

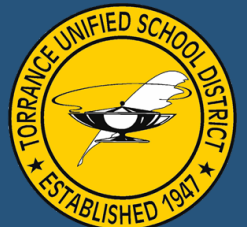
TORRANCE UNIFIED SCHOOL DISTRICT A GUIDE FOR PARENTS

2020-2021 Reopening Schools During COVID-19 Conditions



JULY 15, 2020

This is a fluid working document that may be adjusted as conditions and/or guidance changes.



A MESSAGE TO PARENTS

Dear TUSD Families,

COVID-19 has turned our lives upside down, causing significant complications for our families, community, and especially our schools. You all have exhibited great resilience during a very challenging time. Thank you for working with us to support our youth. Unfortunately, the ongoing health crisis will continue to impact us into the 2020-2021 school year.

In a typical summer, preparing for the start of school is a demanding process, but this summer has the added challenge of making decisions while coping with so much uncertainty. Based on current physical distancing protocols, it is impossible to start the 2020-2021 school year in a traditional, 5-day-a-week environment. We understand that every family's situation is different and we want to provide learning options that take those needs into consideration.

This document, Guide for Parents: 2020-2021 Reopening Schools During COVID-19 Conditions, is intended to provide families with key information about the upcoming school year so they can make an informed decision as to which learning option is best for their child(ren). As we plan for what reopening our schools will look like, our main priority is to welcome our students back to a learning environment that is healthy and safe.

The information provided in this Guide takes into account orders and protocols set by the Centers for Disease Control (CDC), California Department of Public Health, and the Los Angeles County Department of Public Health (LADPH).

We would like to thank our families and staff for taking our surveys, attending our informational sessions and workshops, and asking important questions. Your input and responses have helped guide our planning.

We would also like to thank our Reopening Task Force and committee members, over 200 of them, for their diligence in developing this plan and ensuring our students continue to receive a world-class education.

Sincerely,
Tim Stowe

Terry Ragins - Board President
Betty Lieu, Esq. - Board Vice President
James Han - Clerk of the Board
Jeremy L. Gerson, Ed.D. - Board Member
Don Lee - Board Member

Tim Stowe, Ed.D. - Interim Superintendent
Kati Krumpke, Ed.D. - Chief Academic Officer
Keith Butler, Ph.D. - Chief Business Officer
Ben Egan, Ed.D. - Senior Director, Secondary Education
E Don Kim, Ed.D. - Senior Director, Elementary Education
Mario Liberati, Ed.D. - Senior Director, Human Resources
Gil Mara - Chief Education Technology & Info Services Officer
Tammy Khan - Public Information Officer

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TIMELINE

JULY 20

Deadline to decide on the 2020-2021 Learning Option. ALL students will AUTOMATICALLY be placed in the Blended Learning Option for the 2020-2021 unless parents OPT-IN to Distance Learning (See page 11 for instructions on how to opt-in).

JULY 21-AUGUST 7

School sites design class lists and master schedules to determine student's cohort.

AUGUST 10

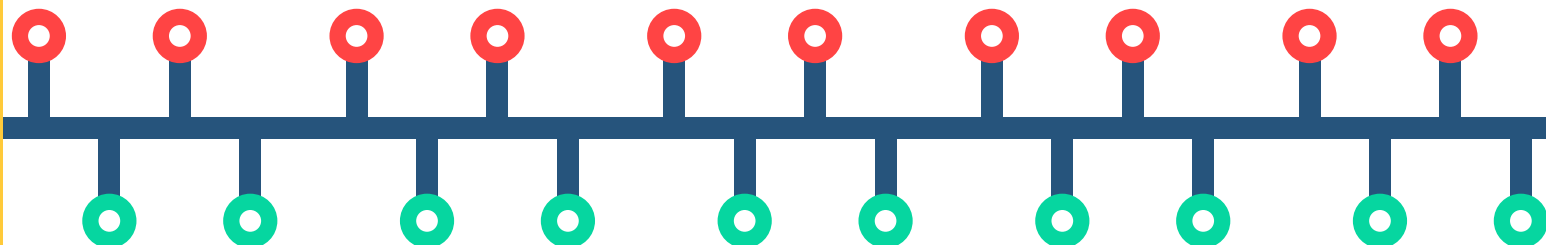
Parents notified about which cohort their child will be in for the 2020-2021 school year.

AUGUST 26

First day of school.

FLEXIBILITY

As we prepare to launch into the 2020-21 school year, we have prepared a plan for our students should we need to pivot away from the Blended Learning (physical classes) due to COVID-19 conditions. We are working with teachers and staff to prepare for adjustments as necessary without causing a disruption to student learning.



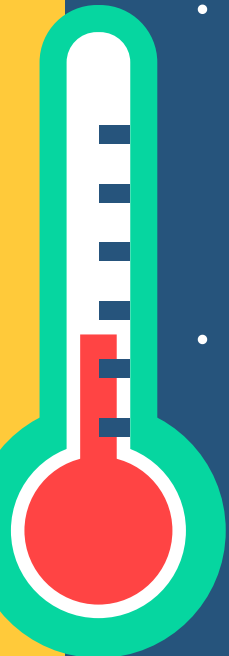
WHAT FAMILIES CAN EXPECT AS SCHOOLS REOPEN

The health and safety of our students, staff, and families is of the utmost importance. When the 2020-2021 school year begins, on-campus school will look much different than previous years due to new health and safety measures. This plan to reopen schools is based on current guidance from public health officials and state agencies and will be updated as the situation evolves.

To ensure maximum learning for our students, we will maintain a continuity of instruction regardless of the model of instruction your student participates in. TUSD is also committed to the physical, mental, and social well-being of our students. When practicable, we will maintain extracurricular programs, clubs, and athletics.

As students return, it will look different.

Screening at Home:

- 
- Families are recommended to take temperatures daily before going to school. Anyone with a fever of 100.4° F or higher should not go to a school site. Personal illness, quarantine, and COVID-19 illness or symptom related absences will be excused.
 - Students and adults are recommended to self screen for respiratory symptoms such as cough and shortness of breath prior to coming to school each day. Students and adults experiencing those symptoms should not attend school.
 - Staff members are required to self-screen and complete a daily temperature check prior to coming to work. If staff members are experiencing symptoms, they should stay home and contact Human Resources.*

Arriving at School:

- Students and staff members will be required to wear face coverings.
- Parents & visitors will have limited to no access to the school campus.
- School sites will designate routes for entry and exit in order to limit direct contact with others.
- School sites will have signage throughout campus to remind students and staff about physical distancing, hand washing, and spreading germs.
- The District is committed to securing additional safety equipment including but not limited to: hand sanitizing stations and student partitions, as supply chain allows.

FACE COVERINGS & PPE

In accordance with the State and County Education and Public Health Agencies for face coverings, students and staff are required to wear face coverings at all times:



- Students must utilize face coverings:
 - While in the classroom
 - While waiting to enter campus
 - While on school grounds (except when eating or drinking)
 - While leaving school
 - While on the bus
- Personal Protective Equipment (PPE) will be provided to staff and students by request.
 - Personal face coverings will be allowed in compliance with dress code policy
 - Teachers and identified staff members may receive a reusable face shield by request
- Gloves are not recommended for use by students or staff, with the exception of those conducting cleaning, first aid or medical support, or food service

OTHER SAFETY CONSIDERATIONS

- Staff members will complete COVID-19 trainings (Hand Washing, Coronavirus Awareness, Center for Disease Control (CDC): Guidelines for Making & Using Face Coverings, and Managing Stress and Anxiety).
- Campuses will follow guidelines developed by the Public Health Department for cleaning, disinfection, and ventilation of school campuses.
- Common touch surfaces will be cleaned regularly (e.g. counter tops, door handles, restrooms, student desks, student chairs, etc.).
- Physical barriers will be installed in front office areas where face-to-face interaction with the public occurs.
- Staff and students will be expected to wash/sanitize their hands regularly.
- Every classroom and workstation will be provided with hand sanitizer to use.
- Schools will limit sharing of supplies between students to the extent possible and encourage students to take home personal items for cleaning daily.
- Signage will promote healthy hygiene practices and reminders to stay home when ill.
- Students will be encouraged to bring water bottles that can be used at water refilling stations (please note: water fountains will be closed to minimize COVID-19 exposure).

ON CAMPUS AND IN THE CLASSROOM

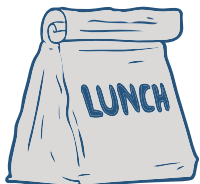


Physical distancing will limit the spread of the virus. Schools will adhere to the following strategies to maintain social distancing as much as possible:

- During regular school hours, school sites will restrict non-essential visitors, volunteers, and activities involving other groups.
- Limit group activities wherever practicable (i.e.: assemblies, award ceremonies).
- Classroom space will be arranged to remove non-essential furniture, allowing maximum space for students and staff.
- Student desks will be arranged to comply with physical distancing guidelines.
- Routes will be designated for entry and exit to lunch, recess, and other transition times, as feasible.
- Staff will be asked to practice physical distancing, including but not limited to, the following:
 - When working indoors or outdoor areas
 - Before and after the work shift
 - Coming and going from vehicles
 - Entering, working, and exiting physical buildings or other structures
 - During breaks and lunch periods



Students may have access to some play equipment during breaks and will maintain physical distancing where possible.



Nutrition Services will serve grab-and-go meals, which will be available to ALL TUSD students, including those that receive free and reduced meals.

SAFETY CONSIDERATIONS FOR STUDENTS WITH DISABILITIES

- Students with sensory/cognitive/behavioral needs that cannot wear a face covering will need to utilize a face shield or covering as possible.
- Students who are deaf/hard of hearing will need to utilize a face shield.
- Students who are on IEPs will have access to Distance Learning if student's family deems necessary.
- School personnel will work closely with families of students who are immunocompromised regarding specific needs when returning to school.



CONSIDERATIONS FOR STAFF WORKING WITH STUDENTS WITH DISABILITIES

- Staff will be given a choice as to type of face covering which is most conducive to addressing their specific student needs.
- IEP services will be delivered with adherence to the wearing of facial coverings, physical distancing, increased hand washing, and sanitizing.
- All staff who work with students who require more hands on services such as diapering, catheterization, feeding, etc. will utilize both face coverings and gloves.
- Staff who work with students who require modeling of oral tasks to complete work will be issued face shields so students are able to view their instructor.

TRANSPORTATION

- Students will fill the vehicle from back to front.
- Vehicles will be cleaned at the end of each route.
- Students & Driver will be required to wear face coverings.
- Students will practice physical distancing and sit in every other seat.
- Should a student become ill while in transit, they will be isolated in a dedicated seat directly behind the driver.



2020-2021 INSTRUCTIONAL OPTIONS

Quality instruction and a commitment to equity for all students continues to be a focus for the TUSD educational programs. We know the needs of our students and families vary, which is why we have provided two instructional options for the 2020-2021 school year: Blended Learning Option or Distance Learning Option. We hope the following information will help parents make the best choice for their students.

ALL students will AUTOMATICALLY be placed in the Blended Learning Option for the 2020-2021 school year unless parents OPT-IN to Distance Learning by July 20, 2020. (See Page 11 for Instructions on How to OPT-IN)

What is the Difference Between Blended and Distance Learning?

BLENDED LEARNING: Students will spend time learning both at school and at home and will be assigned to a group (cohort). When at school, students will receive face to face instruction with their teacher(s). When at home, students engage in asynchronous learning which may include pre-recorded lessons, online learning programs, literature books, virtual field trips, and writing assignments. Students will attend school in the AM/PM (TK-5) or on alternate days (M/TH, T/F). On Wednesdays, students engage in asynchronous learning.

* Blended Learning: The model was designed so if at any point in the school year Public Health Orders force us to close schools due to COVID-19, we will pivot the blended learning model to virtual (from home) instruction.

DISTANCE LEARNING: Students will learn from home full-time and will not attend school on campus. Similar to a regular school day, students will be on a schedule, have specific class times (or class periods), and be required to attend live instruction by the teacher(s) Monday, Tuesday, Thursday and Friday. On Wednesdays, students engage in asynchronous learning.

* Distance Learning: The model was designed so if Public Health Orders permit us to open schools 100% of the time without restrictions, we can pivot the distance learning model and all students who wish to may return to campus (at the quarter or semester). However, regardless of the situation, families will have the choice to continue Distance Learning for the entire 2020-2021 school year.

TUSD schools will work with students and families to ensure equity and access to quality instruction. Accommodations for students with disabilities, students with diverse learning needs, students who are medically vulnerable, and English Learners will be made as needed.

ELEMENTARY SCHEDULE SAMPLE

Blended Learning: AM/PM Model

The student is committing to come to school for approximately 2.5 hours (in the morning or afternoon) on Monday, Tuesday, Thursday, Friday. They are also committing to approximately 90 minutes of learning from home and to complete asynchronous learning on Wednesday from home.

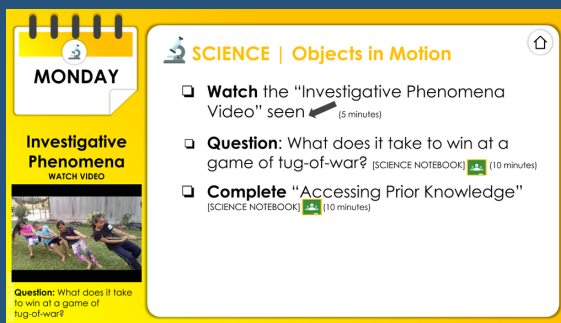
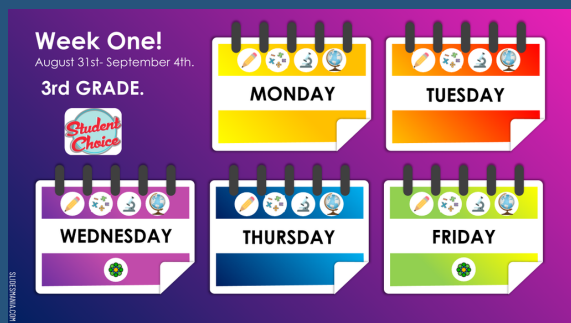
	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session	AM Cohort <i>In-class Instruction</i> (2.5 hours: Time TBD)	AM Cohort <i>In-class Instruction</i> (2.5 hours: Time TBD)	AM/PM Cohorts <i>Asynchronous Instruction</i> Kinder – 2.5 hours 1 st -5 th – 4 hours Intervention, Tutorials, Office Hours, Breakout Virtual meet sessions, etc. Teacher/Team PLC & collaboration Option & opportunity for cohorts to meet together with teacher.	AM Cohort <i>In-class Instruction</i> (2.5 hours: Time TBD)	AM Cohort <i>In-class Instruction</i> (2.5 hours: Time TBD)
	PM Cohort <i>Asynchronous Instruction & Learning</i> (K – approx. 30 minutes 1 st -5 th approx. 90 minutes)	PM Cohort <i>Asynchronous Instruction & Learning</i> (K – approx. 30 minutes 1 st -5 th approx. 90 minutes)		PM Cohort <i>Asynchronous Instruction & Learning</i> (K – approx. 30 minutes 1 st -5 th approx. 90 minutes)	PM Cohort <i>Asynchronous Instruction & Learning</i> (K – approx. 30 minutes 1 st -5 th approx. 90 minutes)
Afternoon Session	PM Cohort <i>In-class Instruction</i> (2.5 hours: Time TBD)	PM Cohort <i>In-class Instruction</i> (2.5 hours: Time TBD)		PM Cohort <i>In-class Instruction</i> (2.5 hours: Time TBD)	PM Cohort <i>In-class Instruction</i> (2.5 hours: Time TBD)
	AM Cohort <i>Asynchronous Instruction & Learning</i> (K – approx. 30 minutes 1 st -5 th approx. 90 minutes)	AM Cohort <i>Asynchronous Instruction & Learning</i> (K – approx. 30 minutes 1 st -5 th approx. 90 minutes)		AM Cohort <i>Asynchronous Instruction & Learning</i> (K – approx. 30 minutes 1 st -5 th approx. 90 minutes)	AM Cohort <i>Asynchronous Instruction & Learning</i> (K – approx. 30 minutes 1 st -5 th approx. 90 minutes)
Note: <i>Asynchronous Instruction & Learning – Takes place online at home.</i>					

Distance Learning:



The student is committing to attend school daily, at home, where they will receive both synchronous and asynchronous instruction.

Here is a video introduction, overview, and explanation of the elementary Distance Learning platform: [Click Here](#)



SECONDARY SCHEDULE SAMPLE

Blended Learning: A/B Schedule

The student is committing to come to school for full days on Monday/Thursday or Tuesday/Friday, and to completing asynchronous learning from home on their three off days.

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
Cohort A attends class on campus, periods 1-6, full day.	Cohort B attends class on campus, periods 1-6, full day.	Both Cohorts work asynchronously at home. PLC, Intervention, Tutorials, Breakout Virtual meets, etc.	Cohort A attends class on campus, periods 1-6, full day.	Cohort B attends on campus, periods 1-6, full day.
Cohort B works asynchronously at home.	Cohort A works asynchronously at home.	Opportunity for 3rd day of support for some high need students	Cohort B works asynchronously at home.	Cohort A works asynchronously at home.

Distance Learning:

The student is committing to attend school virtually for full days, periods 1-6, on Monday, Tuesday, Thursday, Friday, and to completing asynchronous learning virtually on Wednesdays.

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
Student attends class virtually, periods 1-6, full day.	Student attends class virtually, periods 1-6, full day.	Students work asynchronously at home. PLC, Intervention, Tutorials, Breakout Virtual meets, etc. Opportunity for 3rd day of support for some high need students	Student attends class virtually, periods 1-6, full day.	Student attends class virtually, periods 1-6, full day.

DISTANCE LEARNING OPT-IN

By July 20, 2020

1. Log into PowerSchool Parent Portal (<https://ps.tusd.org>)
2. Click on eCollect Forms
3. Click on the form called 2020-2021 Distance Learning Opt-in
4. Click Submit at the bottom right side of the screen
5. If you have more than one student, click on each child's name below the Powerschool logo and repeat the steps above

**Technical
Support
310-972-6994**

PowerSchool SIS

Welcome, Heidi McQueen | Help | Sign Out

Joslyn Ethan Ryan

Alerting

SwiftReach SwiftK12

Navigation

- Grades and Attendance
- Missing Assignments
- Grade History
- Attendance History
- Email Notification
- Teacher Comments
- Ecollect Forms**
- Student Support
- School Bulletin
- Class Registration

School Forms Teacher Forms

Ecollect Forms

Search forms...

- District Survey -

Status	Form Name	Form Description	Category	Last Entry
Empty	2020-2021 Distance Learning Opt-in			

19-20 Registration

Status	Form Name	Form Description	Category	Last Entry
Empty	2019-2020 Registration (Completed)	View submitted 2019-2020 registration information	19-20 Registration	
Empty	School Links	Links to your school website, health forms, documents and partner organizations	19-20 Registration	

Elementary Reports

Status	Form Name	Form Description	Category	Last Entry
Empty	Elementary Achievement Report	View Student Achievement Report (Admin Link)	Elementary Reports	
Empty	Elementary Progress Report	View Student Progress Report (Admin Link)	Elementary Reports	

Additional Considerations:

Can a student move from the Blended School Model to the Distance Learning Model? Or vice versa?

Both the blended and distance learning models are intended to be for a full-year. That being said, we will try to be as flexible as possible to meet the needs of our students, space permitting. For maximum continuity of instruction, changes should be made at the end of a regular grading period.

Can my child participate in distance learning and still participate in school activities?

Absolutely. Schools will provide more information about specific activities and opportunities soon. You can participate in sports at the high school even if you choose distance learning (if allowed).

ATTENDING TO THE SOCIAL EMOTIONAL WELL-BEING OF OUR STUDENTS WILL BE A TOP PRIORITY AS THEY RETURN TO SCHOOL.



To fully support both our student and staff's social-emotional well-being in anticipation of the new school year, the District is conducting The Wellness Wednesday Workshop Series. The Wellness Wednesday Workshop Series will cover a different social-emotional or mental health related topic every Wednesday in the month of August. Topics to be discussed include how to stay connected from a distance, how to cope with constant change, stress and anxiety, and social emotional learning and wellness. Please join us in focusing on our students' social-emotional well-being through the Wellness Wednesday Workshop Series.

District and school staff are committed to supporting student's social emotional wellness and will continue to offer resources to ensure students transition back to school smoothly.

FAMILY RESOURCES & CHILD CARE

TUSD provides a wide variety of resources to help families with their academic and social emotional needs. Partnerships such as Building Bridges and South Bay Families Connected provide parents with opportunities to participate in workshops and access essential resources such as referrals. Families can also access free tele-health and virtual therapy resources, 24/7, made through our partner Care Solace.

- New Student Enrollment and Permits: <https://www.tusd.org/parents/enrollment>
- Apply for Free and Reduced Meals: <https://www.tusd.org/nutrition-services>
- Care Solace: <https://caresolace.com/site/torranceparents/> or via phone 888-515-0595
- Building Bridges Collaborative: <https://www.tusd.org/parent-community-engagement>
- South Bay Families Connected: <https://www.southbayfamiliesconnected.org/tusd>
- City of Torrance Libraries, Live Homework Help:
<https://www.library.torranceca.gov/government/library/youth-programs/homework-help>

CHILD CARE @ THE YMCA

The YMCA will be offering child care opportunities before, during, and after the school day, at some, possibly all, of our school sites. We will provide further details when we have more information to share.

Family Welcome Enrollment Center
2335 Plaza del Amo, Torrance, Ca, 90509
310-972-6280/FWEC@tusd.org

SPORTS AND EXTRACURRICULAR ACTIVITIES

Athletic and Performing Arts are not currently permitted. The Los Angeles Department of Public Health (LADPH) cannot speculate as to when guidance will be issued as it is dependent on the county meeting certain public health metrics.

The purpose of these reopening guidelines for our athletic and performing arts departments in TUSD is to ensure the safest environment and best possible care is being provided for our students who choose to return and participate in these activities.

TUSD Training: Prior to coaching, all staff members will participate in COVID-19 required training (Hand Washing, Coronavirus Awareness, CDC: Guidelines for Making & Using Face Coverings, and Managing Stress and Anxiety).

The [California Interscholastic Federation \(CIF\) Sports Medicine Advisory Committee](#) has developed a [comprehensive document](#) to help school districts prepare for their student-athletes to return to athletic activities. Parents and students wishing to participate in sports or extracurricular activities should check their high school website or contact their school for more information.

LOW-RISK ACTIVITIES	MODERATE RISK ACTIVITIES	HIGH RISK ACTIVITIES
<ul style="list-style-type: none"> • Cross Country • Golf • Marching Band • Marching/Percussion/Color Guard • Swimming & Diving • Sideline Cheer/Song/Dance • Tennis • Track-Specific Events 	<ul style="list-style-type: none"> • Baseball • Basketball • Lacrosse - Girls • Soccer • Softball • Track - Specific Events • Volleyball • Water Polo 	<ul style="list-style-type: none"> • Choir • Competitive Cheer/Song/Dance • Football/Lacrosse - Boys • Marching Band (Wind Instruments) • Wrestling

As the school year approaches, further guidance will likely be forthcoming from the California Department of Public Health (CDPH), California Department of Education (CDE), and California Interscholastic Federation (CIF). TUSD, with guidance from LADPH, will determine PHASE level and duration of each phase for a gradual full physical return of athletics. All sports when permitted to participate in conditioning activities, must adhere to the phased approach outlined below prior to resuming a full physical return of athletics.

PHASE 1	PHASE 2	PHASE 3
<ul style="list-style-type: none"> • 10 people > indoors • 10 people > outdoors • No locker rooms • 6-feet distance • No Athlete contact • No shared equipment • Pods of 5-10 students • No vulnerable individuals involved • Low risk activities begin modified practice 	<ul style="list-style-type: none"> • 10 people > indoors • 50 people > outdoors • No locker rooms • 6-feet distance • No Athlete contact • No shared equipment • No vulnerable individuals involved • Low risk activities resume practice • Moderate risk activities begin modified practice 	<ul style="list-style-type: none"> • 50 people > indoors/outdoors • Locker room open (6-feet apart) • 3-6 feet social distance • Vulnerable individuals social distance • Moderate activities sports resume practice • High risk activities begin modified practice

Field trips are not currently recommended. Consider virtual field trips when possible. Assemblies, dances, and rallies are not recommended at this time.



DISTANCE LEARNING EXPECTATIONS

Student Expectations:

- Attendance: Attend school daily and on time. Student attendance and participation is a 5-day per week, full-day expectation.
- Participation: Be present. Have your device video turned on and ready to appropriately participate in class sessions.
- Work Completion: Meet completion/submission deadlines for synchronous and asynchronous work.
- Communication: Utilize daily the TUSD provided student email account for all teacher-student-school communication.

Parent Expectations:

- Connectivity: Provide internet access and an internet-connected device for daily student use. TUSD will assist if needed.
- Attendance: Support your student's daily and on time virtual learning attendance and participation expectations. Support 5-day per week, full-day learning expectations for students.
- Learning: Support and monitor your student's daily learning and work completion expectations.
- Communication: Maintain accurate contact information in Power School and check emails regularly for school and teacher communication.

Teacher/School Expectations:

- Schedule: Establish daily and weekly schedules and routines for all students.
- Communication: Communicate regularly with students and parents using TUSD student emails, parent emails in PowerSchool, and eTUSD or Google Classroom.
- Attendance: Monitor daily attendance and participation for all students.
- Instruction: Provide daily, live virtual instruction for all students. Provide asynchronous work, as needed, for all students. Utilize eTUSD or Google Classroom as a consistent learning platform.
- Monitoring and Intervention: Monitor student progress and work completion, and provide additional intervention opportunities for students to master essential content.

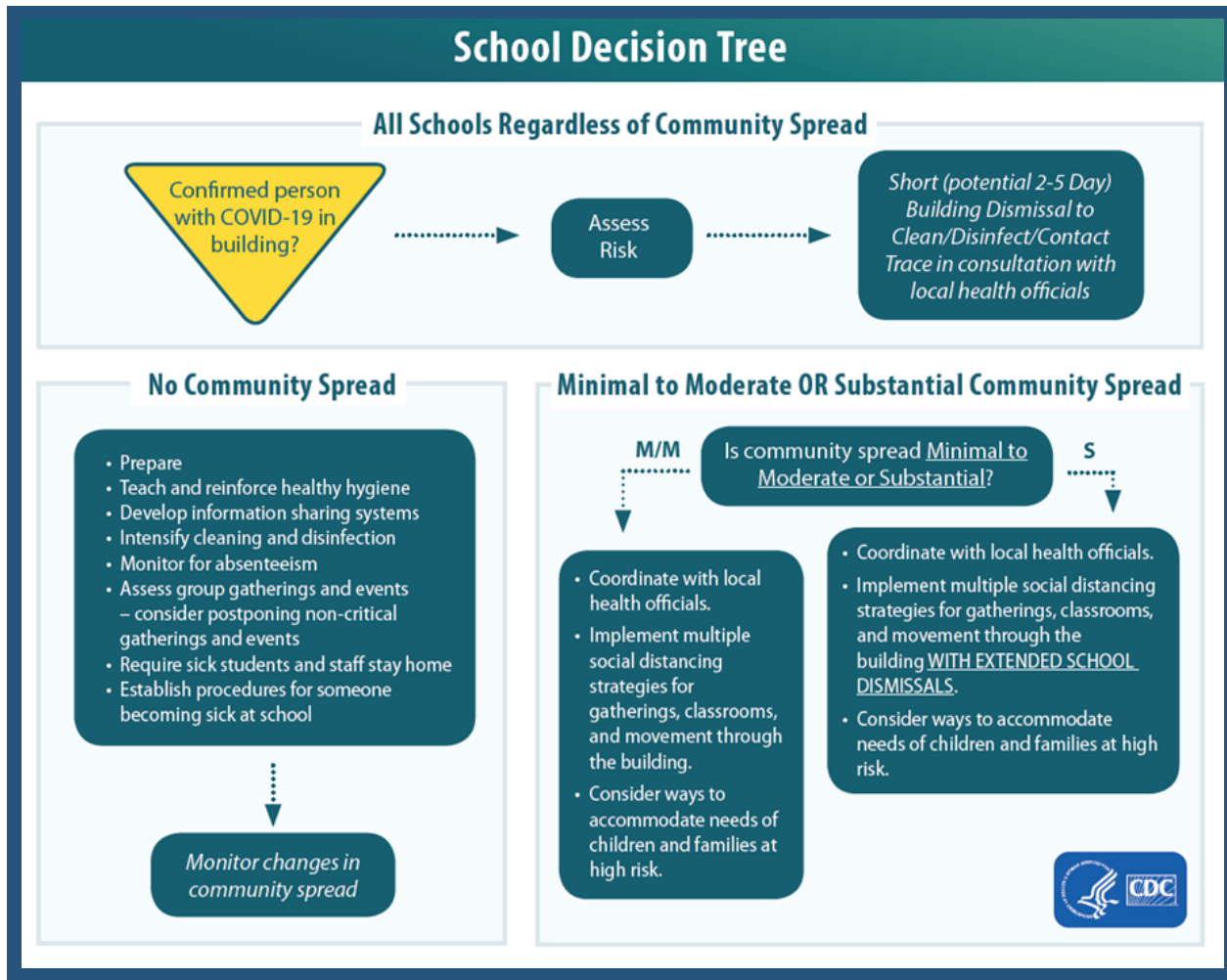
Students that present symptoms while at school

- Students will go to a designated isolation area until they can be picked up by a parent or guardian.
- The District will coordinate with Los Angeles County Department of Public Health (LADPH) regarding suspected and confirmed cases.
- LADPH will be responsible for working directly with the individual and families for notification and contact tracing.
- LADPH will assist the District to determine a course of action should a student or staff member test positive for COVID-19 on a case-by-case basis. This may include dismissal of students and most staff for a short period of 1-3 days.
- **Note: Parents should be prepared to pick up their student(s) immediately in the instance they develop COVID-19 symptoms while at school. Please be sure to have updated emergency contacts in ParentSchool.**

COVID-19 Protocol & Notification

Should a positive COVID-19 case occur at a school site, the following protocols will be followed:

- In accordance with state and local laws and regulations, school administrators will notify local health officials, staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with the Families Education Rights and Privacy Act (FERPA).
- Inform those who have had close contact with a person diagnosed with COVID-19 to self-monitor for symptoms, and follow state and local guidance if symptoms develop.
- TUSD student, staff, and families who have been potentially exposed to a positive COVID-19 case will be notified. These notifications will be completed by administration, in consultation with the school nurse (for students), by phone with follow-up written correspondence which will include:
 - If known, date of potential exposure
 - Information on incubation period and safety protocols that help to limit exposure (hand washing, face coverings, physical distancing)
 - Phone numbers to schedule an appointment at a local testing site
 - **Students:**
 - District contact information for Student Services administration team
 - Return to school protocols when applicable
 - **Staff:**
 - District contact information for Human Resources administration team
 - Employee leave information on H.R. 6201 – Families First Coronavirus Response Act.
- In addition, positive COVID-19 cases may lead to the closure of a classroom, multiple classrooms, or even a school. This will be determined by District administration with direction from Los Angeles County Department of Public Health.
- Contact tracing protocols will take place per guidance from LADPH



Students returning to school after a diagnosis of COVID-19

- LADPH is responsible for clearance of individuals infected with COVID-19, including students.
- After a positive diagnosis is made, students should expect to be in isolation for at least 10 days after the test, and potentially longer if they continue to remain symptomatic.
- Students should not return to school until they have been cleared by LADPH; school nurses will work directly with families when they are cleared and ready to return to school.

ADDITIONAL RESOURCES

[Center for Disease Control \(CDC\): Schools During the COVID-19 Pandemic](#)

[California Department of Public Health Industry Guidance: Schools and School Based Programs](#)

[California Department of Education \(CDE\) Stronger Together: A Guidebook for the reopening of California's Public Schools](#)

[Los Angeles County Office of Education: Rising to the Challenge of COVID-19, A Planning Framework for the 2020-2021 School Year](#)

[American Federation of Teachers: A Plan to Safely Reopen America's Schools and Communities](#)

[AASA The School Superintendents Association: AASA COVID-19 Recovery Task Force Guidelines for Reopening Schools](#)

[California School Board Association: The Uncertain Road Ahead](#)

[CIF Return to Physical Activity/Training Guidelines](#)

[American Academy of Pediatrics COVID-19 Planning Considerations: Guidance for School Re-entry](#)

