and well-child visits for returning children and review immunization records for new enrollees. Distance learning for children while securing outstanding immunizations. <p>Considerations from LACOE HSEL task force:</p> <ul style="list-style-type: none"> Continue to monitor for any <i>revisions</i> to CCLD or OHS requirements. 	<p>Guidance for Maintaining Childhood Immunizations During COVID-19 Pandemic: http://publichealth.lacounty.gov/ip/Docs/COVID_19/Guidance%20for%20Maintaining%20Childhood%20Z_COVID-19.pdf</p> <p>LA County Department of Public Health Vaccine Preventable Disease Program: http://publichealth.lacounty.gov/ip/index.htm</p> <p>American Academy of Pediatrics (AAP) Guidance of Providing Pediatric Well Care During COVID-19</p> <p>Resource to locate immunization clinics: https://www.211la.org/</p>	

Requirements and Considerations	Resources	Implementation Action Steps
Health Education for Staff and Parents		
<p>Considerations from LACOE HSEL task force:</p> <ul style="list-style-type: none"> • Provide accurate and ongoing messaging to stakeholders about measures being taken to help keep children, families and staff safe. • Materials must be culturally and linguistically appropriate. 	<p>LACOE COVID-19 Early Learning website: https://www.lacoe.edu/Early-Learning/ECE-Covid-19-Resource-Page</p> <p>LA County Department of Public Health COVID-19: http://publichealth.lacounty.gov/media/Coronavirus/</p> <p>CA Department of Public Health COVID-19, immunizations: https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Immunization/ncov2019.aspx</p> <p>Centers for Disease Control (CDC) COVID-19: https://www.cdc.gov/coronavirus/2019-ncov/index.html</p> <p>American Academy of Pediatrics healthychildren.org COVID-19: https://services.aap.org/en/search/?context=Healthy%20Children&source=Healthychildren.org&lang=English&k=COVID-19&s=</p>	

Requirements and Considerations	Resources	Implementation Action Steps
	Sesame Street in Communities: https://sesamestreetincommunities.org/	
Training		
Considerations from LACOE HSEL task force: <ul style="list-style-type: none"> • Updates to routine preservice trainings in response to planning for COVID-19 as reflected in this framework. • Create and/or utilize existing resources for short trainings/videos such as correct practices for the application and removal of PPE, handwashing, meal service, etc. 		
Procedures		
Considerations from LACOE HSEL task force: Procedures related to health and safety should include the following: <ul style="list-style-type: none"> • Monitoring of these procedures • Standard precautions • Cleaning, sanitizing and disinfecting • Ventilation • Daily health check/screening • Isolation/quarantine/exposures/returning procedures for children • Personal hygiene, handwashing and first aid • Meal service • PPE 	Monitoring <i>COVID-19 Questions and CFOC Crosswalk:</i> https://nrckids.org/files/COVID-19%20Questions-CFOC%20Crosswalk_6.4.20%20w%20public%20instructions.pdf National Resource Center for Health & Safety in Child Care and Early Education, <i>Caring for Our Children (CFOC):</i> National Health and Safety Performance Standards Guidelines for Early Care and Education Programs: https://nrckids.org/CFOC	

Requirements and Considerations	Resources	Implementation Action Steps
<ul style="list-style-type: none"> • Medications, accommodations, underlying medical conditions • Health requirements • Health education • Bedding/napping/cots • Tooth brushing • Potty training/diaper changing/restroom & social distancing 		

Stakeholder Implications	Fiscal Implications	Staffing Implications	Area(s) for Advocacy
<ul style="list-style-type: none"> • Parents/families/staff need to be kept up to date on health screening policies and changes to policies/procedures. • Potential bargaining unit implications. • Monitor the following stakeholders for expert guidance for updates and revise procedures and practices accordingly: <ul style="list-style-type: none"> ○ LA County Department of Public Health ○ CDC ○ CACFP ○ USDA 	<ul style="list-style-type: none"> • Additional temporary staff and/or custodial contracts to support revised screening, sanitation and cleaning procedures. • Additional staffing costs for food prep and meal service. • Additional substitute costs to cover for illness and/or isolation. • Cost of additional or alternative disinfection/sanitation supplies. • Cost of additional equipment (including thermometers & PPE). 	<ul style="list-style-type: none"> • Additional staff to support revised procedures and screenings. • Additional staff and/or contractors to conduct sanitation/disinfecting practices. • Safe use of volunteers. • Substitute plans. • Additional staff to cover care and supervision of isolation area. • Additional staffing/time related to the need for individual food preparation and “grab-n-go” meals for children in distance learning. 	<ul style="list-style-type: none"> • Accommodate for pre-packaged and grab-n-go meals that meet nutritional requirements. • Extended waivers for CACFP. • Increased meal reimbursement. • Funding to support additional meal costs. • Resources for grants. • Inclusion wherever possible. • Children up to date on immunizations and all recommended well-child care.

Stakeholder Implications	Fiscal Implications	Staffing Implications	Area(s) for Advocacy
<ul style="list-style-type: none"> ○ Office of Head Start (OHS) ○ American Academy of Pediatrics (AAP) ● Increased collaboration to best serve children and families and coordinate care: <ul style="list-style-type: none"> ○ Local health care providers and facilities <p>Limited access and/or supplies due to increased demand:</p> <ul style="list-style-type: none"> ● Food vendors ● Medical supply vendors ● Local health care providers and facilities ● Immunization clinics 	<ul style="list-style-type: none"> ● Cost of alternative supplies for access to water (pitchers, disposable cups). ● Cost of portable sinks. ● Increased budgetary needs versus potential state budget cuts. ● Cost of gates/screen doors/partitions. ● Cost of shade structures and/or “easy-ups” for space to conduct screenings. ● Additional costs related to pre-packaged meals and food service supplies ● Cost of dishwashers for EHS-related supplies. ● Cost of single-use items for meal service. ● Additional meal cost related to “grab-n-go” meals for distance learning families. ● Cost of PPE. ● Cost of alternative screening equipment depending on the recommendations for screening methods. ● Cost of translation services, training and printing. 	<ul style="list-style-type: none"> ● Reduced budget for staff meals. ● Training costs for alternative methods for screening. 	

Social and Emotional Supports

Ensuring all students, staff and community members remain healthy and safe by following requirements and considerations in the areas of:

- Mental health services
- Behavior support systems
- Family engagement and support practices
- Providing staff supports
- Other key systems and supports

REQUIRED:

- *Agencies should secure sufficient mental health staff for the back to center service transition.*
- *Ensure that staff wellness is supported.*
- *Implement/reintroduce a psychological first aid module to help staff assess and triage children and families who need mental health referrals/services.*

Requirements and Considerations	Resources	Implementation Action Steps
Mental Health Services		
<ul style="list-style-type: none"> • Establish procedures for access to mental health services via virtual access and face-to-face contact during the COVID-19 restrictions. • When providing face-to-face consultation, the mental health professional must ensure measures for social distancing and sanitation of the space used for consultation. Also reference minimum 	<p>Guidance on physical distancing from AAP, CDC:</p> <p>Guidance Related to Childcare During COVID-19 - American Academy of Pediatrics</p> <p>Caring for Our Children national standards</p> <p>CDC - Guidance for Child Care</p> <p>https://dmh.lacounty.gov/covid-19-information/</p>	

Requirements and Considerations	Resources	Implementation Action Steps
<p>guidance from health and operations teams for sanitation.</p> <ul style="list-style-type: none"> • Mental health consultant contracts should have language that addresses virtual consultations. Scope of work should include expectations for social distancing, sanitation, use of protective masks, etc. Required documentation submission should include tracking of documents completed/obtained during any virtual consultations including electronic submissions if applicable. 	<p>Updated Statement on Telehealth to Reflect Governor’s Executive Order N-43-20</p> <p>American Psychological Association Guidance on Keeping Your Distance to Stay Safe</p> <p>HIPAA Guidance: https://www.hhs.gov/about/news/2020/03/28/ocr-issues-bulletin-on-civil-rights-laws-and-hipaa-flexibilities-that-apply-during-the-covid-19-emergency.html</p> <p>The National Child Traumatic Stress Network: Guidance on Supporting Young Children Separated Due to Coronavirus (this includes other topics as well)</p> <p>https://www.samhsa.gov/coronavirus</p> <p>https://www.nhsa.org/covid-19-resources-parents</p> <p>https://eclkc.ohs.acf.hhs.gov/mental-health</p>	
Behavior Support Systems		
<ul style="list-style-type: none"> • Examine existing tiered social-emotional supports and adjust to current conditions (behavior supports, training data, individualized supports, referrals) • Social-emotional adjustment and measures are prioritized during the initial transition. Decide what flexibility you can provide for 	<p>Committee for Children: https://www.secondstep.org/covid19support</p> <p>CSEFEL - http://csefel.vanderbilt.edu/</p> <p>The National Center for Pyramid Model Innovations offers resources to support families in helping young children cope with</p>	

Requirements and Considerations	Resources	Implementation Action Steps
<p>curriculum requirements as children’s sense of safety and stability is established. Consider standardized lesson plans for teachers, who then can individualize them for the classrooms/children. Identify specific elements to be incorporated into lesson plans.</p> <ul style="list-style-type: none"> • Social interactions, touch and sensorimotor exploration are normative and necessary experiences for young children. Agencies must anticipate that a child’s inclination will be for physical proximity and physical interactions with the environment. Agencies should review typical interventions used to redirect behaviors and identify, alter and develop the interventions that will most support decreased exposure/spread of COVID-19. Agencies should develop a teacher tool box for addressing behaviors within the limitations of limited physical contact. • Gather and analyze existing data to screen and plan for returning children/family needs and more quickly mobilize supports for children/families. • Update data at time of re-enrollment and focus on relevant social-emotional factors at re-entry 	<p>the challenges that might occur during stressful emergency or disaster situations. https://challengingbehavior.cbcs.usf.edu/emergency/index.html</p>	

Requirements and Considerations	Resources	Implementation Action Steps
<ul style="list-style-type: none"> • Data is used to plan responses for children and classrooms (MTSS, ASQ-3, ASQ-SE2, DRDP-2015, DECA-P2, parent interview, etc.) • Consider access to screening and assessment instrument and online options where warranted (and when available). • Plan to support parents when they need further explanation of screening tools for completion/content. • Ratios/composition in a classroom is planned with consideration to the special needs of children (accommodate class sizes as needed using existing data sets). • Staffing is based on child/adjustment/sanitizing need, not solely on ratio limitations. 		
Classrooms		
<ul style="list-style-type: none"> • Assess and prepare classrooms to ensure that there are materials and furnishing in place that support behaviors. Will you need more materials to plan for individual use of each child? Do you have enough materials to help children with self-soothing? Will you need to eliminate some materials because they are not conducive to frequent/daily sanitations or there isn't enough for use of multiple children who are social distancing. 	<p>Helping Children Cope: National Association of School Psychologists: Coping with Changes</p> <p>Washing Hands: Sesame Street: <ul style="list-style-type: none"> • Fun Infographic On Washing Hands • SS Handwashing </p> <p>Wearing Face Masks: How to Prepare Them</p>	

Requirements and Considerations	Resources	Implementation Action Steps
<ul style="list-style-type: none"> • Consider how the classroom environment can support high engagement in materials when material amounts may have to be reduced. • Anticipate that children have been living in limited space during the Safer at Home restrictions. Prepare the classrooms and instruction for the adjustment to the larger classroom environment. Clear pathways and review expectations. • Include/increase self-soothing materials in classrooms. Identify what materials can be used in this manner when typical self-soothing materials are not allowable. • For children: Prepare a reintroduction/first experience social story template for the classroom setting, to prepare them for the classroom experience. <ul style="list-style-type: none"> -Include rules on social distancing and expectations. -Review it with children and their parents before they start. -Consider a virtual introduction where you introduce the social story. <p>What is happening? Why is this happening?</p> • Develop and display new visual schedules that promote social distancing. 	<ul style="list-style-type: none"> • Healthy Children: Tips for Parents and Staff • Zero to Three: Tips for Answering Questions <p>Social Story Wearing Face Masks to School:</p> <ul style="list-style-type: none"> • COVID-19 Social Story: Under this link the story is provided in more than one language: COVID-19 Social Story <p>Early Childhood Technical Assistance Center (ECTAC) is the hub for COVID-19 related resources for serving young children (birth to 5) with disabilities</p> <p>https://eclkc.ohs.acf.hhs.gov/about-us/coronavirus/responding-covid-19</p> <p>https://www.naeyc.org/resources/topics/covid-19</p>	

Requirements and Considerations	Resources	Implementation Action Steps
<ul style="list-style-type: none"> • IFSPs and IEPs are reviewed to help inform the classroom setup. • Implement Tier I monitoring of social-emotional environments to include relevant requirement/practices for addressing COVID-19 items. (e.g., self-soothing materials, is environment supporting social-emotional development, lesson plans that include appropriate social-emotional interventions) 		
Family Engagement and Support Practices		
<ul style="list-style-type: none"> • Parents: Engage parents prior to re-entry to classroom and identify strategies to prepare the child for what to expect—masks, etc. • Staff are trained to anticipate and respond to parent needs • Assessment of staff fears/needs/challenges (front line) • Assessment of parent fears/needs • Plan for consistent and frequent communication • Develop talking points, postings and website notices that will support families with clear and consistent messaging to help families feel confident that the center is prepared and will respond to the children’s health and safety. The messaging should convey the efforts that are being 	<p><u>Committee for Children:</u> <u>https://www.secondstep.org/covid19support</u></p> <p><u>https://eclkc.ohs.acf.hhs.gov/about-us/coronavirus/responding-covid-19</u></p> <p><u>https://www.naeyc.org/resources/topics/covid-19</u></p> <p><u>https://www.cec.sped.org/Tools-and-Resources/Resources-for-Teaching-Remotely</u></p> <p><u>Second Step</u></p> <p>Center for Study of Social Policy <u>https://cssp.org/building-resilience-in-troubled-times-a-guide-for-parents/</u></p>	

Requirements and Considerations	Resources	Implementation Action Steps
<p>implemented to control the spread, describe the supports available and describe preventative health practices.</p> <ul style="list-style-type: none"> • Include the established protocol to address staff and child responses if and when there is an infection/exposure. • Implement a coordinated approach amongst service areas so that parent/families are not overwhelmed with messaging from many agency staff. Plan for efficient contacts with parents and eliminate duplicative and/or conflicting messaging. • Plan an opportunity for pre-transition into the classroom for the children/parents. • Share the modification and expectations for the families. • First home visit: Address how the learning may look different—explain hybrid models as they apply. • Survey parent/caregiver needs and address parents’ concerns about sending children to the physical campus. • Provide families with the option to receive virtual distance learning. • Face-to-face contact is a necessary and important factor in relationship building 	<p>Helping Children Cope: Coping with Changes</p> <p>Washing Hands:</p> <ul style="list-style-type: none"> • Sesame Street: Fun Infographic On Washing Hands • Additional Resources like videos: SS Handwashing <p>Wearing Face Masks: How to Prepare Them</p> <ul style="list-style-type: none"> • Healthy Children: Tips for Parents and Staff • Zero to Three: Tips for Answering Questions <p>Social Story Wearing Face Masks to School:</p> <ul style="list-style-type: none"> • COVID-19 Social Story: Under this link the story is provided in more than one language: COVID-19 Social Story 	

Requirements and Considerations	Resources	Implementation Action Steps
<p>and rapport building. For virtual distance learning, identify ways to implement face-to-face check-ins/live interactions with families even through social distancing efforts.</p> <ul style="list-style-type: none"> • Ensure plans are up to date and relevant to COVID-19 effects/restrictions to support Children transitioning between placements and from home to center. • Parent adjustment supports: <ul style="list-style-type: none"> ○ Plan a welcome back to school activity (e.g., virtual assembly or virtual pep rally) ○ Provide opportunity for parents to discuss the impact of school closure and COVID-19 ○ Offer virtual parent support groups via online platforms routinely 		
Professional Development and Staff Supports		
<ul style="list-style-type: none"> • Agencies should ensure that staff wellness is supported, including acknowledgement of staff's personal commitments with family, etc. • Plan to support the staff's level of confidence about their own health and safety as they return to the centers. Agencies should have the equipment and guidance developed that will support 	<p>Committee for Children - School Reentry Supports for Staff and Students: http://go.secondstep.org/WC-2020-SELA-Resource_SELA-Resource-Landing-Page.html</p> <p>PD and Staff Supports: DMH-UCLA Prevention Center of Excellence https://www.wellbeing4la.org/wellbeing4la-online-learning-center/</p>	

Requirements and Considerations	Resources	Implementation Action Steps
<p>their safe return. The staff's confidence will impact how children and families are received and supported.</p> <ul style="list-style-type: none"> Initial reintroduction to the work environment for staff should include time for processing and rebuilding connections. This supports staff re-adjustment, sense of safety and morale. Staff training should include support to anticipate children's reactions to the collective trauma of COVID-19. Increased mental health referrals may be experienced due to transition reactions. All staff trained to understand normative responses to this initial transition time and when a child/family's experience merits more intensive mental health services. Staff is prepared to receive returning children and families. Identify a psychological first aid model and use it to train staff to gauge, assess and triage child/family need. Training is to be planned for all levels of staff to support observation and linkages for mental health interventions. 	<p>PsychHub - free resource hub to help people address their mental health needs during the COVID-19 pandemic</p> <p>LA County Department of Mental Health offers adult-focused resources including a Coping with Stress during Infectious Disease Outbreaks handout, available in 13 languages</p> <p>https://consciousdiscipline.com/e-learning/building-resiliency-in-uncertain-times/</p> <p>Reflective Supervision – Inclusive ECE https://www.ecmhc.org/relaxation.html</p>	

Requirements and Considerations	Resources	Implementation Action Steps
<ul style="list-style-type: none"> • Implement ongoing and continuous supports via coaching and reflective practice opportunities. <ul style="list-style-type: none"> ○ Monitor staff who are struggling and provide regular check-ins and offer support. ○ Assess the internal capacity of your organization to provide reflective opportunities. <ul style="list-style-type: none"> ▪ <i>Reflective Practice: Mental Health Consultant</i> ▪ <i>Reflective Supervision: Supervision groups for processing gains/challenges/progress</i> • At the initial re-entry time, give staff permission to prioritize children/family adjustment. Curriculum, assessment and documentation requirements are surveyed to identify what can be alleviated during the transition time, in order that classrooms are able to first respond to the safety and stability needs of children adjusting to center and all program options and services in COVID-19 times. Assess and adjust for flexibility with staff roles and responsibilities. • Plan for a professional development to include how to coach parents on doing the work in the home. 		

Requirements and Considerations	Resources	Implementation Action Steps
<ul style="list-style-type: none"> • Staff daily wellness checklist—to include item(s) that include psychological well-being. Develop a plan that will ensure privacy of this document. How will it be completed and who will see it? Ensure that it is used with the appropriate intention. • Establish a crisis response team and connect with Employee Assistance Program (EAP) prior to reopening • Provide staff with resources for self-care and resiliency strategies (e.g., invite EAP to present at all staff meetings) • Integrate EAP resources/services into reopening (e.g., post materials on the website, make materials visibly available on site, email employees resources, provide presentations at opening staff meetings, etc.) • Develop support systems for new teachers, administrators and support staff. 		

Stakeholder, Fiscal and Staffing Implications and Areas for Advocacy section not available.

Family & Community Engagement

Requirements and Considerations in the Areas of:

- Ensuring effective communication systems
- Engaging stakeholders
- Utilizing community partnerships
- Other key systems and supports

REQUIRED:

- Survey all new and returning families on their reopening readiness and needs and utilize results to plan strategies for PY 2020-21.
- Utilize technology to ease recruitment and enrollment processes and attendance recording.
- Implement effective, frequent and ongoing communication with families.
- Develop processes that strive for physical distancing but social connectedness.
- Provide technology resources to facilitate and support engagement, participation and communication (e.g., Wi-Fi, laptop/tablet, phone).

Requirements and Considerations	Resources	Implementation Action Steps
Engaging Families in Decision Making to Better Serve Needs and Interests		
Survey all new and returning families on: <ul style="list-style-type: none"> • Technology capacities and communication platform preferences • Program option, variation and duration needs, interests and readiness 		
Engage Policy Committee <ul style="list-style-type: none"> • Include members in subcommittee to work with staff and other stakeholders in planning of all phases, including post-reopening to stay current and updated with latest information • Collaborate on related reopening processes and procedures 		
Honor families' knowledge and experiences to guide personal decision making		

Requirements and Considerations	Resources	Implementation Action Steps
<ul style="list-style-type: none"> • Sensitivity to new routines to maintain health and safety • Identify how new family practices can be replicated at home • Identify routines that support learning at home 		
Engaging Families and Community for Recruitment, Selection, Enrollment and Orientation		
Develop description of benefits and expectations for each program option and variation offered for PY 2020-21		
Provide referral to reliable care if options do not meet family need		
Utilize technology to ease enrollment process, such as online application and enrollment approval/e-signature		
Utilize virtual/pre-recorded recruitment and orientation videos that describe program options & comprehensive services, and how to enroll		
Provide a welcome/back-to-school activity (e.g., virtual assembly/pep rally)		
Effective Communication Systems for Families		
Ensure all families have access to up-to-date information to make informed decisions		
Ensure two-way communication and centralized system for feedback		
Provide a point of contact		

Requirements and Considerations	Resources	Implementation Action Steps
<p>Utilize well-established systems (e.g., website, marquee, phone banking) and innovative approaches (e.g., social media, apps) to communicate with families at their convenience</p> <ul style="list-style-type: none"> Centralize communication and reduce duplicative messages by selecting one technological and one non-technological communication platform for use and train all staff and families on access and use (via handout or YouTube video) 	<p>Head Start: Using social media to engage parents https://eclkc.ohs.acf.hhs.gov/publication/using-social-media-engage-families</p>	
<p>Ensure communication in multiple languages for family preference</p>		
<p>Establish practices that result in developing positive relationships with families (regular communication, personalized contact, welcoming environments)</p>		
<p>Hold regular stakeholder meetings and provide aligned messages to keep families informed and updated</p>		
<p>Messaging for Families</p>		
<p>Develop standard, uniform messaging to aid staff's communication with families and to include:</p> <ul style="list-style-type: none"> Continuation of services to the community Description of benefits and expectations of each program option and variation for PY 2020-21 Role of parent, benefits of engagement in education 	<p>County of Los Angeles: Confronting COVID-19: LA County Responds https://covid19.lacounty.gov/</p> <p>LA County Department of Public Health: Protocol for Social Distancing: Appendix A http://publichealth.lacounty.gov/media/coronavirus/docs/HOO/HOO_Safer_at_Home_Order_for_Control_of_COVID_5.13.20_APPENDIX_A.pdf</p>	

Requirements and Considerations	Resources	Implementation Action Steps
<ul style="list-style-type: none"> Promotion of comprehensive services offered for all programs and options, opportunities for resources and referrals Health and safety assurances Education on COVID-19 and health and safety precautions for home and family 	<p>National School Public Relations Association: Communicating About Coronavirus? https://www.nspra.org/communicating-about-coronavirus-find-help-nspra-resources</p> <p>Association of California School Administrators: Coronavirus Resources for Schools https://content.acsa.org/coronavirus-in-ca-schools</p>	
Enabling Family Engagement		
Strive for physical distancing but social connectedness	National Education Association: Parent, Family, Community Involvement in Education http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf	
Conduct multifaceted activities that support participation (consider scheduling, special media, virtual and physical platforms)	Coalition for Community Schools: Community School Initiatives and National Models Around the Country http://www.communityschools.org/map.aspx	
Provide opportunities for remote engagement and distant volunteerism (also supports non-federal match)	Institute for Educational Leadership: Community Schools Framework http://www.communityschools.org/assets/1/AssetManager/Community-Schools-A-Whole-Child-Approach-to-School-Improvement1.pdf	
Establish collaboratively new roles for parents/families (duties, responsibilities)		
Provide technology to facilitate and support engagement, participation and		

Requirements and Considerations	Resources	Implementation Action Steps
communication (Wi-Fi, check-out laptops/tablets)		
Provide appropriate training on protocols to empower families on: <ul style="list-style-type: none"> • Taking morning temperatures • Teaching children about proper use of masks, handwashing and pandemic-related hygiene and physical distancing • Supplies (provided and not) • Quarantine room • Actions and consequences for violating safety protocols 	Centers for Disease Control and Prevention: Strategies for Involving Families in School Health (Page 10 and on) https://www.cdc.gov/healthyschools/parentengagement/pdf/parent_engagement_strategies.pdf	
Train on safety protocols for pick-up/drop-off while maintaining a welcoming environment		
Utilize parenting curriculum and provide related workshops to support engagement		
Engaging Stakeholders		
Establish an action committee to work with staff and other stakeholders in planning of all phases, including post-reopening, to stay current and updated with latest information		
Build a sense of community		
Developing and Utilizing Community Partnerships and Support Resources		
Develop standard interview questions to support staff's efforts to continually assess families' needs, well-being	Institute of Education Sciences: Regional Educational Laboratory Program: COVID-19 Resources Memo: How can educators engage families in at-home learning and provide support to them during these challenging times?	

Requirements and Considerations	Resources	Implementation Action Steps
	https://ies.ed.gov/ncee/edlabs/regions/west/Publications/Details/277	
Provide parents adjustment supports such as opportunity to discuss the impact of school closure and COVID-19 or virtual support groups		
Identify community-based organization supports to meet identified social, emotional and health needs		
Provide resources for families: <ul style="list-style-type: none"> • Housing/shelter • Employment (Job Search & Preparation) • Internet/phone services (Lifeline, True Connect) • Baby2Baby resources • Government assistance (social services, health care, financial, unemployment) • Immigration • Respite care 		
Provide resources for health/nutrition/mental health: <ul style="list-style-type: none"> • CA & County Dept. of Public Health • Centers for Disease Control • Food distribution • Community mental health • Health clinics • Calm App • Community Family Guidance Center 		
Provide resources for community connections: <ul style="list-style-type: none"> • Libraries 		

Requirements and Considerations	Resources	Implementation Action Steps
<ul style="list-style-type: none"> • Community centers • Parks and Recreation 		
Provide referral to other child care partners to meet or supplement families' needs for all children		

Stakeholder Implications	Fiscal Implications	Staffing Implications	Area(s) for Advocacy
<ul style="list-style-type: none"> • Program options offered may not meet family need; suggest variety of options and/or provide referral to meet needs • Selection priorities may impact some families' enrollment in their preferred option • Large number of communication platforms to select from • Families may not have access or time to commit to staying informed and using communication platform(s) • Family engagement may be limited due to group size limits and restricted participation from protected groups (e.g., age, medical condition) • COVID-19 precautions and impact on community (e.g., budget reductions) may make it a challenge to engage new and existing stakeholders 	<ul style="list-style-type: none"> • Expenses for innovative recruitment and engagement strategies • Funds for technological/communication needs of staff and families • 	<ul style="list-style-type: none"> • Investment of time to prepare virtual recruitment and orientation materials/processes • Training on communication procedures, platform access and use • Investment in regular and up-to-date two-way communication practices • Training on standard, uniform messaging • Training on strategies to support family engagement that is physically distant yet socially connected • Increased commitment and frequency of contacts with all stakeholders • Increased requests for resources or referrals for families, impacting timeliness 	

Stakeholder Implications	Fiscal Implications	Staffing Implications	Area(s) for Advocacy
<ul style="list-style-type: none">Increased needs of families will require additional time and energy to assess and respond to			

Operations

Maintaining effective and efficient operations by following requirements and considerations in the areas of:

- Facilities
- Budgeting and financial operations
- Human resource services
- Transportation
- Technology infrastructure
- Other key systems and services

REQUIRED:

- *All center-based classrooms must be limited to a group size of no more than 10 children*
- *Family needs must drive the placement and/or prioritization for center-based or home-based enrollment, as well as for distance and virtual learning (DVL)*

Requirements and Considerations	Resources	Implementation Action Steps
Facilities		
<p>Site-specific protection plans:</p> <ul style="list-style-type: none"> • Perform risk assessment and develop site specific protection plans. • Develop timeline for reopening that is realistic and allows facility needs to be addressed • Consider staggered reopening dates, gradual start-up and hybrid virtual/onsite models • Use time spent in distance/virtual learning to plan/prepare for reopening • Plan for reopening of classrooms, offices and all spaces: 	<p>California Department of Education’s Guidebook for the Safe Reopening of California’s Schools https://www.cde.ca.gov/strongertogether</p> <p>CDE Coronavirus Response and School Reopening Guidance https://www.cde.ca.gov/ls/he/hn/coronaviruses.asp</p> <p>Centers for Disease Control and Prevention printable health promotion materials: https://www.cdc.gov/handwashing/materials.html</p>	

Requirements and Considerations	Resources	Implementation Action Steps
<ul style="list-style-type: none"> ○ Establish one point of ingress into each site/class. Dedicated doors for entry vs. exit. ○ Designate foot traffic patterns, such as one-way movement Practical considerations: minimize hallway traffic congestion vs. one-way ○ Install markings on floor to illustrate social/physical distancing, foot traffic arrows, etc. ○ Establish outdoor location/schedule for daily health/wellness checks, with needed materials close at hand ● Post signs: <ul style="list-style-type: none"> ○ “How to” signage—how to stop the spread of COVID-19, proper handwashing, promote everyday protective measures and proper use of face coverings ○ “Where to” signage—designating entrances, 6 feet spacing ○ Place posters describing handwashing steps near sinks ● Restrict use of facility by other groups, if possible, or ensure best practices are followed and disinfect between use ● Ensure safety practices maintained during trash removal (training for staff 	<p>CDC COVID-19 – Considerations for Schools https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html</p> <p>CDC COVID-19 Interim Guidance for Administrators of Schools and Child Care Programs https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html</p> <p>LA County Dept. of Public Health – COVID-19 Guidance for ECE Providers http://publichealth.lacounty.gov/media/Coronavirus/docs/education/GuidanceEarlyChildhoodEducation.pdf</p> <p>Los Angeles County Schools: Rising to the Challenge of COVID-19 A Planning Framework for the 2020-21 School Year</p>	

Requirements and Considerations	Resources	Implementation Action Steps
<p>handling trash, trash cans moved outside so custodians don't need to enter classrooms)</p> <ul style="list-style-type: none"> • Ensure children's belongings are properly separated (e.g., cubbies, storage containers), especially for items brought from home • Consider installation of no-touch equipment: water faucet, soap dispenser, electronic door opening device, foot operated door opener, etc. • Assess facility/agency security needs 		
<p>Classroom-specific protection plans:</p> <ul style="list-style-type: none"> • Determine allowable occupancy per social/physical distancing guideline for classrooms, offices and other spaces <ul style="list-style-type: none"> ○ Measure classrooms to ensure adequate space for social distancing (achieve 6 feet requirement as much as possible) ○ Plan physical space arrangements for social distancing, designate a spot for each child ○ Remove extra furniture/materials not expected to be used and plan for storage (e.g., using cargo containers, unused spaces) ○ Plan to avoid sharing electronic devices, toys, books, etc. 	<p>Examples of moveable room dividers</p> <p>Screenflex portable partitions: https://www.screenflex.com/products/clear-room-dividers/</p> <p>Versare health walls and privacy screens https://www.versare.com/health-walls-and-privacy-screens/</p>	

Requirements and Considerations	Resources	Implementation Action Steps
<ul style="list-style-type: none"> ○ Plan appropriate cleaning of toys and classroom materials ○ Ensure children’s safe use of high-touch materials (e.g., individual tool kits of materials, scheduled use of materials by one group and clean/disinfect between use) <p>For offices/sites:</p> <ul style="list-style-type: none"> ● Install counter shields, as needed ● Develop plans for low/no physical contact with parents/public ● Close communal spaces, if possible, or stagger use and disinfect/clean between use ● Prohibit shared use of small spaces (e.g., copy room, file room) or develop plan for safe use with cleaning/disinfecting between use ● If needed: identify elevator capacity and designate one-way staircases <p>Classes with shared spaces:</p> <ul style="list-style-type: none"> ● Coordinate ingress/egress ● Shared teacher desk area/kitchens: close areas, if possible, or stagger use and clean/disinfect between use 		

Requirements and Considerations	Resources	Implementation Action Steps
<p>Shared restrooms:</p> <ul style="list-style-type: none"> • Plan restroom use to maintain cohort grouping for children as much as possible • Schedule frequent disinfecting/cleaning <p>Open plan classrooms:</p> <ul style="list-style-type: none"> • Ensure effective separation, e.g., install plexiglass barriers with height of at least 6 feet • Each class must have their own entrance and exit path; schedule so groups do not cross paths <p>Playground and outdoor spaces:</p> <ul style="list-style-type: none"> • Increase use of outdoor spaces <ul style="list-style-type: none"> ○ As needed, procure additional seating/tables, supplies, materials, accessible storage ○ Establish safety plans for staffing, training, yard set up, cleaning/sanitizing • For shared outdoor spaces: stagger schedules, clean/sanitize between use • Ensure sufficient shade outdoors • Plan timeline for purchase/installation/permitting of approved shade structures • Eliminate use of slides/play structures 		

Requirements and Considerations	Resources	Implementation Action Steps
<ul style="list-style-type: none"> • Provide outdoor handwashing, if possible (portable or stationary sinks) • Update daily/monthly health and safety checklists for classes <p>Isolation areas:</p> <ul style="list-style-type: none"> • Designate an isolation area to separate children suspected of being sick • Plan for staffing isolation area (and scheduling subs to cover class, if needed) • Store specified PPE in isolation area <p>Emergency procedures:</p> <ul style="list-style-type: none"> • Update emergency preparedness plan • Establish/update pandemic plan <p>Positive COVID-19 cases and site closures:</p> <ul style="list-style-type: none"> • Have a plan that outlines what the program will do if a student or staff person has a positive case of COVID-19 <ul style="list-style-type: none"> ○ Share the plan with staff and families ○ Develop criteria for closure, time period to remain closed and procedure for reopening ○ Address closures in pandemic plan 		

Requirements and Considerations	Resources	Implementation Action Steps
<ul style="list-style-type: none"> ○ Develop plans for potential cycle of closure, reopening, closure, reopening, etc. ● Contact the Department of Public Health Acute Communicable Disease (ACD) Program for guidance on steps to minimize risk for other students and staff (how long a school or classroom closure may be advised) 		
<p>Ventilation/water systems:</p> <ul style="list-style-type: none"> ● Prior to reopening: inspect facilities and perform preventive maintenance ● Ensure that ventilation systems operate properly and increase circulation of outdoor air (change filters, add HEPA filters, increase outdoor air ventilation from HVAC, use fans safely, open windows and doors) ● Ensure water systems are safe to use after facility shutdowns. Eliminate drinking fountains indoors/outdoors and provide alternative water source for children 		
Implementing Social Distancing		
<ul style="list-style-type: none"> ● Adhere to CDC, Los Angeles County DPH guidance 	<p>Centers for Disease Control and Prevention: Childcare, School, and Youth Programs Plan, Prepare, and Respond</p>	

Requirements and Considerations	Resources	Implementation Action Steps
<ul style="list-style-type: none"> • Develop site-specific written procedures for drop-off/pick-up that are shared with families • Consider strategies to support families to minimize contact/pick-ups by parent/grandparents in high-risk COVID-19 groups • Managers/Coordinators/Family Services Workers: limit access to multiple classes/establish cohorts • Outside consultants: identify where consultant movement can be minimized. Consider outdoor meetings w/specialists. Begin consultant visits according to stages of reopening • Volunteers: eliminate use of volunteers • Eliminate field trips and large group events; limit gatherings to those that maintain social distancing and support proper safety procedures. 	<p>CDC: Decision Tree for reopening schools</p> <p>LA County Department of Public Health: Learn more about COVID-19: http://publichealth.lacounty.gov/media/Coronavirus/</p> <p>LA County Dept. of Public Health – COVID-19 Guidance for ECE Providers http://publichealth.lacounty.gov/media/Coronavirus/docs/education/GuidanceEarlyChildhoodEducation.pdf</p> <p>Los Angeles County Schools: Rising to the Challenge of COVID-19 A Planning Framework for the 2020-21 School Year</p> <p>Resource for smocks for caregivers: https://www.fullsource.com/fame-fabrics-k81-white</p>	
Budget Development		
Use CARES funding (one-time) to Prevent, Prepare, Respond to COVID-19, including:		

Requirements and Considerations	Resources	Implementation Action Steps
<ul style="list-style-type: none"> • Facilities: barriers to slow spread, signage to maintain social distancing, furniture for classrooms • Supplies: individual tool kits for children to avoid sharing • Sanitizing: increase staffing for cleaning, increase hours for janitorial contracts, add portable/stationary sinks • Sign-in/out: establish health/wellness checks outdoors • Consider timelines needed to complete preparations deemed essential for safety prior to reopening (processing of orders, facilities improvements, supplies and PPE availability, delivery delays) • Track all COVID-19 related expenditures • Apply for COVID-19 related funding, as available (Resource & Referral agencies, etc.) 		
Human Resources		
<p>HR planning and communication:</p> <ul style="list-style-type: none"> • Establish and maintain an open and collaborative approach for problem solving with labor partners • Work collaboratively with board and other stakeholders • Revise current memoranda of understanding, as needed 	<p>Benefits for Workers Impacted by COVID-19: https://www.labor.ca.gov/</p> <p>California Dept. of Industrial Relations: FAQs on laws enforced by the California Labor Commissioner's office: https://www.dir.ca.gov/dlse/2019-Novel-Coronavirus.htm</p>	

Requirements and Considerations	Resources	Implementation Action Steps
<ul style="list-style-type: none"> • Communicate often and as transparently as possible with staff and unions <p>Staffing, ratios and group size:</p> <ul style="list-style-type: none"> • Design staffing patterns based on program models and budget • Plan staffing to maintain cohorts of teaching team and children to avoid mixing of groups • Evaluate impact of COVID-19 plans on job descriptions, schedules (hours/months worked) and union considerations • Coordinate staff breaks to maintain cohorts, as much as possible <p>Substitutes, floaters and volunteers:</p> <ul style="list-style-type: none"> • Discontinue use of floaters or assign to cohorts, as much as possible, and maintain safety protocols • Develop plans for substitutes that address safety concerns <ul style="list-style-type: none"> ○ Assign subs to cohorts in order to limit contacts, as much as possible ○ Institute health/wellness screening protocols that apply to subs • Discontinue use of volunteers <p>Staffing plans:</p>	<p>CDC COVID-19 – Considerations for Schools https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html</p> <p>CDC - Resource on higher risk populations: https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html</p> <p>CDC COVID-19 - Criteria to Discontinue Home Isolation https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html</p> <p>Department of Fair Employment and Housing: Employment Information on COVID-19: https://www.dfeh.ca.gov/wp-content/uploads/sites/32/2020/03/DFEH-Employment-Information-on-COVID-19-FAQ_ENG.pdf</p> <p>LA County Department of Public Health: Learn more about COVID-19: http://publichealth.lacounty.gov/media/Coronavirus/</p>	

Requirements and Considerations	Resources	Implementation Action Steps
<ul style="list-style-type: none"> • Create emergency back-up staffing plans that anticipate potential staff and substitute shortages • Consider prioritizing remote work options for vulnerable COVID-19 staff (age 65 or over, high-risk, pregnant) • Plan admin/office staffing to maintain cohorts and social distancing, such as staggered schedules <p>Staffing for increased cleaning/sanitizing:</p> <ul style="list-style-type: none"> • Consider additional positions/hours needed (staff, temps, janitorial contractors) • Plan cleaning schedules to maintain cohorts or to occur outside of class time <p>Staffing for daily sign-in/out and health/wellness screening of children:</p> <ul style="list-style-type: none"> • Consider one member outside performing screening/sign-in and one inside with children • Additional staff may be needed for curbside sign-in/out • Schedule realistic time required for sign-in/screening, including impact if staggered start times used <p>Daily health/wellness screening of staff:</p>	<p>LA County Dept. of Public Health – COVID-19 Guidance for ECE Providers http://publichealth.lacounty.gov/media/Coronavirus/docs/education/GuidanceEarlyChildhoodEducation.pdf</p> <p>US Equal Employment Opportunity Commission: What You Should Know About COVID-19 and EEO https://www.eeoc.gov/wysk/what-you-should-know-about-covid-19-and-ada-rehabilitation-act-and-other-eeo-laws</p> <p>US Equal Employment Opportunity Commission: Pandemic Preparedness in the Workplace https://www.eeoc.gov/laws/guidance/pandemic-preparedness-workplace-and-americans-disabilities-act#q6</p> <p>OSHA: Guidance on Preparing Workplaces for COVID-19 https://www.osha.gov/Publications/OSHA3990.pdf</p> <p>California Department of Public Health: COVID-19 Updates https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Immunization/ncov2019.aspx</p>	

Requirements and Considerations	Resources	Implementation Action Steps
<ul style="list-style-type: none"> • Develop guidelines for how staff will be screened and who will complete • Ensure process complies with HIPAA and other legal/privacy requirements—consult HR/professional experts • Establish procedures for how to handle employees who test positive for COVID-19 <ul style="list-style-type: none"> ○ Ensure compliance with workers’ compensation reporting requirements ○ Develop procedures for returning staff to work after a positive diagnosis <p>Staffing during closures:</p> <ul style="list-style-type: none"> • Develop staffing plans for distance/virtual learning during closures • Refer also to “Positive COVID-19 cases and site closures” in Facilities section <p>Revise HR procedures/handbooks to respond to COVID-19:</p> <ul style="list-style-type: none"> • Address ergonomics and other needs for staff working remotely • Adopt flexible sick leave policies as much as possible 		

Requirements and Considerations	Resources	Implementation Action Steps
<ul style="list-style-type: none"> • Plan for referrals to employee assistance programs and other services for staff facing hardships • Comply with new requirements <ul style="list-style-type: none"> ○ HR 6201—addresses Public Health Emergency Leave and other issues (March 2020) ○ Families First Coronavirus Response Act (FFCRA)—addresses paid leave, tax relief, required postings, unemployment changes • Ensure procedures for staff evaluations and progressive discipline are interactive when conducted remotely <p>Staff onboarding, training and pre-service:</p> <ul style="list-style-type: none"> • Conduct virtual interviews for new hires, use electronic documentation • Anticipate longer lead times for staff permit renewals, fingerprinting, medical appointments, immunizations and CPR <ul style="list-style-type: none"> ○ Send timely reminders to staff to avoid lapses • Plan additional time for pre-service training, due to virtual learning formats and introduction of substantial new protocols • Include onsite preparation time for staff before children are present to ensure staff are comfortable with new 		

Requirements and Considerations	Resources	Implementation Action Steps
<p>procedures and that guidelines work as intended when implemented at each site</p> <ul style="list-style-type: none"> • Pre-service training for managers should include reflective supervision and strategies for creating a more responsive, flexible and intentional approach to supervision • Plan for staff and managers' increased needs for ongoing training and coaching during COVID-19 		
Technology Infrastructure		
<ul style="list-style-type: none"> • Tailor virtual approach to the tech capacity of families and identify needs (phone/tablet/computer) • Consider computer/connectivity needs of staff and strategies to provide additional equipment/internet access in order to strengthen delivery of virtual services • For staff working remotely: establish plans for computer back-up/IT support and for providing needed supplies • Develop a system for distributing, tracking and returning devices • Implement acceptable use agreements for staff/families who are provided equipment to take home 	<p>CDE information regarding E-rate (reduced rates) for high-speed Internet and telecommunication access. https://www.cde.ca.gov/</p> <p>Low-cost resource for home internet (\$10-25/month) and free Chromebook offer for eligible households: https://www.human-i-t.org/request-internet</p>	

Requirements and Considerations	Resources	Implementation Action Steps
<ul style="list-style-type: none"> Consider the technology training needs of families (and training for the staff who will provide this training to families) 		
Other Key Systems and Services		
<p>Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA)</p> <ul style="list-style-type: none"> Prioritize center-based placement for 4-year-olds/rising kindergarteners and children with disabilities/IEPs During enrollment planning, consider limiting the number of children in one classroom who have breathing concerns or cannot wear masks Plan reopening start date to comply with guidance from LA County DPH. For school district facilities, comply with guidance from school district Stagger onsite start dates to ease into new protocols by starting with limited number of children and classrooms/sites Count children as enrolled when contact is made with the parent via DVL (allows children in class to have same start date, even in hybrid models) 		
<p>Napping</p> <ul style="list-style-type: none"> Develop napping plan that promotes social distancing 	<p>CDC COVID-19 Guidance for Child Care Programs that Remain Open</p>	

Requirements and Considerations	Resources	Implementation Action Steps
<ul style="list-style-type: none"> ○ Follow guidance from LA County DPH to protect children and ensure distancing ○ Space children 6 ft. apart as much possible or create physical barriers ○ Use head-to-toe arrangement of cots/cribs ● Train staff on safe handling and laundering of bedding 	<p>https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html</p>	
<p>Food Service</p> <p>USDA:</p> <ul style="list-style-type: none"> ● Review latest waivers and apply to CDE ● Follow all guidance and recommendations from USDA, state agencies, CDC and local health department ● For school district programs: Contact school district’s nutrition Services <p>Meal Service/Meal Delivery:</p> <ul style="list-style-type: none"> ● Provide meals to all enrolled children including children with food allergy/intolerances ● Determine and consider other meal-service methods to increase access while 	<p>CDE: Safe Food Handling Practices During COVID-19</p> <p>CDE: School and Child and Adult Day Care Meals – Health Services & School Nursing</p> <p>Current USDA waivers</p> <p>Current LA County Department of Public Health Order of the Health Officer</p> <p>LunchAssist: Face Mask Safety Precautions</p> <p>US Department of Agriculture Food and Nutrition Service: Guidance for school food authorities: Developing a school food safety program based on the process approach to HACCP principles</p>	

Requirements and Considerations	Resources	Implementation Action Steps
<p>complying with physical distancing guidelines</p> <ul style="list-style-type: none"> • Meals to children in the classroom will be individually packaged. No family style meal service • Follow USDA meal pattern requirements • Consider staggered mealtimes • Provide at least 6 feet of physical distancing between groups or tables • Provide physical guides to ensure that students remain at least 6 feet apart • Maintain cohorts and consistent nutrition personnel at each site to reduce risk of exposure (if possible) • Develop protocol for checking under masks for reactions to food allergies, etc. <p>Food Service – Central Kitchen:</p> <ul style="list-style-type: none"> • Update standard operating procedures for sanitation • Ensure that nutrition services employees are trained on the latest Health Officer Order and safety guidance • Teach and reinforce handwashing and use of cloth face covering when near other employees • Post signs on how to stop the spread of COVID-19 		

Requirements and Considerations	Resources	Implementation Action Steps
<ul style="list-style-type: none"> • Maintain and have readily available adequate PPE, soap, sanitizer, disinfectant, etc. for staff • Clean and disinfectant thoroughly and frequently • Review and revise the Hazard Analysis and Critical Control Points (HACCP) plan as necessary • Distribute information regarding Safe Food Handling Practices to the appropriate personnel • Establish procedures for handling menu changes due to supply shortages • Provide staff training on implementing COVID-19 related protocols • Menu planning—consider foods that are readily available through local sources or plentiful from national supply • Promote fresh healthy menu options that are individually plated and proportioned and prewrapped produce • Reorganize workstations to ensure proper physical distancing during meal preparation • Adjust employee shifts to minimize number of staff in the kitchen 		

Requirements and Considerations	Resources	Implementation Action Steps
Food Service – Food Vendors: <ul style="list-style-type: none"> Review contract and make necessary adjustments 		

Stakeholder Implications	Fiscal Implications	Staffing Implications	Area(s) for Advocacy
<ul style="list-style-type: none"> Communication is vital to address parent concerns about safety Involve all HR partners and stakeholders in planning reopening, including unions, Board, Head Start Policy Committee, teachers/staff, custodians, HR depts., substitute agencies and parents. Periodically reevaluate parent access to technology, as changes may occur due to economic conditions or equipment failure. 	<ul style="list-style-type: none"> Shortages have affected ability to secure some supplies and programs may need to locate alternative vendors (e.g., beauty supply vendors for smocks). The timeline to permit and install shade structures may prevent installation prior to reopening, so alternative ways to increase shaded areas should be identified. Increased staffing costs may occur due to more staff on sick leave and associated sub costs. Staff exposure risks may increase likelihood of lawsuits and associated expenses. Anticipate potential increase in expenses related to workers compensation insurance. 	<ul style="list-style-type: none"> Teacher shortages/vacancies are likely to be more severe and this will impact staffing plans. Availability of existing staff may be impacted by staff child care or other needs, and thus affect timeline for reopening. Staffing plans during closures due to COVID-19 cases should ensure distance/virtual learning continues. Increase scheduling flexibility for classroom staff. Plan to meet increased need for substitutes, as higher absence rates may occur among teaching staff. If enough subs are not available to maintain safety protocols, determine impact on 	<ul style="list-style-type: none"> Allow a realistic timeline for reopening that is respectful of safety needs and concerns. Advocate for flexible options in meeting children/family needs. Advocate for alternative compliance strategies while consultant access is limited due to safety requirements. Advocate to maintain 100% state funding and for CDE to fund distance learning activities starting July 1. Advocate for CCLD to expedite licensing process when needed to address COVID-19 safety concerns. Advocate for central purchasing of bulk orders (e.g., clear face mask vendor requires 10,000 minimum order)

Stakeholder Implications	Fiscal Implications	Staffing Implications	Area(s) for Advocacy
	<ul style="list-style-type: none"> • Consider alternate funding sources if CARES funds are not sufficient to cover COVID-19 related needed. • Budget for additional technology needs. Plan for delays in ordering due to increased demand as well as delays in internal processing times (especially for districts). • Utilize free and low-cost resources, when available, to provide technology for families. 	<p>services. Design ways to mitigate impact.</p> <ul style="list-style-type: none"> • Plan staffing patterns to prioritize onsite services for full-day and dosage classes. • Plan ongoing coaching for managers to provide greater support to staff and implement reflective supervision. • Communicate transparently to respond to safety questions from teachers/union about coming back on site. • Plan realistic timelines for staff certifications due to limited availability of online CPR courses. • Periodically reassess staff computer/connectivity needs, which may increase the longer DVL continues. • Develop plans to address staff needs for tech support and training. 	<ul style="list-style-type: none"> • Advocate for support in designing and implementing effective substitute staffing solutions. • Provide information and advocate about mitigating risks of staff lawsuits, liability exposure and workers' compensation claims. • Explore community resources for acquiring technology equipment/Wi-Fi at low/reduced cost. • Advocate to extend the USDA waiver for the whole 2020-21 year. • Develop a list that summarizes a variety of staffing patterns/options that are suitable to meet priorities. • Advocate for program design options that emphasize developmental needs of children and trauma-informed care.

Stakeholder Implications	Fiscal Implications	Staffing Implications	Area(s) for Advocacy
		<ul style="list-style-type: none">• Develop realistic plans for time and personnel needed to clean/disinfect at midday, when required between different cohorts/classes.• Communicate to staff the importance of being vigilant for symptoms and contacting their supervisors if they start to feel sick.• Designate a staff person to be point of contact for responding to COVID-19 concerns.	

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