

Reopening Early Learning and School Age Care Settings

Implementation Checklist

Start the Process

- 1. You can access county-wide child care information.

The Child Care Planning Council of Yuba & Sutter Counties, First 5 Yuba, Sutter County Children & Families Commission, Colusa First 5, Colusa Resource & Referral, and Children's Home Society of CA conducted a county-wide COVID-19 child care needs assessment. Contact the [Children's Home Society of CA](#) or [Colusa County Office of Education](#) for access to needs and resources in each community. Access additional resource information through the [Child Care Planning Council](#), [First 5 Yuba](#), [First 5 Colusa](#), and [Sutter County Children & Families Commission](#).

- 2. Review this checklist together with key staff members and connect with Community Care Licensing.

Designate staff members to coordinate preparedness planning and integrate local CDE, CDPH, and CDC guidance. [Joint guidance document from CDE and CCL is available here](#). Website, [Early Learning & Care Playbook](#) has information for providers and families on safe reopening.

3. Staff Training

- School/site provides ongoing updates about COVID- 19 to staff.
- Staff are encouraged to take [everyday preventive actions](#) to prevent the spread of respiratory illness.
The communications are language and reading level appropriate.
- School/site conducts staff training on sick leave policies prior to re-opening or as needed.
Sick leave policies have been created that are non-punitive, flexible, and consistent with public health policies that allow ill personnel to stay home.
- Staff are notified to avoid work if acute respiratory illness and to contact medical provider to consider COVID-19 testing.
- School/site conducts staff training on COVID-19 [prevention](#), [symptoms](#), [transmission](#) prior to re-opening.
- All staff that perform the task of disinfecting complete the 25-minute online training available from the Department of Pesticide Regulation (DPR).

3. Staff Training

Access the video directly here:

<https://apps.cdpr.ca.gov/schoolipm/training/>

- Staff have been notified about your COVID- 19 policies. Notification Template is available in [English](#) and [Spanish](#).

Preparing to Operate

4. Develop Arrival and Departure Procedures

- Signs have been posted at entrance with visitor policy (limit to essential visitors only).
- One central entry point has been designated at each setting for universal entry health check/ temperature screening.
- Consider staggering pick-up and drop-off times and/or have child care providers come outside the facility to pick up the children as they arrive.
- The plan for curb side drop-off and pick-up limits direct contact between parents and staff members and adheres to social distancing recommendations.
Ideally, the same parent or designated person should drop off and pick up the child every day.
- A sign-in/out policy has been enacted with all parents, educators and essential visitors.
- Handwashing on entry is requested for all staff, children, and essential visitors.
- Ensure face coverings are worn by staff, families, and children over the age of 2 during drop-off and pick-up.

Click the links below to access 1-page fliers from the CDC for:

- [Use Cloth Face Coverings to Slow the Spread of COVID-19](#)
- [Important Information About Your Cloth Face Coverings](#)
- [How to Safely Wear and Take off a Face Covering](#)

5. Plan for Containment

- School/site has procedures to address the need to wear face-coverings.
*Cloth face coverings should **NOT** be put on babies and children under age two because of the danger of suffocation. Persons with a medical or mental health condition, or developmental disability that prevents wearing a face covering shall be exempt. Developmentally, children ages 2-5 may have trouble keeping their mask on; work with parents and do your best.*

5. Plan for Containment

- School/site has a specific plan for managing children with symptoms of acute respiratory illness and/or COVID-19 exposure.
- Plan to have an isolation room or area (such as a cot in a corner of the classroom) that can be used to isolate a sick child.
Additional information about isolation in related settings can be found here: [isolation at home](#).
Be ready to follow CDC guidance on [how to disinfect your building or facility](#) if someone is sick.
- If a sick child has been isolated in your facility, clean and disinfect surfaces in your isolation room or area after the sick child has gone home.
- If COVID-19 is confirmed in a child or staff member: close off areas used by the person who is sick. (CDC)
Open outside doors and windows to increase air circulation in the areas. Wait up to 24 hours or as long as possible before you clean or disinfect to allow respiratory droplets to settle before cleaning and disinfecting. Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, and common areas. If more than 7 days have passed since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary. Continue routine cleaning and disinfection.
- School/site is able to designate a single bathroom for symptomatic children; or procedure for cleaning/disinfecting/sanitizing after each use.
- Signs are posted outside of rooms to indicate appropriate contact and respiratory droplet precautions wherever there are symptomatic children.
- Appropriate PPE (face coverings, gloves, etc.) is available outside of the room where there are symptomatic children.
- Plan has been developed to immediately notify children’s parents/caregivers if symptoms develop or if COVID-19 exposure occurs.
- Plan has been developed to accept back children following illness.
- School is able to serve meals to children in isolation, awaiting pick up.
- Alternate staffing plan has been developed to account for shortages.
- Parents/Caregivers have been notified about your COVID- 19 policies. Notification Template in [English](#) and [Spanish](#).
- School has developed an Infectious Disease Response Plan.
Plan Template in [English](#) and [Spanish](#).

6. Prepare Environment

Caring for Our Children (CFOC) provides national standards for cleaning, sanitizing and disinfection of educational facilities for children.

- Signs are posted throughout school/site to promote handwashing, cough/sneeze etiquette, social distancing, and [other preventative measures](#).
- Hand washing stations or alcohol-based hand sanitizer are available in every room.
- Sinks are well stocked with soap and paper towels for handwashing.
- A plan has been created to audit and address hygiene supplies.
- A plan has been created for cleaning and disinfecting. (CDC)
- Prepare to routinely clean, sanitize, and disinfect surfaces and objects that are frequently touched, especially toys and games. (CDC)
This may also include cleaning objects/surfaces not ordinarily cleaned daily such as doorknobs, light switches, classroom sink handles, desks, chairs, cubbies, and playground structures. Guidance is available for the selection of appropriate [sanitizers or disinfectants](#) for child care settings. An example can be found [here](#). A list of products that are EPA-approved for use against the virus that causes COVID-19 is available [here](#).
- Plan to ensure appropriate cleaning of isolation rooms or spaces has been developed.

7. Consider Staff and Student Safety

- All groups should be stable, meaning the same children and staff should be grouped together whenever possible. Siblings should be grouped together whenever possible to reduce further risk of exposure for the family.
- Group sizes should be as small as possible. Consult local county health ordinances in addition to state licensing guidance.
CDE has updated guidance for state contractors regarding ratios.
- Open windows to ventilate facilities before and after children arrive.
If a parent, child, teacher, or one of their household members tests positive for COVID-19, the faster you can contact everybody connected to that person via a childcare setting the better the chances of heading off an outbreak cluster.
- Be aware of and make available to parents and staff [information about testing sites in Yuba/Sutter and Colusa Counties](#): The state has opened sites in Chula Vista, El Cajon and Escondido to test for active COVID-19 infection. Testing is free, and you do not need to have symptoms.

Operating Your Program

8. Screening Upon Arrival

- Routine symptom screening is initiated at entry for all staff, children, and essential visitors.

Screen upon arrival. Persons who have a fever of 100.40 (38.00C) or above or other signs of illness should not be admitted to the facility. There are several methods that facilities can use to protect their workers while conducting temperature screenings. The most protective methods incorporate social distancing (maintaining 6 feet from others) or physical barriers to eliminate or minimize exposures to symptoms during screening.

Example 1

- Ask parents/guardians to take their child's temperature either before coming to the facility or upon arrival at the facility. Upon their arrival, stand at least 6 feet away from the parent/guardian and child.
- Ask the parent/guardian to confirm that the child does not have fever, shortness of breath or cough.
- Make a visual inspection of the child for signs of illness which could include flushed cheeks, rapid breathing or difficulty breathing, fatigue, or extreme fussiness.

Example 2

- Stand behind a physical barrier that to protect from respiratory droplets of sneezes, coughs, or talks.
- Make a visual inspection for signs of illness.
 - Conduct temperature screening (follow steps): [1] Perform hand hygiene; [2] Wash your hands with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60% alcohol.
 - Put on disposable gloves and check the temperature, reaching around the partition or through the window.
- Make sure your face stays behind the barrier at all times during the screening.
- If performing a temperature check on multiple individuals, ensure that you use a clean pair of gloves for each and that the thermometer has been thoroughly cleaned in between each check.
- If you use disposable or non-contact (temporal) thermometers and you did not have physical contact, you do not need to change gloves before the next check.
- If you use non-contact thermometers, clean them with an alcohol wipe (or isopropyl alcohol on a cotton swab) between each screening. You can reuse the same wipe as long as it remains wet.

You do not need to wear personal protective equipment (PPE) if you can maintain 6 feet.

9. Implement Social Distancing

- Child care settings include the same group each day, and the same child care providers remains with the same group each day. Keep each group of children in a separate room. (CDC)
- Limit the mixing of children, such as staggering playground times and keeping groups separate for special activities such as art, music, and exercising. (CDC)
- Cancel or postpone special events such as festivals, holiday events, and special performances. (CDC)

- At nap time, ensure that children’s naptime mats (or cribs) are spaced out as much as possible, ideally 6 feet apart. Place children head to toe in order to further reduce the potential for viral spread. (CDC)
- Implement strategies to model and reinforce social and physical distancing and movement.
 - Use carpet squares, mats, or other visuals for spacing.*
 - Model social distancing when interacting with children, families, and staff.*
 - Role-play what social distancing looks like by demonstrating the recommended distance.*
 - Give frequent verbal reminders to children.*
 - Create and develop a scripted story around social distancing, as well as handwashing, proper etiquette for sneezes, coughs, etc.*
 - Send home a tip sheet for parents and caregivers to also learn about social distancing*
- Find creative ways to use yarn, masking tape, or other materials for children to create their own space.
- Arrange developmentally appropriate activities for smaller group activities and rearrange furniture and play spaces to maintain 6-foot separation, when possible.
- Offer more opportunities for individual play and solo activities, such as fine motor activities (i.e., drawing, coloring, cutting, puzzles, and other manipulatives).
- Prepare activities that do not require close physical contact between multiple children.

10. Routine Cleaning and Sanitation

- Toys that cannot be cleaned and sanitized should not be used. (CDC)
- 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.
- 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.
- Toys that children have placed in their mouths or that are otherwise contaminated by body secretions or excretions should be set aside until they are cleaned by hand by a person wearing gloves. Clean with water and detergent, rinse, sanitize with an EPA-registered disinfectant, rinse again, and air-dry. You may also clean in a mechanical dishwasher. When placing very small toys in the dishwasher consider using a laundry lingerie back on the topic rack to prevent losing pieces.
 - Be mindful of items more likely to be placed in a child’s mouth, like play food, dishes, and utensils.*

10. Routine Cleaning and Sanitation

- Machine washable cloth toys should be used by one individual at a time or should not be used at all. These toys should be laundered before being used by another child.
- Do not share toys with other groups of infants/toddlers or preschoolers, unless they are washed and sanitized before being moved from one group to the other.
- Set aside toys that need to be cleaned.

Place in a dish pan with soapy water or put in a separate container marked for "soiled toys." Keep dish pan and water out of reach from children to prevent risk of drowning. Washing with soapy water is the ideal method for cleaning. Try to have enough toys so that the toys can be rotated through cleanings.

11. Diapering

- When diapering a child, wash your hands and wash the child's hands before you begin, and wear gloves. Follow safe diaper changing procedures. Procedures should be posted in all diaper changing areas. [Diaper-Changing Steps for Childcare Settings can be found at this CDC Link.](#) [Print and Go Fact Sheet can be found here.](#)
- After diapering, wash your hands (even if you were wearing gloves) and disinfect the diapering area with a fragrance-free bleach that is EPA-registered as a sanitizing or disinfecting solution. If the surface is dirty, it should be cleaned with detergent or soap and water prior to disinfection.

12. Washing, Feeding, or Holding a Child

It is important to comfort crying, sad, and/or anxious infants, toddlers, and preschoolers - they often need to be held.

- To the extent possible, when washing, feeding, or holding very young children: Child care providers should protect themselves by wearing an over-large button-down, long sleeved 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.
- Child care providers should change the button-down shirt, if there are secretions on it, and wash their hands again.
- Contaminated clothes should be placed in a plastic bag or washed in a washing machine.

12. Washing, Feeding, or Holding a Child

- Infants, toddlers, preschoolers, and their providers should have multiple changes of clothes on hand in the child care center or home-based child care.
- Child care providers should wash their hands before and after handling infant bottles prepared at home or prepared in the facility.
- Bottles, bottle caps, nipples, and other equipment used for bottle-feeding should be thoroughly cleaned after each use by washing in a dishwasher or by washing with a bottlebrush, soap, and water.

13. Healthy Hygiene Behavior

- All children, staff, and volunteers should engage in hand hygiene at the following times: Arrival to the facility and after breaks; Before and after preparing food or drinks; Before and after eating or handling food, or feeding children; Before and after administering medication or medical ointment; Before and after diapering; After using the toilet or helping a child use the bathroom; After coming in contact with bodily fluid; After playing outdoors or in sand; After handling garbage.
- Wash hands with soap and water for at least 20 seconds. If hands are not visibly dirty, alcohol-based hand sanitizers with at least 60% alcohol can be used if soap and water are not readily available.
- Supervise children when they use hand sanitizer to prevent ingestion.
- Assist children with handwashing, including infants who cannot wash hands alone.

After assisting children with handwashing, staff should also wash their hands.

- Place posters describing handwashing steps near sinks. Developmentally appropriate posters in multiple languages are available from CDC.
- Cover cough and sneezes.
- Staff and children ages 2 and older should cover their mouth and nose with a cloth face covering.

Cloth face coverings should NOT be put on babies and children under age two because of the danger of suffocation. Persons with a medical or mental health condition, or developmental disability that prevents wearing a face covering shall be exempt. Developmentally, children ages 2-5 may have trouble keeping their mask on; work with parents and do your best.

14. Food Preparation and Meal Service

Specific food service requirements and waivers can be found under School and Child and Adult Day Care Meals at <https://www.cde.ca.gov/ls/he/hn/schoolmeals.asp>

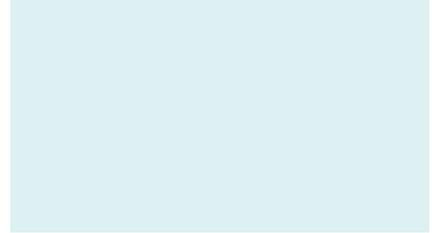
- If a cafeteria or group dining room is typically used, serve meals in classrooms instead. If meals are typically served family-style, plate each child's meal to serve it so that multiple children are not using the same serving utensils.
- Adults should ensure children wash hands prior to and immediately after eating.
- Adults should wash their hands before preparing food and after helping children to eat.
- No 'family style' service is allowed.

15. Security

- Access Control: Having a single point of entry or limited points of entry is recommended if the campus is also a Food Distribution Site.
- Clear Sign-in and Checkout Procedures: It is critical to have the appropriate policy and procedures in place to prevent unauthorized people from removing a child from the facility. A Visitor Management System is also an option if your budget permits. This system would provide the ability to conduct background checks on all visitors. Given the concerns related to COVID-19 contagion, a strict pick-up and drop-off procedure is essential in order to maintain social distancing.
- Campus Security: Trained security personnel provide an additional layer of security to the campus/childcare location. Their presence is a deterrent for individuals who may look to commit unlawful activity on or around the childcare site. Trained security staff also provide another set of eyes for supervision of the children. They play a key role in maintaining a safe and orderly campus. A campus assessment will determine the level of security needed for the campus.
- Crisis Response Plan: All sites should have a Crisis Response Plan that identifies evacuation routes, safety equipment and how to respond to a variety of threatening situations. This plan also includes emergency numbers for Police and Fire.
- Communication System: Handheld radios that allow staff to communicate with each other should be considered as part of the safety plan in centers. On larger campuses, an intercom system is critical.
- Campus Sweeping: The campus and playground equipment should be checked for unsafe objects every day with a more comprehensive search every Monday morning.

15. Security

- Neighborhood Watch: Staff should be mindful of any neighborhood issues that may pose a threat to the campus. A meeting with local law enforcement is recommended to get a recent historical history of the neighborhood.
- Isolation Room: This room should be used to quarantine a sick child until parents/caregivers can pick them up.



Additional Resources

16. Mental Health and Social Emotional Support

- Sutter-Yuba Behavioral Health
24-HOUR PSYCHIATRIC EMERGENCY SERVICES (CRISIS SERVICES): (530) 673-8255 or Toll Free (888) 923-3800
Sutter County Children & Families Commission COVID Resources for Parent and Providers

First 5 Yuba County Children and Families Commission: COVID Resources for Parents and Providers

English
Spanish

Coping with The Stress: Resources for providers, parents and children

COVID-19 Stress, Distress & Trauma Series: Dr. Bruce Perry speaks with Oprah about child stress, distress and trauma.

Sesame Street in Communities: Helping providers and parents during stressful and traumatic situations. Professional resources, trainings and other tools

The National Child Stress Traumatic Network: COVID-19 resources and Support during Public health Emergencies



17. People Who Need to Take Extra Precautions

- People at Higher Risk for Severe Illness
 - [Older Adults](#)
 - [People with Asthma](#)
 - [People with HIV](#)
 - [People with Liver Disease](#)

Consider the safety of staff members.

18. Handouts and Posters (from the CDC)

- [Important Information About Your Cloth Face Coverings](#)
Learn general recommendations for the use of face cloth coverings and how face cloth coverings are different from other mask types.
- [How to Protect Yourself and Others](#)
Protect yourself and others from COVID-19 by learning how it spreads and taking everyday preventive actions.
- [How to Safely Wear and Take Off a Cloth Face Covering](#)
Resource on the proper use of cloth face coverings to prevent the spread of COVID-19.
- [What to do if you are sick](#)
If you are sick with coronavirus disease 2019, or suspected of being infected with it, follow the steps in this fact sheet to help prevent spreading it to people in your home and community.

Alternative Languages: [Amharic](#) | [Arabic](#) | [Burmese](#) | [Dari](#) | [Farsi](#) | [French](#) | [Haitian Creole](#) | [Nepali](#) | [Pashto](#) | [Russian](#) | [Simplified Chinese](#) | [Somali](#) | [Spanish](#) | [Swahili](#) | [Tigrinya](#) | [Ukrainian](#) | [Vietnamese](#)
- [Stop the Spread of Germs Poster](#)
Help prevent the spread of respiratory diseases, like coronavirus disease 2019 by avoiding close contact with people who are sick; covering cough and sneeze; avoiding touching eyes, nose and mouth; and washing your hands with soap and water.

Alternative Languages: [Amharic](#) | [Arabic](#) | [Burmese](#) | [Dari](#) | [Español](#) | [Farsi](#) | [French](#) | [Haitian Creole](#) | [Kinyarwanda](#) | [Karen](#) | [Korean](#) | [Nepali](#) | [Pashto](#) | [Portuguese](#) | [Russian](#) | [Simplified Chinese](#) | [Somali](#) | [Swahili](#) | [Tigrinya](#) | [Ukrainian](#) | [Vietnamese](#)
- [Stop the Spread of Germs Poster 11x17](#)
Alternative Languages: [Spanish](#)

Size: 8.5"W x 11"H

Date: 5/4/20

Size: 8.5"W x 11"H

Date: 5/3/20

Size: 8.5"W x 11"H

Date: 4/16/20

Size: 8.5"W x 11"H

Date: 3/30/20

Size: 11"W x 17"H

Date: 3/30/20

18. Handouts and Posters (from the CDC)

Stay home when you are sick!

If you feel unwell or have the following symptoms, fever, cough, or shortness of breath, stay home and do not go to work.

Alternative Languages: [Spanish](#)

Size: 24"W x 36"H

Date: 3/22/20

Stay home when you are sick!

Alternative Languages: [Spanish](#)

Size: 11"W x 8.5"H

Date: 3/22/20

Symptoms of Coronavirus Disease 2019 poster

Patients with COVID-19 have experienced mild to severe respiratory illness. Symptoms can include fever, cough and shortness of breath. Symptoms may appear 2-14 days after exposure.

Alternative Languages: [Haitian](#)

[Creole](#) | [Korean](#) | [Spanish](#) | [SimplifiedChinese](#) | [Vietnamese](#) | [Amharic](#) | [Arabic](#) | [Burmese](#) | [Dari](#) | [Farsi](#) | [French](#) | [Karen](#) | [Kinyarwanda](#) | [Nepali](#) | [Pashto](#) | [Portuguese](#) | [Russian](#) | [Somali](#) | [Swahili](#) | [Tagalog](#) | [Tigrinya](#) | [Ukrainian](#)

Size: 8.5"W x 11"H

Date: 2/23/20

Wash Your Hands

Follow these steps for proper handwashing to prevent the spread of germs. Wash your hands with soap and water for at least 20 seconds.

Alternative Languages: [Arabic](#) | [Bengali](#) | [Chinese](#) | [French](#) | [Haitian](#) | [Creole](#) | [Portuguese](#) | [Spanish](#) | [Urdu](#)

Size: 8.5"W x 11"H

Date: 1/30/20

Stay Healthy Wash Your Hands

Germs are all around you. Stay healthy by washing your hands often with soap and water for at least 20 seconds. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol. Always wash hands with soap and water if hands are visibly dirty.

Alternative Languages: [Spanish](#)

Size: 8.5"W x 11"H

Date: 11/14/18

Additional Posters and Customizable Templates

This folder contains additional options for posters and templates.

Varies

19. Social Media Toolkit

CDC created this social media toolkit to help localize efforts in responding to the virus that causes COVID-19.

This toolkit provides messages and graphics to help:

- *Ensure current, correct messaging from a trusted source.*
- *Create collateral materials.*
- *Share resources.*

<https://www.cdc.gov/coronavirus/2019-ncov/communication/social-media-toolkit.html>

Supporting Documents	
Description	Link
List of 16 Essential Workers	https://www.cisa.gov/identifying-critical-infrastructure-during-covid-19
Child care regions by zip code Any school district opening a new child care site must contact Community Care Licensing	https://www.cdss.ca.gov/Portals/9/CCLD/Community%20Care%20Licensing%20Division%20Child%20Care%20Offices.pdf
Education resources related to COVID-19 (distance learning, health practices, cleaning guidelines, and more)	<p>Yuba County Office of Education: Coronavirus Information, learning resources, food access and other information staying safe and healthy.</p> <p>Colusa County Office of Education: Corona Virus Information, learning resources, food access and other information staying safe and healthy.</p> <p>MJUSD: Distance learning resources for parents and Teachers</p> <p>CDE- Free distance learning Resources</p> <p>School Closures.org is a website for families and teachers that connects people to a wide variety of free resources and information including:</p> <p>Low cost Internet options: AT&T Comcast</p> <p>Stay, Play, Grow is a free app that is a one-stop source of info and inspiration to help families with children 0-5 make the most of your time together during the coronavirus outbreak and beyond. Content is available in English and Spanish.</p>
Yuba Sutter County COVID-19 Updates and Resources	<p>https://www.yuba.org/coronavirus</p> <p>https://www.bepreparedsutter.org</p> <p>https://www.yuba.org/PRESS%20RELEASE%20-%20NewTeam.pdf</p>
YES-Team for reopening businesses.	

Supporting Documents

Description	Link
Sample “Directives document” from Santee Unified School District’s Child Care program can be viewed via this link:	https://docs.google.com/document/d/1IL1nuWCRUUKMqhWnQC4T7n1mNEwe3IGD_WJOrAoWtul/edit
Sample “health check for parents” document:	https://drive.google.com/open?id=1S0C-cNlgJdvaTKFhgouPDJqQa1bJYIM5
Sample “Daily checklist for Child Care Programs”:	https://drive.google.com/open?id=12cMea-86bklpTjus7ySSqhDK0VQ3Z88z

Please be aware that recommendations and guidance are continuing to change during the reopening process. It is recommended that the latest documents and guidance from Community Care Licensing, CA Dept. of Education, and local Public Health directives are used to make ongoing decisions about health, safety, and program operations.