

## Preschool Group Resources

### **GUIDELINES:**

#### **CA Department of Social Services**

[https://www.cdss.ca.gov/Portals/9/CCLD/PINs/2020/CCP/PIN\\_20-06-CCP.pdf](https://www.cdss.ca.gov/Portals/9/CCLD/PINs/2020/CCP/PIN_20-06-CCP.pdf)

**San Francisco**, new guidelines are here: The full order is here:

<https://www.sfdph.org/dph/alerts/files/OrderNoC19-12-RequiringFaceCovering-04172020.pdf>.

These are the last guidelines from **ACPHD**.

[https://drive.google.com/file/d/1cW\\_7VkmuFmWKfDewzwOYgazyz89R34bb/view?usp=sharing](https://drive.google.com/file/d/1cW_7VkmuFmWKfDewzwOYgazyz89R34bb/view?usp=sharing)

#### **New PIN as of July 15, 2020**

On the **CDC** it says 1 teacher to 10 kids.

From Jennifer Cavaliere : **Child Care Centers**

All childcare centers should adhere to the following teacher: child ratios and group size outlined below for prevention, containment, and mitigation measures.

Follow the group sizes in the chart below, unless more restrictive group sizes are required by federal, state or local authorities. Note that the group sizes below do not include the teacher. When mixed ages are present and include an infant under 18 months, adherence to the 1:6 ratio must be followed to allow for responsive caregiving. If all children being cared for are infants, adherence to the 1:4 ratio must be followed within a group size, with no group no larger than 10.

PIN #20-06-CCP

Page Three

Age Staff: Child Ratio Group Size

0-18 months (infant) 1:4 10

18-36 months (toddler) 1:6 10

3 years - kindergarten entry (preschool) &

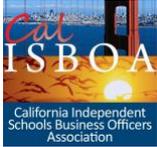
kindergarten entry + (school age) 1:10 10

0 to school age (mixed age groups) 1:6 10

The current PIN is guidelines for now- June 30: **CCLD PIN 20-06**

**BUBBLE COHORT vs STABLE COHORT:**

The Bubble Cohort follows the current state and county guidelines for emergency childcare which requires that a group of no more than 12 children, plus classroom teachers and



assistants, exists within a defined location with no mixing between any other groups or individuals for a period of three weeks. Teachers and staff must remain solely with their Bubble Cohort, and if a child is absent, their space may not be filled by another child new to the cohort. If a bubble is intact, then children do not need to wear face coverings or practice physical distancing; children may engage with each other as in typical play. The Bubble Cohort is most readily applicable to early learning and childcare settings but may also serve as an effective model for students with special needs whose smaller personalized settings and instructional support teams can function as a Bubble Cohort with reduced risk of infection.

A Stable Cohort refers to a defined group of students whose size is dictated by the ability to implement physical distancing within the classroom or primary learning setting. Like a Bubble Cohort, a Stable Cohort aims to minimize mixing of the group members with others but allows for necessary and practical considerations in a student's educational program. A Stable Cohort may have more than one teacher during the instructional day and students, though assigned to a particular area of campus, may move to classrooms as necessary to access required courses. School leaders might consider assigning students in a Stable Cohort to use a specific restroom facility that may also be shared with a limited number of other stable groups. In the Stable Cohort model, service providers and specialists may be able to use outdoor learning spaces for one-on-one or small group work or implement a strict cleaning protocol between sessions in order to work with students in designated learning spaces.

### [ThinkHR Information](#)

#### **PPE:**

Clear **Masks:** <https://www.designboom.com/design/student-creates-transparent-masks-deaf-hard-of-hearing-04-08-2020/>

There are other clear **masks** products out there:

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

<https://safenclear.com/>

**Supplies:** <https://sanmateo4cs.org/covid-19-resources/emergency-child-care-supplies/>

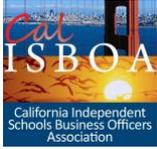
### [Supplyworks.com](#)

#### **CLEANING:**

The California Department of Health just announced that schools can no longer use quaternary cleaners....this includes Clorox wipes.

<https://www.cdph.ca.gov/Programs/CCDPHP/DEODC/EHLB/IAQ/Pages/Cleaning-Products.aspx>

<https://www.endurocide.com/infection-control/surface-disinfection-and-decontamination/qfd-quat-free-cleaner-disinfectant/>



Dash Medical

Here is a link to contactless 1-second read **thermometers**:

[https://ihealthlabs.com/thermometer-pt3/?gclid=Cj0KCQjw4dr0BRCxARIsAKUNjWSP09K7umh7VJet6pGWFaC6IHzz1GtXFY6lzTn34h5HggDw3r\\_xzb0aAnRbEALw\\_wcB](https://ihealthlabs.com/thermometer-pt3/?gclid=Cj0KCQjw4dr0BRCxARIsAKUNjWSP09K7umh7VJet6pGWFaC6IHzz1GtXFY6lzTn34h5HggDw3r_xzb0aAnRbEALw_wcB)

Portable Bathrooms:

<https://www.tuff-jon.com/tj-kid>

United Site Services

Portable Sinks for outdoor classrooms:

<https://portablesink.com/product-category/childcare-portable-sinks/>

Shade Structures for outdoor spaces:

<https://americantent.com/products/30x30-pole-tent?variant=8549196791850>

Electrostatic Sprayers

[Protexus system](#)

Contact Tracing Course (Free):

<https://www.coursera.org/learn/covid-19-contact-tracing?edocomorp=covid-19-contact-tracing>

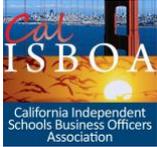
WHAT YOU WILL LEARN

- Describe the natural history of SARS-CoV-2 , including the infectious period, the presentation of COVID-19, and evidence for how it is transmitted.
- Define an infectious contact and timeline for public health intervention through contact tracing.
- Demonstrate the utility of case investigation and contact tracing, identify common barriers, and possible strategies to overcome them.
- Present some ethical considerations around contact tracing, isolation and quarantine.

**PSYCHOLOGICAL effects sources:**

<https://www.naeyc.org/resources/pubs/yc/may2015/trauma-sensitive-classrooms>

<https://www.acf.hhs.gov/trauma-toolkit/early-childhood-programs>



Webinar series with corresponding handouts from the **Institute of Education Sciences**:  
<https://ies.ed.gov/ncee/edlabs/regions/southwest/events/2019/webinar-trauma-responsive-practices.aspx>

**JOFFE Emergency Services:**

[https://docs.google.com/spreadsheets/d/1nW570kMal-OMvQq6xqrUilzU0Tqw9zve5MbaWIhyfdA/edit?\\_hsenc=p2ANqtz--ktKqnr9uXZeNNH-wbkpNqr\\_0PuzBqNUBpUFWysYUEhL4GCQczrJ\\_nFnihgKwujzikpudWMAN30XclxucUfAzGU0pGgA&\\_hsmi=87758903#gid=0](https://docs.google.com/spreadsheets/d/1nW570kMal-OMvQq6xqrUilzU0Tqw9zve5MbaWIhyfdA/edit?_hsenc=p2ANqtz--ktKqnr9uXZeNNH-wbkpNqr_0PuzBqNUBpUFWysYUEhL4GCQczrJ_nFnihgKwujzikpudWMAN30XclxucUfAzGU0pGgA&_hsmi=87758903#gid=0)

**INTERNATIONAL Schools and Resources and other US Schools:**

<https://screencast-o-matic.com/watch/cYhhepB8uV>

The Boulder School made a social story if anyone is interested in seeing it.

[https://drive.google.com/file/d/1NX9hui-UaEO-EZPEKK4C3BoixX\\_6u2LM/view?usp=sharing](https://drive.google.com/file/d/1NX9hui-UaEO-EZPEKK4C3BoixX_6u2LM/view?usp=sharing)

**ARTICLES:**

San Francisco Chronicle: [Higher tuition, shorter days: What schools could look like when they reopen](#)