

# Reedley College

## Campus Re-Opening Plan, Fall 2020

Version 1.2, August 7, 2020

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## Executive Summary

Reedley College has created this Re-Opening Plan to help guide faculty, staff, administrators and students as we partially re-open the campus for the fall 2020 semester. This plan is intended to address campus operations comprehensively, including instruction, student services, and facilities, but users are encouraged to apply this guidance appropriately to operations in their own departments, areas and offices. The Plan will be updated as we receive feedback from users, as we learn more about the transmission of the virus, and as more substantive guidance is issued by national, state and local agencies.

### **“Standard precautions”**

For those students and employees returning to campus in some capacity for fall 2020, their daily routine should prioritize the following “standard precautions” in all that they do:

- Perform the Daily Health Screening Prior to Arriving on Campus – available on the [College web page](#); should be completed each day you are on campus.
- Social Distancing – whenever possible, stay at least six feet from everyone while you are on campus.
- Facial Coverings – students, employees, visitors, vendors, and construction workers will wear a facial covering anytime they are on College property. There are several possible exemptions, but all on-campus personnel should be prepared to wear a facial covering from the moment you exit your vehicle to the moment you re-enter it to leave campus.
- Cleaning and Disinfection – everyone will be involved – faculty, staff, and students. Students and faculty will help by disinfecting their work areas before and after activities. Hand sanitizing dispensers, sanitizing wipes and/or spray bottles will be made available in every space utilized. Overnight cleaning will be done using misting machines.
- Hand washing and personal hygiene – wash your hands frequently with soap and water or approved hand sanitizer; if you sneeze or cough cover your mouth and nose with a tissue or your elbow, refrain from touching your face.
- If you begin to feel ill at any time while on campus, notify your instructor or supervisor and go home.

### **Instruction**

#### **Instructional Model for Fall 2020**

- After consultation with faculty, staff, administrators, and students, approximately 80% of Reedley’s class sections will be offered in the online environment and the remaining 20% will have some face-to-face component.
- Almost all of the fall 2020 courses retaining some face-to-face component are in the Career Technical Education (CTE), Art, Music or STEM fields.

#### **“COVID Safety Agreement”**

- All students returning to campus in some capacity must acknowledge and commit to certain behaviors (principally compliance with “standard precautions”) by electronically signing the “COVID Safety Agreement.”

## **Adjustments to Protect Health and Safety of Students and Staff**

- To maintain social distancing – class section capacities are reduced, room assignments have been changed to larger spaces, class sections changed from fully face-to-face to hybrid delivery, and class sections have been divided into “A” and “B” groups
- Some classrooms will have Plexiglass barriers installed if social distancing is not possible
- Some class sections will be encouraged to meet outside, when feasible

## **Student Services**

To ensure the protection and safety of all employees, students, and the community, the Student Services Building will be closed. However, a full range of high-quality academic and support services are available via email, phone and Zoom.

### **Virtual and Remote Services:**

All service areas will offer a variety of ways to connect and support students

- Telephone, email, and zoom appointments
- The [Student Services webpage](#) has information on how to access these services
- Students will also see a student resources page in their class Canvas shell with information on how to access student support services

### **Limited On-Campus Services:**

- If an in-person meeting is necessary with a student, the appropriate office will arrange an appointment.
  - All “standard precautions” must be followed.
  - If the appointment is in the Student Services building or another service area, staff will let the student in when it is time for their appointment
- An outside Drop Box will be installed for document submittal
- Tiger Pantry
  - Drive Up Food Distribution – Lot B
  - Information about hours of operation is available on the [Tiger Pantry](#)
- Areas that may provide for limited face-to-face services under extenuating circumstances and only by appointment are:
  - Admissions and Records
  - CalWorks
  - Counseling
  - Dean of Students Office
  - EOPS
  - Upward Bound
  - Health Services
  - Reedley Middle College High School
  - Student Activities
    - Tiger One Cards (pay online)
    - Mail or pick-up by appointment (health and safety protocols will be followed)
  - Student Center
    - The Student Center is closed (no gathering or socializing), except for those students and staff with appointments or meetings in offices located within the building

- The Game Room is closed
- Veteran students are to contact the Veterans Office should they need in-person services
- Residence Hall
  - Is at (reduced) capacity with 70 students
  - “Standard precautions” are in place and will be enforced
  - Full details are available in the Residence Hall Handbook on the [Residence Hall webpage](#)

### **Student Connection and Engagement**

- Tiger Preview
  - The virtual New Student Orientation and Welcome - Tiger Preview will be held on August 5th at 11:00 am for new students
  - Students can register for Tiger Preview by clicking on Tiger Preview banner on the [Reedley College homepage](#)
- Pathway Orientation Sessions
  - First week of the semester – August 10 - 14, 2020
  - Open to all students based on their declared major which is aligned to one of the college's seven pathways
- Associated Student Government (ASG)
  - Will continue to hold virtual meetings

### **Student Life**

- Virtual events such as a virtual scavenger hunt, bingo, club rush, Fitness Fridays, and weekly information hours are being planned. Please check the [Student Activities](#) webpage for information

### **Campus Operations (Administrative Services)**

The Plan includes the following operational protocols to partially re-opening the campus:

#### **Building Services**

- Make disinfection supplies available in every used space; provide hand sanitizer, cleaning wipes, or disinfectant spray to classrooms and offices on campus to support on campus interaction
- Increase cleaning/sanitizing in restrooms and other high-use areas
- Nightly sanitize all offices and classrooms when used by students and employees, spot check all other areas not in use

#### **Administrative Services**

- Ensure adequate funding for PPE supplies, technology, and supplies/equipment needed for face-to-face and online instruction and student services

- Work with budget committee and campus administration to address any potential budget cuts

### **Food Services**

- Provide Food Service Operations in coordination with the Residence Hall for students on meal plans
- Limit the hours of operations while allowing for “grab-and-go” meals to students and staff on campus
- Outside seating and shade structures will be available to allow for eating and drinking; no interior seating will be available
- Food Vending machines will be installed at the Residence Hall and in CTE classroom areas to increase convenient access to food for students

### **Parking**

Students and staff can park for free (no permit necessary) at Reedley College during the fall 2020 semester

## Introduction and Purpose

This document is designed to be a practical planning tool to help departments and offices at Reedley College partially re-establish on-campus operations for the fall 2020 semester. This plan is intended to comprehensively address aspects of campus operation, including instruction, student services, and facilities. It also addresses cross-functional re-opening challenges, including budget, IT, general campus Personal Protective Equipment (PPE) requirements, HVAC systems, etc. This plan also contains links and references to resources that can be consulted for further details to supplement College planning.

Although many documents were reviewed as this document was prepared, including the California Community College Chancellor’s Office (CCCCO) Safe Campus Re-Opening Report, this planning document was modeled more closely after a template created by the Johns Hopkins Center for Health Security, Tuscany Strategy Consulting, and the Council for Higher Education. Titled “OpenSmartEDU,” the planning template was last updated on June 12, 2020. OpenSmartEDU is not intended as a set of one-size-fits-all, authoritative health and safety recommendations, but as a series of more than 500 statements that colleges contemplating re-opening may consider in the context of their own institution. In general, the OpenSmartEDU document restricts itself to a broad outline of measures, protocols, or activities for various operational units across campus. The OpenSmartEDU reserves for the faculty, staff and students of specific institutions, departments and offices the role of creating the details of re-opening the operation of their areas.

The creation of this specific plan for Reedley College was done in June and July 2020 by the College COVID-19 Taskforce. Taskforce members represent instruction, student services, and campus operations. The College Public Information Officer, a student and the District Director of Environmental Health and Risk Mitigation also were part of the Taskforce and provided valuable input to the process.



## **Reedley College COVID-19 Taskforce Members**

Renee Craig-Marius, Vice President,  
Student Services  
Natalie Culver-Dockins, Dean, Student  
Success and Achievement  
Shannon Solis, Dean, Student Services  
Dr. Samuel Morgan, Director, Disabled  
Students Programs and Services  
(DSP&S)  
Jim Mulligan, Coordinator, Tutorial Center  
Lisa McAndrews, Manager, Residence Hall  
Vanessa Leyva, Program Specialist,  
Student Services  
Kelly Murguia, Coordinator, Student Health  
Services and College Nurse  
Melanie Highfill, Vice President,  
Administration  
Mike Kaiser, Building Services Manager  
John Cunningham, Food Service Manager  
Dale van Dam, Vice President, Instruction  
Rebecca Snyder, English Instructor and  
Academic Senate President  
Juan Bedolla, Dean, Instruction, Area B  
Joseph Lin, Biology Instructor

Katherine Guhin, Science Laboratory  
Coordinator and Classified Senate  
President  
Todd Davis, Dean, Instruction, Area A  
Dan Demmers, Director of College  
Technology Services  
Stephen Kodur, Former ASG President,  
Former SCCC Student Trustee  
David Santesteban, Director, Athletics and  
Student Athlete Success  
Kenneth Willet, College Farm Manager  
David Clark, Dean, Instruction, Area C  
Darren Cousineau, District Director of  
Environmental Health and Risk  
Management  
George Takata, Director of Marketing and  
Communications  
Melissa Affeldt, Counselor/Coordinator,  
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Sandra Huerta, Program Assistant, Student  
Services  
LuAnn Aldape, Office Specialist, DSP&S  
Monique Garza, Admissions and Records  
Manager

This plan is intended to be utilized broadly by all members of the campus community (faculty, students, staff and administrators) and especially those returning to campus in the fall of 2020. We anticipate that wide review will result in detection of omissions and errors and we welcome feedback that will improve and update the guidance as we begin the fall semester. We also know that once the semester begins, we will recognize functions that either were not documented in the plan and areas where the plan is not efficient or not feasible. All of these conditions will require modifications. Readers will note that there is also a section of the plan that calls for a continuation of the planning process leading up to spring 2021 (and subsequent semesters); that planning will require at least a portion of the Taskforce to continue meeting throughout the fall semester. All of these circumstances demand that the plan continue to be modified after its original publication date and members of the Taskforce are committed to doing so.

The COVID-19 environment is evolving quickly with changes in rates of spread and a steady release of new guidelines from many sources. As a result of evolving guidance, medical advances and institutional responses, to effectively plan for future semesters, College personnel must remain up to date on COVID-19 developments, including epidemiology findings, national, state, and local regulations, and best practices for safe operation.

## *Pandemic Alert Levels*

Developed with reference to guidance from the Center for Disease Control, as well as state and local agencies, Reedley College has operated since the local advent of the virus in early March 2020 under a system of four “alert levels” corresponding to the threat to the campus community posed by COVID-19. Locally, college campuses are, as of the time of the writing of this plan, moving from Very High Alert to High Alert. Although recent setbacks nationally and locally in the control of the virus may indicate otherwise, it is hoped that the public health environment will move to a Moderate Alert status by the beginning of the fall 2020 semester. The College will, however, be prepared to move quickly between Alert Levels if the COVID-019 transmission rate changes locally.

The following Alert Levels are aligned with different operating scenarios for Reedley College.

**Very High Alert** Stay at home orders are in place, schools and non-essential businesses are closed and individuals are expected to practice self-isolation.

### Institutional Operations

Schools and non-essential businesses remain closed and individuals are expected to practice self-isolation. Campus and building access are restricted. Telework is the preferred choice for as many employees as possible in accordance with state/local mandates. Instruction is remote and in-person housing and in-person academic programs are cancelled.

**High Alert** **State-By-State Reopening** - Institutions and communities can operate low-density environments. Many institutions of higher education are open, but there are significant prevention policies in place which may include limitations on meeting sizes, enforced PPE use, and continued elevated precautions for high risk Individuals.

### Institutional Operations

Instruction is primarily remote. In-person instruction is limited to clinical/practicum activities that are difficult to conduct remotely. Small groups may convene while observing special protocols. Significant prevention policies in place which may include limitations on meeting sizes, enforced PPE use, screening, contact tracing, and selective quarantining/self-isolation.

- Limited access to facilities including use of staggered work shifts.
- Limited small group instruction for lab and skill-based courses.
- Limited small group instruction for high need students and specialized programs.
- Limit shared offices for faculty and staff.
- Strict distancing, face covering, frequent hand washing.

**Moderate Alert** **Protections in Place** – Institutions and communities can operate moderate-density environments. Institutions are open and many protective measures are still actively in place. The underlying threat of outbreak remains, but prevalence of the virus is lower and testing and contact tracing capacities are

robust enough to allow some policies to be relaxed. There may also be available treatments for the disease, which lower the risk of severe outcomes.

#### Institutional Operations

Instruction is a mix of in-person and remote instruction with online options for in-person classes (hybrid) where practical. Some students and faculty will not be able to return to campus and accommodations should be put in place to enable continued academic progress.

- Easing of facility restrictions, rigorous cleaning & PPE protocols.
- Low-density instruction six ft spacing between students.
- Limited specialized facility access (labs, studios, practice rooms).
- Shared offices only with distancing and other measures.
- Strict distancing, face covering, frequent hand washing.

### **Low Alert**

**New Normal** - Institutions and communities can operate high-density environments. Once vaccines and/or highly effective treatments are approved and widely available, and there is low circulation of the coronavirus, prevention practices can be gradually lifted more fully.

#### Institutional Operations

Once vaccines and/or highly effective and widely available treatments are approved for the coronavirus, prevention practices can be lifted. It is likely that even when immune protection is established, social interactions will remain changed for a duration of time and that re-engineered processes and new technologies will persist, so long as they are functional.

- Classrooms near full capacity.
- Shared office spaces.
- Dining and residential activities with some modifications.

#### *Establishing Triggers to Raise or Lower the Alert Level*

To allow Reedley College to react to changing COVID-19 conditions faster and with greater confidence, we describe below the kinds of triggers that might move the campus to higher or lower Alert Levels. To support this process, this plan provides operational guidance by Alert Level in Appendix A.

#### **Directional triggers to raise the alert level:**

- Significant increases in COVID-19 transmission on campus, occurring at a greater rate than the local community.
- Significant increases in COVID-19 transmission within the institution's local community, if it is impractical for the institution to minimize COVID-19 exposure between the institution and local community.
- Evidence that the institution's community is disregarding physical distancing and PPE requirements.

- Insufficient availability of COVID-19 testing by local/state public health authorities, due to logistics, supply chain or other factors.
- Insufficient healthcare capacity, within the local healthcare facilities.
- Insufficient space to manage the number of in-residence students requiring quarantine rooms or self-isolation.
- Local/State/Federal mandates.

**Directional triggers to lower the alert level:**

- Significant decreases in COVID-19 transmission on campus.
- Significant decreases in COVID-19 transmission within the institution's local community, if it was higher than transmission on campus.
- Evidence that the institution's community is consistently observant of physical distancing and PPE requirements.
- Sufficient healthcare capacity, on campus or within the local/state healthcare facilities.
- Local/State/Federal mandates.

# Leadership Planning

## 1. Vision & Planning

### Vision

The senior leadership of the State Center Community College District (SCCCD) and Reedley College have worked with campus stakeholders, including faculty, staff and students to create and communicate a clear vision for a partial return to on campus instruction in fall 2020. Our vision was informed by input from external stakeholders (including the Manager of the City of Reedley, the Administrator of the local hospital, staff of the Fresno County Department of Public Health (FCDPH), guidance from the CCCCO and others), the local infection rate of COVID-19, and national, state, and local policy. We have continuously updated our understanding about local COVID-19 infection rates, health system utilization, the death rate due to the virus, emerging findings regarding transmission mechanisms, PPE, and the practices that will reduce or eliminate the spread of the virus. We've met multiple times with City of Reedley officials and personnel of FCDPH.

Our vision has been to create a plan for continuous, quality instruction to allow our students taking both online and face-to-face courses to continue their educational journey without disruption. Though this is our vision, safeguarding of safety and health, providing the supports for learning and student life, and maintaining the institution's financial health have been our guiding principles.

Given the conditions of the virus in late spring and early summer 2020, in consultation with faculty, staff, and students, Reedley College leadership made the decision in May to hold the majority of our fall 2020 classes online. To facilitate the delivery of lab and skill-based classes, the decision was made to partially re-open the campus, at least for the start of the fall 2020 semester. Since the majority of our classes will be offered online, student support services (Counseling, Tutoring, Admissions and Records, Financial Aid, Disabled Students Programs and Services, Equal Opportunity Programs and Services, Student Activities, etc.) will also be delivered largely in a remote fashion, with some face-to-face services, as appropriate and determined by each office, available on campus.

Since the onset of the COVID-19 crisis, senior college leadership has communicated the overarching planning priority of being protective of the health and safety of students, staff and faculty. College leadership has utilized the college website, a series of virtual student and staff townhalls, surveys, correspondence to students and staff and communication at college committees (initially held face-to-face, but quickly moved to a virtual format) to communicate our vision and plans as they have evolved between March and July, 2020.

The nature of the current Coronavirus epidemic has dictated that any plan put in place to accomplish our vision of continuous, quality instruction without interrupting our students' educational journey be flexible and subject to change. For the foreseeable future, this plan must remain flexible and adaptable. As we are writing the plan, COVID-19 cases are surging in the US, in California and locally. The plans herein for fall 2020 beginning August 10<sup>th</sup> will be subject to adjustment and revision as the start of the fall semester draws near and we continuously evaluate the plan's ability to be protective of the health and safety of students, faculty and staff.

Instructionally, we know that some subjects require hands-on practice with or manipulation of equipment, supplies, or other materials. As an example, it is difficult for students to master welding skills without actually doing welding; certain chemical laboratory processes can only be learned and understood by utilizing glassware and chemicals at a lab bench; it would be difficult for many of our CTE programs to certify that a student is ready for the work force if s/he cannot demonstrate with their own hands that they have mastered certain foundational tasks. Further, in our service area, many of our students lack access to reliable intranet service, so even though the College has made laptops and a WIFI access points available to students, it is difficult to fully bridge the digital divide. We also know that some students (and some instructors) do not thrive in the online environment.

In contrast, many of our courses were already approved and offered in the online modality and/or were readily adapted for delivery in the online environment and many of our instructors are experts at leveraging the power of the internet to enhance their courses.

For these reasons, beginning in early May, we asked our staff and our faculty, the discipline experts, to tell us whether their courses would be fully online, meet in a hybrid fashion or meet face-to-face during the fall semester, given the conditions we knew or projected would be in existence in August 2020. Additionally, for those faculty members planning to retain a face-to-face component, we asked that they conceptually work out a plan for how to maintain social distancing in their face-to-face delivery and assisted them with finding rooms large enough to allow appropriate social distancing.

As anticipated, for about 80% of our fall offerings, our faculty believe that the fully online delivery modality is perfectly acceptable to ensure student learning. For about 20% of our offerings, instructors believed that some component of face-to-face delivery was preferred, if not mandatory, and could be made safe through reducing enrollments, practicing social distancing, facial covering/masking and observing other protocols to inhibit virus transmission.

## Planning

Reedley College created a COVID-19 Taskforce in early June to consider the full range of planning that is necessary to organize a successful response to COVID-19, and to partially resume face-to-face instruction for about 20% of our fall 2020 course offerings. The Taskforce is comprised of students, faculty, staff and administrators. The District Director of Environmental Health and Risk Management is also a Taskforce member.

The group brainstormed a list of potential concerns associated with partial re-opening and resolved to proceed with a spatial indexing system for all campus functional areas to ensure that the plan would be comprehensive. There is also a set of cross-functional processes (such as room disinfection, IT resources, and faculty roles), not tied to just one location on campus, that had to be considered.

For each workgroup within the Taskforce, a lead person was designated along with team members to help identify, research and document appropriate references and guidance. We started with nineteen workgroups and Taskforce members were assigned to collaborate with their peers to address each topic. The workgroups met outside the weekly Taskforce meetings to complete their planning discussions and create a written document outlining their initial plans and concerns. An example template was distributed for the use of the workgroups in creating their plan and a timeline was created for completion of each group's first draft, the compiled plan and the "final" plan. The workgroup then posted their written document and made a verbal

presentation to the broader Taskforce membership for potential feedback, to hear concerns and identify missing elements. Using that feedback, workgroup members refined their written documents and reposted their product. Taskforce members were made aware All were reminded at weekly Taskforce meetings that we are creating a plan in an evolving crisis situation and our initial plan will not be our final version.

Part of this plan is a proposal for an ongoing “COVID-19 Taskforce” that will meet regularly starting during the first week of the fall semester to assess the effectiveness of this plan, identify where additional guidance is needed, assess the status of the virus in the local community, consider whether any triggering conditions (see above, page 4) have occurred, and begin to discuss planning for the spring 2021 semester. The Taskforce has been empowered to recommend and influence decision making for the campus, but ultimate authority for decisions about how to proceed will be made by the President’s Cabinet, comprised of the College Vice Presidents and the College President, and ultimately the College President acting in collaboration with the District Chancellor to agree upon and implement procedures to modify, restrict, postpone or cancel on-campus activities related to COVID-19 outbreak.

The SCCCD Chancellor’s Office, the Reedley College President and the President’s Cabinet are actively monitoring local, national, and international data, media reports and other information sources to have accurate, up-to-date information regarding COVID-19 epidemiology, risk mitigation strategy, policy, and best practices. The SCCCD Board of Trustees receives regular updates of the local, state, and national situation from the District Director of Environmental Health and Risk Management.

#### Coordination Across Workgroups

The College’s COVID-19 Taskforce has functioned as the clearinghouse for functional and cross-functional campus plans and has met weekly throughout the summer of 2020 to present draft workgroup plans, compare needs across functional areas, and receive feedback on their individual workgroup plans. These meetings have provided for communication across the workgroups and have facilitated collaboration on issues of common interest.

#### Equity, Inclusion and a Community of Care

Reedley College’s plan is mindful of the need to avoid undue impacts to specific populations. Any proposed actions and recommendations were developed and vetted to the Taskforce which has broad campus representation (see roster of Taskforce contributors, page 1 and 2 above).

Since the advent of COVID-19 in the area, the College has worked with community partners to provide resources to the community, including food distributions, temporary isolation housing for firefighters that may have been exposed to the virus, and acting as a WIFI “hotspot” for students and the community. The college has been mindful of the potentially deleterious impacts to mental health that could accompany the risk of virus contraction, job loss, loss of social contacts, the need to shelter-in-place, and other interruptions of normal daily life and has provided virtual mental health supports to the campus community. These efforts will continue in the fall semester.

To facilitate the migration to online instruction, the college has held an extraordinary number of training sessions and one-on-one appointments with faculty members since the middle of March 2020. The training sessions have been delivered by the College Instructional Designers and by more-experienced distance education instructors. Hundreds of full- and part-time faculty have been trained between March and this writing. The transition of thousands of course sections to

the online modality in such a brief window was remarkable and helped Reedley to limit student withdrawals during this period. Summer 2020 remained wholly online and saw a growth in Full Time Equivalent students (FTEs) over the summer semester of 2019.

Along with other colleges in the District, in recognition of the economic hardships or changed life situations that impacted the ability of many students to successfully complete courses in spring 2020, Reedley evaluated existing grading policies and relaxed the deadlines for students to designate a change from letter grading to Pass/No Pass grading and for receiving a drop (without penalty). Academic regulations were modified on a one-time basis to allow students, even after the end of the semester, who received a D, and F or an NP to request an “emergency” withdrawal that did not count against or academically harm the student. Students still have the opportunity to appeal academic outcomes from the spring 2020 semester by petitioning Reedley’s Academic Standards Committee if they did not avail themselves of the extended deadlines described above.

Student support services for all students, including counseling, tutoring, financial aid and more, were delivered remotely during spring 2020. That experience allowed Reedley to improve the way online services are delivered and to continue offering those services in fall 2020 (and likely beyond). In addition, provisions will be made for those students that self-identify as needing accommodations due to COVID-19.

This and future versions of the re-opening plan will be reviewed by Reedley’s Student Success and Equity Committees and affinity groups to promote equity and inclusion by ensuring that all student concerns regarding re-opening policies are heard. Protocols and processes related to faculty, staff and/or students that test positive for the virus (described in Section 2.8 of this plan) will be implemented in a manner that avoids stigmatizing those individuals and keeps confidential all health information as required by HIPPA.

#### Guidelines

- CDC, [Colleges, Universities, and Higher Learning: Plan, Prepare, and Respond](#); Resource page for higher education institutions.

#### Resources

- Center for Creative Leadership, [Turning Crisis Into Opportunity: Preparing Your Organization for a Transformed World](#); includes strategies for articulating a bold and flexible vision, cultivating a culture of innovation and leading change with empathy and integrity.
- McKinsey & Company, [Leadership in a crisis: Responding to coronavirus outbreak and future challenges](#) (March 16, 2020); industry agnostic approach to building leadership teams for crisis response including strategies for developing and leading executive teams, response leadership teams, and action teams.
- The International Association of Universities; [Covid-19: Higher Education challenges and responses](#).
- World Bank Group, [COVID-19 Crisis Response: Supporting tertiary education for continuity, adaptation, and innovation](#); guidelines and strategies for tertiary education adaptation.

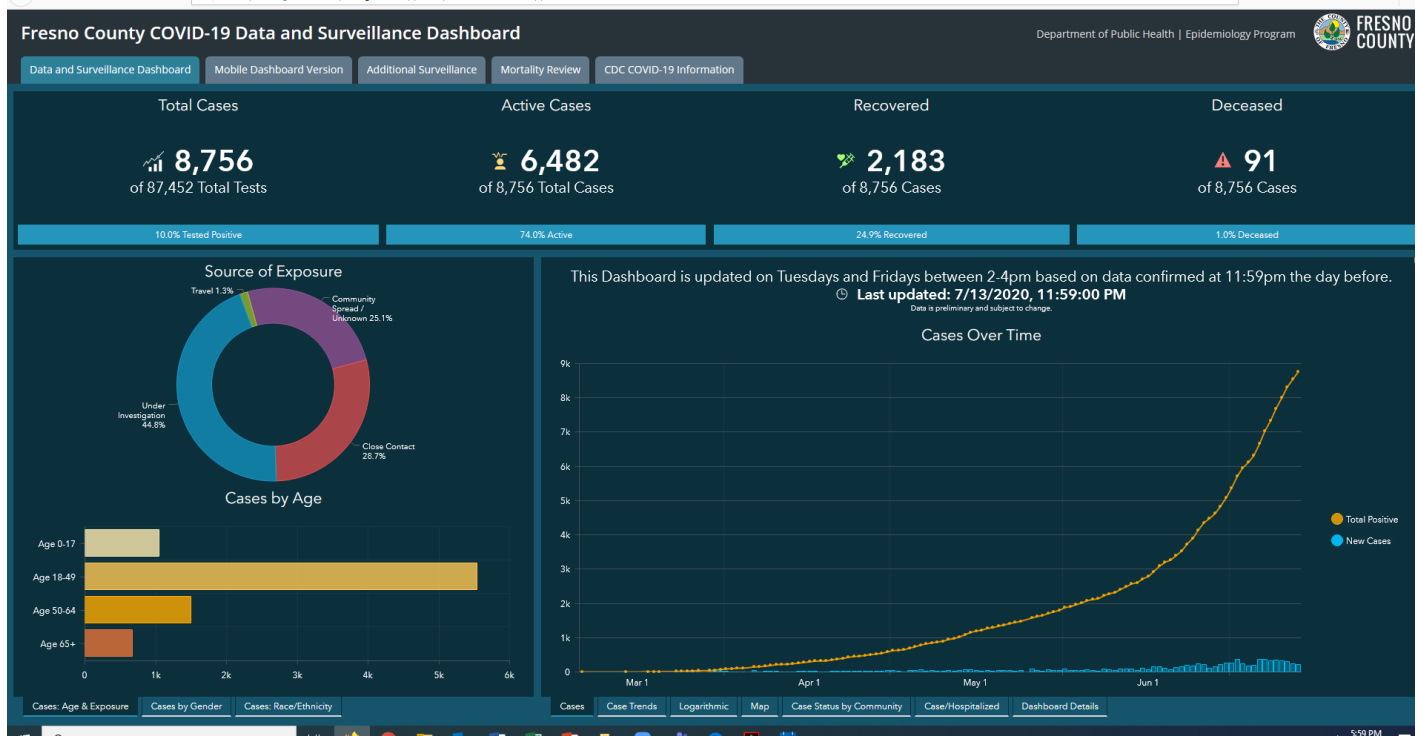


# Cross-Functional Areas

## 2. Outbreak Mitigation Protocols & Emergency Planning

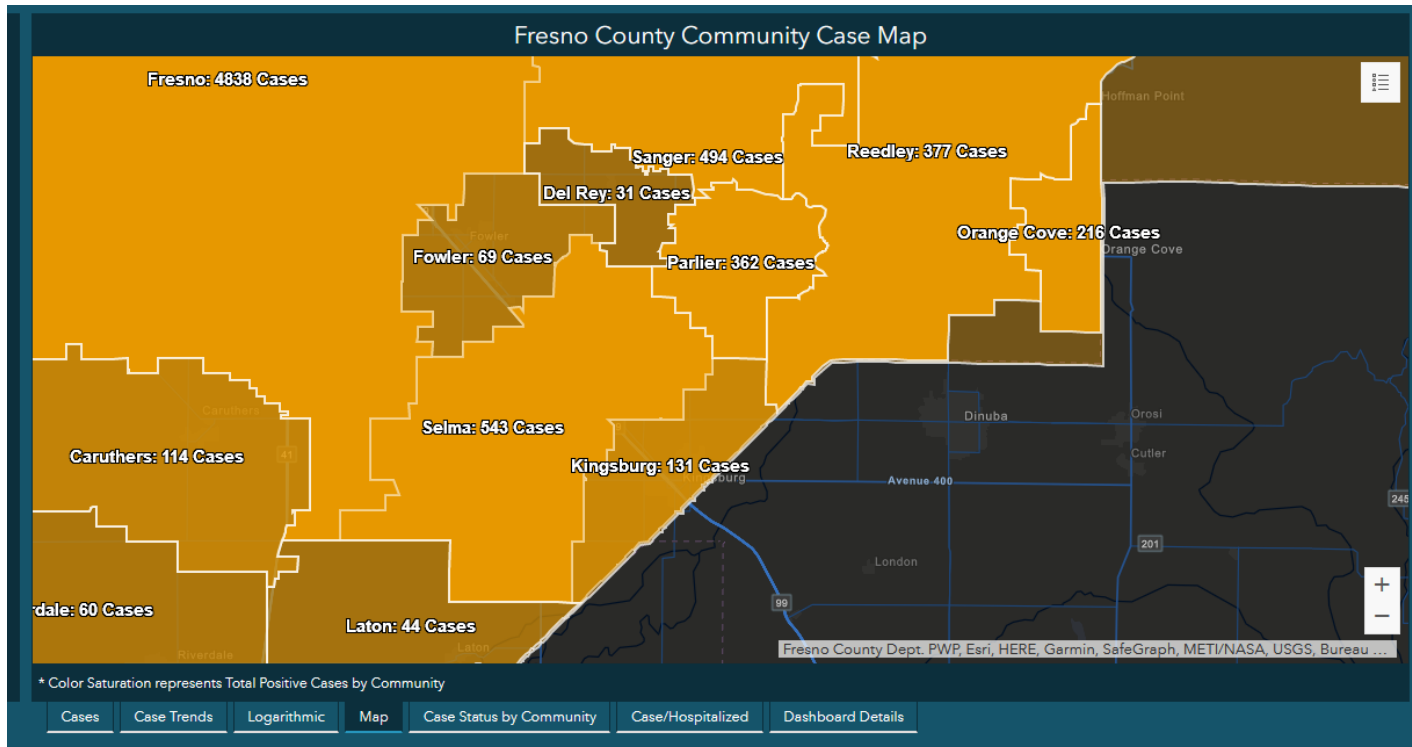
### Assessing Risks

Reedley is located within Fresno County which, like many areas of the state, has experienced a rapid increase in COVID-19 confirmed cases in the months of June and July.



As of July 24, 2020, more than 12,100 cases had been confirmed in Fresno County with 91 deaths attributable to the virus.

As of July 24, 2020, the City of Reedley has experienced 528 confirmed cases with many hundreds more cases in the nearby rural communities served by the College. For example, Selma has reported 707 cases, Parlier 480, Sanger 610, Orange Cove 280 and Kingsburg 194. The death rate for Fresno County is reported to be 0.9%.



As of July 25, 2020, Fresno ranks 7<sup>th</sup> of all counties in the State (behind Los Angeles, Riverside, Orange, San Bernardino, San Diego and Kern counties) for the total number of cases reported and 12<sup>th</sup> in the state in the number of COVID-19 deaths.

As of the middle of July, Fresno is listed among counties in California that have remained on the “County Monitoring List” for 3 consecutive days, with the result that as of July 14, 2020 the following industries or activities were prohibited in the County:

- Fitness Centers
- Worship Services
- Protests
- Offices for non-essential sectors
- Personal care services, like nail salons, body waxing and tattoo parlors
- Hair salons and barbershops
- Malls

In addition, the following indoor operations were prohibited in all California counties:

- Dine-in Restaurants
- Wineries and tasting rooms
- Movie theaters
- Cardrooms
- Family entertainment centers (for example bowling alleys, miniature golf, batting cages and arcades)
- Zoos and Museums

The data above indicate that, notwithstanding its rural location, Reedley College students and staff and the population we serve in the surrounding communities are subject to exposure to COVID-19, though not in numbers that approach some of the more urban areas of the state. At present, there are no confirmed cases of the virus amongst students or employees of the

College. A pilot of measures designed to prevent transmission of the virus in a face-to-face class was conducted and found to be effective in late spring and summer 2020 among students in Aviation Maintenance Technology (AMT) lab course. Face-to-face AMT lab (limited to a small number of students in a large lab space with mandatory social distancing and facial covering) did not result in any of the instructors or participants contracting COVID-19.

For determining the College's Alert Level, the preceding chart (pages 3 and 4) will be used to indicate which general levels of protection and monitoring will be observed. The metrics listed on page 4 will be used to indicate the College should move to higher or lower Alert Levels. We anticipate that additional guidance on alert levels and triggers will be forthcoming over the summer of 2020 from the California Governor's office, the CCCCO and potentially from other sources.

This plan has been reviewed by SCCCD's inhouse Director of Environmental Health and Risk Mitigation and has been submitted for review by the Fresno County Department of Public Health.

#### Campus Access

Traditionally, community college campuses cannot be fully closed to the public due to the overarching importance of access as part of our mission. Additionally, in Reedley's case, our unsecured campus perimeter makes limiting access impractical, as does our historic relationship with our community: Since the Reedley College campus adjoins the Kings River and includes dozens of landscaped acres, a network of roads and sidewalks, and a 300-acre farm, it has long been a destination for local residents pursuing outdoor activities during off-peak hours, weekends and holidays. In addition, prior to and after campus "closure" in March, several construction crews have worked almost continuously on the Math and Science Building expansion, the Heavy Truck Building expansion, and the relocation and construction of the Child Development Center on campus.

The Chancellor of SCCCD published a memorandum on June 24, 2020 (see Appendix B) pertaining to the requirement that all persons on an SCCCD campus were required to wear face coverings under most circumstances.

The District has also mandated use of an online health screening of students and staff returning to campus:

- Since campus "closure" was enacted in March 2020, those staff and students (a limited number) that have continued to regularly visit campus have utilized a daily online health screening application. Utilization of this online screening tool will continue through the fall 2020 semester.
- Both students and staff will be notified in advance of campus reopening of the requirement that the screening tool be completed each day they are on campus via email, text, webpages, the Canvas learning management system, Opening Day announcements, Flex Day training, campus signage and any other communication channels deemed appropriate.
- The screening consists of a review of respiratory symptoms and potential exposure.
- The screening relies on the honesty of respondent in answering questions accurately.

- The screening tool is HIPPA compliant, since the results are shared only with qualified medical professionals.
- Feedback from the FCDPH indicates that the symptom screening is adequate, given our community's current level of risk (FCDPH further clarified that temperature checks are only required for students or staff who become ill while on campus).
- Student athletes' screening results will be forwarded to the athletic trainer or individual coaches for their reference and follow-up (if necessary).
- All other students' screening results will be forwarded to the College Nurse for reference and follow-up (if necessary).
- Since both participation in and the accuracy of the online survey will be on the "honor system," the College may consider an incentive program for those completing the online survey – a prize drawing at regular intervals. A separate drawing prize will be given for athletes and non-athletes.
  - Only those participants signing a HIPPA waiver would be eligible for the drawing prizes. The purpose of the HIPPA waiver is only to help track whether the daily screening is being completed; no personal health information is to be disclosed.
  - A separate drawing would be held for athletes and non-athletes.
- All students (and staff) returning to on-campus activities of any kind will be required to sign and submit the online "COVID Safety Agreement" which will include a commitment to completing the online screening tool daily.

#### Student Athletes Return to Campus

Reedley College and all colleges in the District have postponed (until at least spring 2021) participation in competitive sports that was to occur in the fall 2020 semester (after Reedley's announcement in early July, the governing body of community college athletics, the California Community College Athletic Association, or CCCAA, announced a contingency plan that called for postponement of fall sports to spring 2021). In the absence of competitive sports contests in the fall semester, Reedley will continue to engage, train and condition fall sports athletes. Accordingly, a protocol specifically designed for returning athletes has been developed and is contained in section 11 of this plan.

#### Virus Testing

Neither the District nor Reedley College is requiring students or staff to be tested for COVID-19 prior to return to campus in fall 2020. The District Environmental Health and Risk Management Director has confirmed that neither viral testing (intended to detect current infections) nor antibody tests (intended to detect whether an individual was previously infected) will be expected for the general, asymptomatic campus population (neither students nor staff). At present, the California Department of Public Health is recommending testing only for medical evaluation of persons with symptoms of the virus. The current test availability, turn-around time, accuracy, practicality and expense make testing (especially at the intervals that would make the results meaningful) impractical to deploy as a screening instrument for the fall 2020 semester.

If a confirmed case of COVID-19 is reported amongst the campus population, testing may be utilized in conjunction with the County and State programs for contact tracing. Protocols for such programs are beyond the scope of this document; those programs would be facilitated by an outside entity with assistance from the College Health Services Department.

The College will continue to monitor the state of testing in the region, including the expense, throughput, and turn-around time to assess the use of testing to detect and contain the presence of the virus.

#### Campus Access by Third Party Entities

The District has authorized an addition to the standard Facilities Use Agreement that addresses requirements that have arisen with the advent of COVID-19. A copy of the “Coronavirus Addendum” is contained in Appendix C. The addendum requires that those granted use of facilities adhere to national (CDC), state and local guidance to reduce the spread of COVID-19. In practice, since the advent of the virus locally in March 2020, the College has rejected Facility Use applicants from those proposing to bring large groups onto campus, even if their requested use was for outdoor playing fields. Starting in March, the College also cancelled all in-house events of its own (speaker events, regional agriculture meetings, sports contests, commencement) that had the potential to generate large crowds.

#### Guidelines

- EPA, [List N: Disinfectants for Use Against SARS-CoV-2](#); List of Disinfectants for Use Against SARS-CoV-2, from Pesticide Registration

#### Resources

- Johns Hopkins Bloomberg School of Public Health, [2019 Novel Coronavirus Research Compendium \(NCR\)](#); Curated studies related to Diagnostics, Modeling, Epidemiology, Pharmaceutical Interventions, Non- Pharmaceutical Interventions, Clinical Presentation & Prognostic Risk Factors, Vaccines, Ecology & Spillover
- CDC, [Frequently Asked Questions about Laboratory Testing and COVID-19](#) (May 13, 2020); FAQ on Accessing Testing and Test Supplies.
- Johns Hopkins University and Medicine, [Coronavirus Resource Center](#); COVID-19 testing data, resources, and expert analysis

#### Media Reports

- Yaryna Serkez, [Who Is Most Likely to Die From the Coronavirus?](#) New York Times, June 4, 2020.
- Nell Gluckman, [Does Anthony Fauci Think Colleges Should Reopen? We Asked Him](#), Chronicle of Higher Education, May 22, 2020.
- [When to Reopen: What We Know About Coronavirus Tests, Treatment and Vaccines](#) (May 22, 2020); Leading medical experts say the U.S. needs levels of testing that are about three times what exist as of May 22, 2020, Wall Street Journal

#### Contact Tracing

The Reedley College Nurse completed contact tracing training with the national organization Association of State and Territorial Health Officials (ASTHO) and will collaborate with other District personnel and FCDPH as a member of a contract tracing team, should it become necessary in our area or on our campus. In the event that a confirmed case of COVID-19 occurs to a student or staff member of Reedley College, the College Nurse will work with FCDPH to implement contract tracing in accordance with established protocols. To facilitate contract tracing, should it become necessary, faculty have been encouraged to abide by seating

charts so that a record of close contacts on campus will exist. Reedley College Building Services and the Office of Instruction will designate alternative classrooms to use in other areas on campus if a room/building becomes unavailable due to a positive case determination.

All faculty and staff will receive training on the practices and conditions that will enable contact tracing should it become necessary. Athletic coaches will implement training/conditioning protocols that create pods or smaller groups of athletes that consistently train together.

Any implementation of contact tracing within the campus community will carefully consider privacy, consent, and participation. Neither Reedley College nor the District is considering adoption of digital contact tracing methods at this time.

All staff and students are required to complete the online health screening daily, prior to coming to campus, and to stay home if they are feeling ill. Observing the “standard precaution” protocols (social distancing, wearing facial coverings, handwashing, and cleaning surfaces after use) will assist in reducing the spread of the virus.

#### Resources

- Vox, [What good digital contact tracing might look like](#) (April 22, 2020); an article that diagrams how digital contact tracing works and how it can be used to mitigate outbreaks – the biggest barrier to adoption is privacy.
- CDC, [Topics for Contact Tracers](#); Contact tracing training plan and protocols for how to conduct tracing and protect health information
- JD Supra, [An Update on Coronavirus Contact Tracing: Status, Benefits, and Key Considerations](#) (May 1, 2020); Guidance on use of contact tracing tools from legal perspective including app development strategies and labor employment considerations.
- ASTHO, Making Contact: A Training for COVID-19 Contact Tracers

#### Emergency Planning

The College is working with FCDPH officials to determine the threshold number of confirmed COVID-19 cases, either in the surrounding community or among the campus population, that would indicate an emergency. The SCCCDC Chancellor’s memorandum of July 1, 2020 (“SCCCDC COVID-19 Reporting Procedures” – Appendix D) described the protocols for reporting/communicating positive cases detected for employees and the duration of isolation and quarantine for suspected exposure and confirmed cases. The College has developed a parallel reporting, isolation and quarantine plan for students (see Section 2.8 of this plan).

In the event that a broad emergency shut-down of the College becomes necessary, the college will alert through multiple channels (email, text, website, phone calls, face-to-face meetings, etc.) all campus and community constituents. The college will specify the day and time of shutdown, the expectations of faculty, staff and students regarding the course of action after the shutdown, designate essential personnel, outline the steps required to visit campus, if necessary for those working at home and create a regular and frequent means of communication to keep employees informed.

Community stakeholders, including the City of Reedley, partner school districts, third party organizations, those planning to visit campus (for events, seminars, etc.) will also be notified of

the current status of the campus through multiple communication channels. Banners and signs will be placed at frequent campus entry points to alert the public of the campus status. If emergency shutdown occurs, the Residence Hall has developed a plan to manage housing, boarding, screening, testing, and transportation of students that are unable to return to their permanent residence.

Each College dean, director, coordinator, and program has determined how key personnel in their area, department or office would be temporarily replaced in the event of an extended absence due to their own illness or that of a close family member. The plan may involve sharing duties of the absent individual amongst other department personnel or hiring a temporary replacement from a pool of experienced managers developed by the District.

#### Resources

- National Association of College and University Business Officers (NACUBO), Emergency Preparedness; a curated list of resources for universities to use when considering amending disaster plans based on COVID-19 outbreak scenarios.
- CDC, Implementation of Mitigation Strategies for Communities with Local COVID-19 Transmission (March 12, 2020); Guidance on strategies to mitigate COVID-19 spread in local areas with infection.

#### Quarantine & Isolation Policies

On July 1, 2020 the SCCCD Chancellor published the “SCCCD COVID-19 Reporting Procedures” memorandum (Appendix D). The memo not only describes the reporting procedure for employees that have tested positive or been exposed to another person with the virus, but also specifies the conditions and duration of isolation or quarantine necessary in the event that there is a positive test or close contact. The memo was developed in accordance with national, state, and local guidelines. Reedley College has adapted the July 1 memo to be applicable to both employees and students, as follows:

#### Employees and Students

- In the event of a positive test for COVID-19
  - Send the employee or student home immediately. If an employee, ask them to contact District Human Resources<sup>1</sup> for information on leave options. If a student, ask them to contact the College Nurse<sup>2</sup> for information on care and notification.
  - If an employee, notify District Human Resources and the District Environmental Health and Risk Management Department<sup>3</sup> about the positive result. If a student, notify the College Nurse and the District Environmental Health and Risk Management Department.
  - If possible, isolate their workstation/work area or their classroom seats for 36 to 48 hours, then disinfect.

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<sup>1</sup> [julianna.mosier@sccd.edu](mailto:julianna.mosier@sccd.edu) or [stacy.zuniga@sccd.edu](mailto:stacy.zuniga@sccd.edu)

<sup>2</sup> [kelly.murgiu@reedleycollege.edu](mailto:kelly.murgiu@reedleycollege.edu)

<sup>3</sup> [dehs@sccd.edu](mailto:dehs@sccd.edu)

- Do NOT communicate with other employees or students the name of the individual who tested positive.
- If an employee or student tells you that they are sick
  - Send them home immediately if they have COVID-19 symptoms<sup>4</sup>. If an employee, ask that they contact District Human Resources for leave options.
  - If an employee, notify District Human Resources and the District Environmental Health and Risk Management Department about the illness.
  - If possible, isolate their workstation/work area or their classroom seats for 36-48 hours, then disinfect.
  - Do NOT communicate with other employees or students the name of the individual who tested positive.
- If an employee or student tells you that they have been exposed (close contact)<sup>5</sup> to an individual who has tested positive for COVID-19:
  - Send them home immediately. If an employee, ask them to contact Human Resources for information on leave options. If a student, ask them to contact the College Nurse.
  - If an employee, notify District Human Resources and the District Environmental Health and Risk Management Department about the exposure. If a student, notify the College Nurse and the District Environmental Health and Risk Management Department about the exposure
  - Do NOT communicate with other employees or students the name of the individual.
  - Employee or student shall stay home for 14 days and may return to work only if they have no COVID-19 symptoms.
- Returning to work once an employee recovers from illness and/or tests positive:
  - After 10 days have passed since positive COVID-19 test date, if they remain asymptomatic.
  - After 10 days have passed since **onset** of COVID-19 symptoms and 3 days since recovery from these symptoms, if they are symptomatic.

Training will be conducted for Reedley College students, faculty and staff pertaining to the symptoms of COVID-19 and the importance of and rationale for isolation and quarantine policies. Information is available on the College website, on signage throughout campus, and has been emailed and texted to students and staff. Fall 2020 Flex Day training was made available to faculty and staff and training videos are also available on the College website.

Students in quarantine or isolation as a result either of testing positive for or being exposed to someone with COVID-19 will be provided with internet access and internet-enabled devices when necessary in the event of remote online instruction due to quarantine.

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<sup>4</sup> COVID-19 Symptoms: Fever or chills, Cough, Shortness of breath or difficulty breathing, Fatigue, Muscle or body aches, Headache, New loss of taste or smell, Sore throat, Congestion or runny nose, Nausea or vomiting, Diarrhea

<sup>5</sup> Close contact is defined as “someone who has spent 15 minutes or more time within 6 feet or less of the index person while unmasked” including individuals who share a bedroom, bathroom, kitchen, and/or common living space with an individual who tests positive for COVID-19.



## Students in Residence Halls

The Reedley College Residence Hall has protocols in place to establish a set of resident rooms and a separate restroom for resident(s) that have been identified to have COVID-19.

- In the event of a student testing positive for COVID-19, Residence Hall staff will work closely with the College Nurse and FCDPH to comply with any additional guidance and implement additional precautions protective of other students' health. Resident(s) confirmed to have contracted the virus will need to self-isolate and be monitored for worsening symptoms. Additional details are provided in Section 10.2 of this plan.
- Close contacts of students confirmed to have COVID-19 may also need to self-quarantine and monitor their symptoms.
- Protocols regarding the monitoring, care and management of Residence Hall students testing positive for COVID-19 are provided in a separate document (Appendix E).
- Residence Hall students in quarantine or isolation as a result either of testing positive for or being exposed to someone with COVID-19 will be provided with internet access and internet-enabled devices when necessary in the event of remote online instruction due to quarantine.

## Guidelines

- CDC, [Quarantine and Isolation](#); Protocols for isolation and quarantine based on symptoms and exposure scenarios.
- CDC, [When you Can be Around Others After You Had or Likely Had COVID-19](#); guidance for returning to some degree of social interaction after having or likely having COVID-19.
- CDC, [Discontinuation of Isolation for Persons with COVID-19 Not in Healthcare Settings](#).

## Media Reports

- Cornell University (Open Science Framework), [The Small World Network of College Classes: Implications for Epidemic Spread on a University Campus](#) (May 12, 2020). During a given week, an average Cornell student shared a class with more than 500 other students, 87% of students are connected through two steps and 98% of students are connected through three steps.

## 3. Health and Safety Measures & Policies

### General Protocols

While at Reedley College (including parking lots, the College Farm Laboratory, and any indoor and outdoor space), all students, staff, campus visitors, and contractors will observe the following guidelines with respect to social distancing:

- Maintain a distance of at least six feet from one another. Wherever practical, at any location where personnel, students or visitors may gather or queue, physical distancing guidelines and/or markers will be placed to indicate the social distancing requirement.
- Abide by posted room capacities, which have been adjusted for COVID-19 to incorporate the six-foot separation.
- Avoid crowded places and high traffic areas, particularly those with numerous high-touch surfaces such as public transportation and elevators.
- Limit or avoid use of shared areas unless necessary.

- For non-instructional activities, limit group gatherings to 10 or fewer individuals and only gather in groups if six feet of separation can be maintained.
- Whenever feasible, Student Services offices where students may previously have gathered to wait for a walk-in appointment will be converted to appointment-only visitation (booked ahead of time) to discourage or prevent gathering for extended periods of time in lobbies. Where appropriate, public counter areas in Student Services offices will be fitted with plexiglass barriers to reduce or eliminate air born droplets from being transmitted to and from clients and workers.

In addition, students should limit close contact with members outside of core groups (core groups might consist of students in a lab group or study group, students living in the residence hall, or student athletes on the same sports team).

All competitive sports that might draw crowds have been suspended/postponed for the fall 2020 semester. For the start of the fall semester, all on-campus events (speaker series, conferences, Future Farmers of America gatherings, college fairs, job fairs, etc.) have been also suspended.

If spread of the virus abates and on-campus events are allowed later in the fall, the following precautions will be in place:

- The number of participants will be limited to the number allowed by state and county guidelines at the time of the event.
- Event timing should not interfere or overlap with scheduled classes so that event traffic does not impede paths of travel of arriving and departing students.
- Event setups will be modified to adhere to social distancing practices.
- Whenever possible, events will be held outside, in locations that do not disrupt paths ingress and egress of arriving and departing students. Every event plan should include a rainy-day plan.
- As appropriate, events should allow for multiple check in areas to prevent visitors from gathering and queuing.
  - Check-in stations may be used for attendee screening

Reedley College and SCCCDC have established protocols mandating face coverings as part of partially re-opening campus for fall 2020. The SCCCDC Chancellor published a memorandum entitled "Emergency Order Protective Facial Covering Guidance" on June 24, 2020 (Appendix B). The memo applies to every campus location and the District Office property and mandates that SCCCDC employees wear protective facial coverings under the following circumstances:

- When in SCCCDC owned or operated buildings and facilities, including:
  - Common areas, including but not limited to classrooms, entries, lobbies, conference rooms, kitchenettes/breakrooms, restrooms, hallways, stairwells, elevators, public counters, and
  - In cubicle or offices where others are present and physical distancing cannot be maintained by barriers or six foot spacing.
- When in SCCCDC owned or operated vehicles, when two or more individuals are present.
- When in any outdoor space and a six-foot distance between other individuals may not be maintained.
- When in any non-SCCCDC owned indoor space, during official SCCCDC business.

The same memorandum requires that:

- Students, visitors and employees at SCCCD facilities including classrooms, must wear protective facial coverings in order to enter the facility. Individuals without facial coverings will be denied entry to the facility.
- SCCCD/college/campus employees may make protective facial coverings available to students, visitors, and without one, if/when available at designated locations, such as a bookstore or public counter.
- Students, visitors, and employees participating in outdoor shared recreation activities are required to follow the posted guidance regarding the use of protective facial coverings.

The Chancellor's June 24, 2020 memorandum also addresses possible exemptions to the facial covering requirements, as follows:

- Individuals with a medical condition that would be exacerbated by the wearing of a protective facial covering are categorically exempt. At Reedley College, persons claiming an exemption due to a medical condition will be required to provide proof of the medical condition such as a doctor's note or similar. Those exempt from wearing a face mask should wear a face shield.
- Public safety personnel are exempt from the protective facial covering requirement when it would hinder their ability to safely and effectively perform the functions of their assigned duties.
- When impractical or unsafe to wear a facial covering, an exemption will be made on a case-by-case basis.

To reduce the potential for transmission of the virus in publicly-used spaces, Reedley College will utilize only disinfecting products recommended/approved by the CDC, the California Department of Public Health and/or FCDPH on campus. The general protocols for sanitization of facilities will consist of:

- Daytime Sanitation practices
  - Interior classroom/lab sanitation practices
    - Whenever possible, instructors and students will spend a few minutes before and after each class to sanitize doorknobs, countertops and other high-touch surfaces and areas (disinfecting supplies will be provided for each classroom/lab by Building Services).
    - Students will have access to sanitizing wipes to disinfect personal classroom/lab space.
    - For especially high-touch areas and if the class schedule permits, Building Services will create a daytime schedule to sanitize areas between classes.
    - Building Services will conduct restroom sanitization on multiple times each day.
  - Exterior sanitation practices
    - Building Services will schedule regular daytime disinfection of:
      - Exterior doors, tables and other surfaces that are used by students, faculty, staff and/or visitors, including water fountains, and other common-use, high-touch areas.

- Exterior areas where students gather (these areas will be defined as the fall 2020 semester proceeds by observation and assessment and use patterns become evident).
- Nighttime Sanitation Practices
  - All areas utilized by students and staff will be disinfected and sanitized.
  - As time permits, unused areas will be checked and disinfected and sanitized as needed.
  - Restrooms will be disinfected and sanitized.
  - High-touch common areas such as door handles, counter tops, and shared keyboards will be disinfected and sanitized.

To accomplish the described daily and nightly cleaning, the following equipment and supplies have been ordered in sufficient quantities (at the time of this writing, acquiring some supplies is subject to delay):

- Hand sanitizing dispensers, for placement in classrooms, offices and other used public spaces.
- Hand Sanitizer to refill dispensers.
- Sanitizing wipes dispensers, for placement in classrooms, offices and other used public spaces.
- Sanitizing wipes to refill dispensers.
- Disinfectant Spray Misting machines (nightly use in utilized spaces; 3 on hand, 3 on backorder).
- Spray bottles with disinfectant, for use on a “mobile” basis; interior or exterior use.
- All chemicals used by Building Services for disinfecting and sanitizing are on hand.
- Door seal decals that will indicate when a disinfected and sanitized area has been entered.

Building Services personnel will protect themselves from exposure to COVID-19 by:

- Wearing disposable gloves while cleaning and disinfecting; the gloves will be removed and discarded after use.
- Wearing protective eye gear while cleaning if splash hazards are present.
- Opening doors and windows while cleaning to increase air circulation.
- Immediately sanitizing any surface that has been coughed or sneezed on.

In the event of a confirmed exposure to the virus on campus (such as the occurrence of a confirmed case by campus personnel, by a student, or by a visitor), Building Services will implement the following:

- The known areas of exposure will be closed for use by students, faculty, staff and visitors for three days. Occupants will be temporarily reassigned to other space or the class will be moved, as necessary.
  - The space in which the exposure occurred will not be entered for 36 to 48 hours (or as recommended by the District Environmental Health and Risk Management office) to allow the virus to die and prevent exposure to custodial staff.

- After 36 to 48 hours, Building Services staff will fully “deep clean,” disinfect and sanitize the space.
- The impacted area will be ready for use by students, faculty, staff and/or visitors on the fourth day following the initial confirmed report.

Additional measures:

- As needed, Building Services will work collaboratively with any campus department or program to develop a specific program for disinfection and sanitization for areas frequented by students or staff that might have a higher risk of exposure to or infection by COVID-19. Planning for cleaning of these areas will take into consideration the affected persons’ particular susceptibility to the virus and any other factors that impact the type and frequency of disinfection and sanitization.
- Building services will remove all covered trash receptacles so that waste can be disposed of in a “touchless” manner.
- In areas of campus where access to a restroom or permanent hand washing sink is not convenient, such as near on-campus sports fields, Reedley College has ordered and will install hand-washing stations for student and staff use.
- Publicly-available restroom sinks, hand-washing stations, drinking fountains and water-filling stations will be maintained properly and frequently disinfected and sanitized to eliminate standing water and clean high-touch surfaces.

To avoid the challenges associated with common use of high-touch keyboards, students and staff will be encouraged to utilize their own laptops or tablets rather than have access to computer labs or common computer stations. For those that do not have access to these resources, both laptops and mifi (WIFI access points) will be made available to loan to students for the fall semester and beyond, as long as they remain registered for classes at Reedley. A protocol for sanitizing tech resources has been developed and will be utilized by IT staff to disinfect these materials.

SCCCD and Reedley College have consistently communicated the risks of the virus, the common ways it is believed to be contracted and preventative measures. For example, on June 12, the SCCCDC Chancellor sent a memorandum to all employees entitled “Return to Work” (Appendix F). In addition to establishing the terms and timing for some employees to return to work, the memorandum contained the following additional guidance regarding the conditions thought to enhance the spread of the virus:

- For a person to get infected, they must be exposed to an infectious dose of the virus.
  - This dose appears to be small relative to other infectious viruses.
- Infection is based on being exposed to the virus and the amount of time one is exposed.
- Most exposures appear to be inhalation based – breathing in virus particles.
- Asymptomatic people can spread the virus.
- Many infection outbreaks occur in indoor settings where people are closely spaced.
  - The biggest infection spreading events include events where people congregate, such as birthday parties, weddings, funerals and other religious ceremonies, busy restaurants, offices, and business conferences, etc.

- Ventilation with a high level of fresh air exchange helps to keep the concentration of virus particles low, reducing exposure risk.

The memorandum contained the District's requirements for face coverings:

- Facial coverings will be required to enter all District facilities.
- Face coverings are required for those who work in shared spaces and those performing work in which they encounter the general public.
- The face coverings must also be worn in common areas indoors, such as hallways, elevators and stairwells.
- You are not required to wear a face covering when you are the sole occupant of a room, such as your office.

The June 12 memorandum went on to remind employees about precautions all employees should take to reduce the risk of contracting the virus:

- CDC and FCDPH recommendations ("standard precautions") must still be followed.
- Wash your hands frequently with soap and water and avoid touching your eyes, nose, and mouth.
- Frequently disinfect high-touch surfaces such as door knobs, counters, and handles.
- Cover your coughs and sneezes with a tissue or in your sleeve.
- Wear a facial covering when in public.
- Do not go out in public or to work if you are sick with a respiratory illness.

Subsequent SCCCD memoranda have reiterated much of the information regarding transmission vectors and the protective protocols contained in the June 12, 2020 memo.

In the event of the occurrence of confirmed cases of COVID-19 among students, staff or visitors to Reedley College, the College will consult with public health officials (including FCDPH) and the District Environmental Health and Risk Management Office to determine if campus safety protocols (such as social distancing and hand washing) need to be made more stringent. Alternatively, it may become necessary to temporarily take all instruction and delivery of student services online for a period of time or for the duration of the fall semester. The College and all personnel will be made aware of this possibility so that they may prepare to do so with minimal down time. If such a transition occurs, the College will utilize all available communication channels (email, texting, social media, web pages, news releases, signage, electronic bulletin boards, phone calls, etc.) to make students, faculty, staff and visitors aware of the College's status (see section 2 of this report for more details).

The College has developed a plan to create and post signage on campus designed to raise awareness of the risk of COVID-19, disperse accurate information about the transmission of the virus, and remind campus visitors about "standard precautions" (social distancing, wearing facial coverings, disinfection and sanitization, and frequent hand washing).

- Signage will be posted at numerous campus locations that will remind students, faculty, staff and visitors of the conditions that must be met to access and remain on campus.

- Prominent signage will also remind readers about facial coverings, social distancing requirements and discourage large group gatherings in areas formerly utilized (pre-COVID) as informal gathering spaces. Places on campus for signage will include, but not be limited to:
  - message boards throughout campus,
  - every utilized classroom,
  - every restroom (to encourage hand washing)
  - the Child Development Center (if operating),
  - the food pantry,
  - inside the Student Center,
  - the Residence Hall,
  - the College Farm Laboratory Pavillion,
  - the Library,
  - the Student Services building
  - the Athletic area (the weight room, men’s and women’s locker rooms, baseball and softball dugouts, tennis courts and the gymnasium (interior))
  - the Cafeteria,
  - and the main message board in the quad area.
- College IT will assess the viability of displaying COVID-19 reminders as the background on all RC laptops
- Locations for large, outdoor banners/signs will include, but may not be limited to:
  - the gymnasium (exterior),
  - the Bookstore,
  - the Student Services building,
  - the Cafeteria
  - and the mechanized agriculture building, near the main access point to the College Farm Laboratory.
- Signage will indicate locations on campus where required PPE may be acquired.
- If common spaces are made available for students to congregate, signage and monitoring by staff will ensure that six feet of social distancing is observed and facial covering protocols are observed.
- Signage will also be posted to alert students, staff and visitors to closed or access-restricted areas.
- Plans for signage will include the ability to inform campus users about increasing the stringency of operational protocols more restrictive in a short time span, should that become necessary.
- To the extent possible, signage will be made accessible to all students, including the use of Spanish and signage that does not require text to be understood.


Training on recognition of COVID-19 symptoms, proper use of PPE, social distancing, classroom operational protocols, disinfection and sanitization protocols, facility usage, and dealing with non-compliance will be conducted prior to the beginning of the fall semester, on Flex Day and into the first part of the fall semester. Trainings will also be available through recorded video and in virtual townhall question and answer sessions.

The following measures have been instituted on campus to ensure awareness of the risk of COVID-19 and operation protocols to reduce its transmission:

- Every student will be required to review and sign the “COVID Safety Agreement,” that will make every student visitor aware of the protocols and requirements for entry onto campus. This digital form will be archived in a searchable database that will streamline the signing process and prevent repetitive signing by the same individual.
- Production of a video showing the basics of safe behavior, including social distancing, utilizing the “new” Clyde mascot is in the editing phase and will be uploaded to social media platforms (Facebook, Twitter & Instagram), as well as our YouTube channel and website.
- Weekly COVID safety reminders will be included in our “Ambush Alert” newsletter on our website.
- Department-specific safety videos utilizing students and staff will be produced in-house and implemented throughout the beginning of the fall 2020 semester and will be part of our “Tiger Preview” sessions prior to the beginning of the fall semester.
- Communication channels and verbiage will allow immediate notification to the campus population as the situation changes. A safety video competition amongst departments or student service operations is being considered to enhance awareness of virus risks and “standard precautions,” with a prize for the best videos.
- Virtual townhalls hosted by the COVID-19 Taskforce that will allow campus constituencies to ask questions about the plans for returning to campus, provide feedback regarding any aspect of the plan, and suggest additions and changes.

Training topics may include:

- For students:
  - Back to campus in fall 2020; what do I need to know?
  - How do I protect myself, friends and family from contracting COVID-19?
  - How can I contribute to campus and community safety?
  - Athletic training and conditioning in the age of COVID-19.
- For faculty and staff:
  - How do I protect myself, friends and family from contracting COVID-19?
  - Enforcement basics: What if someone refuses to practice “standard precautions?”.
  - Update on COVID-19 trends and infection rates?
  - What is required by Reedley’s re-opening plan for my area of operations?
  - How to report a suspected or confirmed case of COVID-19.
  - What should I do if I feel ill?
  - Proper disinfection and sanitization methods for my work area.

For students and staff considered to be a member of a vulnerable population as a result of underlying medical conditions, age or other co-morbidities, or for those that need religious accommodation, are pregnant or nursing, or live with a person with compromised immunity, the College will work with internal partners, including Human Resources, student services offices, counseling, instruction and operations to provide additional, non-discriminatory protocols to reduce risk of infection. This will include a process for making requests for reasonable accommodations by an at-risk person through normal institutional processes. Human Resources and have developed a process through which faculty, staff, and students are informed about how to access the accommodations process on the College’s  website.



- Current CDC guidance for elevated risk from COVID-19 identifies those at high-risk for severe illness as those:
  - Who are age 65 years and older, and
  - People of all ages with underlying medical conditions, particularly if not well controlled, including those:
    - With chronic lung disease or moderate to severe asthma;
    - Who have serious heart conditions;
    - Who are immunocompromised (including cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medication);
    - With severe obesity (body mass index of 40 or higher);
    - With diabetes; or with chronic kidney disease

#### Guidelines

- EPA, [Guidance for Cleaning and Disinfecting: Public Spaces, Workplaces, Businesses, Schools, and Homes](#) (April 28, 2020).
- CDC, [Physical distancing](#); Guidance for when, where, how, and why physical distancing should be practiced.

#### Resources

- New England Journal of Medicine, [Personal Protective Equipment and COVID-19](#) (May 19, 2020); Procedures for putting on and taking off PPE Equipment.
- CDC, [Operational Considerations for Personal Protective Equipment in the Context of Global Supply Shortages for Coronavirus Disease 2019 \(COVID-19\) Pandemic: non-US Healthcare Settings](#).

#### Media Reports

- The Atlantic, [The Real Reason to Wear a Mask](#) (April 22, 2020); The primary value of mask wearing is to prevent others from being infected by the wearer, rather than protecting wearers.
- Creative Safety Supply, [Physical distancing Articles](#); FAQ and links to resources for implementing physical distancing strategies.
- New York Times, [As Europe Reopens Schools, Relief Combines With Risk](#) (May, 10, 2020); how European schools were mitigating risk of transmission in the spring of 2020.

#### 4. Communications


This plan for partially re-opening Reedley College in the fall 2020 semester will be available to all students, faculty, staff and the external community on the College website upon approval. The plan will be updated as necessary with modified and new information, data, and guidance.

The College has held numerous virtual townhalls designed to keep our campus community abreast of developments, receive feedback from the community and respond to questions. Plans are for the virtual townhalls to continue over the balance of the summer and into the fall 2020 semester. Townhalls are recorded and accessible upon request or through the College website.

In general, all communication to the internal or external College community is routed through the College's Public Information Officer. Generally, either the President or members of the President's Cabinet (PC) also review and approve information items prior to distribution. The PIO and PC members review to ensure that the distributed messages are appropriate, mission-aligned and consistent.

In addition, the College utilizes email and printed messaging to reach students and staff, through which the College regularly communicates COVID-19 operating protocols and awareness-building messages via graphics, photos, and videos. The College will regularly communicate COVID-19 operating protocols and awareness-building messages via text, graphics, and graphics and videos available on social media sites and the College's website. A link to our "COVID-19 Update" webpage is prominently displayed on the College's homepage. The COVID-19 webpage contains links related to the latest news about the virus and the College's response. This webpage also contains an archived Frequently Asked Questions page for reference by any webpage visitor. The internal and external community has been made aware of this webpage via email, text, and the virtual town halls that have been held since March 2020.

The District and College have current access to emergency text notification of students and staff and will soon be able to text "non-emergency" information directly to students' phones (provided an accurate phone number has been reported by students).

Training on recognition of COVID-19 symptoms, use of PPE, social distancing, classroom operational protocols, disinfection and sanitization protocols, facility usage, and dealing with non-compliance will be conducted prior to the beginning of the fall semester, on Flex Day and into the first part of the fall semester. Trainings will also be available through recorded video and in virtual town hall question and answer sessions. 

Through a series of surveys conducted in the late spring 2020, the College is aware that many of our students are not routinely aware of College announcements. This is likely because we have relied predominantly on student email accounts (which are often not activated or not read by students) for communication. This has led to an increased emphasis on developing the ability to reach students via text and social media during the COVID-19 epidemic.

When students make an inquiry via social media, it is received by the College PIO who then either responds directly to the student or forwards the inquiry to the appropriate operational area.

Since the cessation of face-to-face campus operations in March 2020, the College and District administration have worked diligently to meet with internal and external constituent groups to communicate the College's planned response, the conversion to online education, the work-from-home arrangements, and plans for the upcoming summer and fall 2020 semester. The President has held numerous townhalls for students and for staff which have generally been well attended and appreciated.

Because of the rapidly evolving nature of the emergency, the wax and wane of infection rates and the sometimes-conflicting guidance provided by federal, state, and local governments, staying current with written communication has been challenging. Distribution of this plan and its continual revisions will be a solid step toward creating a consistent, always-available source of specific guidance for operating parameters and the College virus response going forward. We anticipate that revisions of this plan will occur frequently as we get feedback from impacted departments, receive additional guidance from government bodies and are able to gauge the effects of partial re-opening on the College community.

From all levels, the College's consistent message to students, faculty and staff has been the protection of health and safety as a first condition for any resumption of face-to-face operations. We've also conveyed the message that the College seeks to balance the risks to health and safety posed by COVID-19 with the reality that some students and some disciplines (particularly lab classes and skills-based classes) are not easily converted to online instruction.

Reedley College students have participated prominently on townhall sessions and have served as members of the COVID-19 Taskforce to prepare and review this plan. Several student surveys conducted this spring sought input from students regarding their ability to sustain online-only learning, the disruptions they've experienced as a result of the COVID-19 epidemic, and challenges they face in returning to their studies.

#### Resources

- Association of Public Land-Grant Universities (APLU), [COVID-19 Public University Communications and Web Portals](#); A list of university-submitted communications, websites and campus advisories.

#### Media Reports

- Harvard Business Review, [Communicating Through the Coronavirus \(March 13, 2020\)](#); strategies for centralized, proactive and all-encompassing communications plan.
- SignalVine, [Communicating with Your Students During the Coronavirus \(March 11, 2020\)](#); Tips for communicating preventative measures and emergency response plans to student bodies.
- EdSurge, [Put People First: How Colleges Can Communicate Effectively About COVID-19 \(April 10, 2020\)](#); 5 tips for effective communications in higher education.
- Simpson Scarborough, [Higher Ed and COVID-19 National Student Survey \(April 2020\)](#); 40% of high school seniors who have already decided on a school for fall 2020 say they are not

receiving adequate information on how COVID-19 may affect their enrollment and 41% of active college students say their opinion of their current school has gotten worse as a result of COVID-19.

- Scoir, [COVID-19 Survey Results](#) (March 30, 2020); Overall, 37% of students and 49% of parents indicate that a college's handling of the COVID-19 pandemic will strongly influence their enrollment decisions.

## 5. Finance

Reedley College's annual budget allocation, and those of our sister colleges in the SCCC, are heavily influenced by decisions at the District level. Of course, input is collected from the President and Vice President of Administration at each college, and there are in-depth discussions about how projected State budget cuts will impact the District and each College at the Chancellor's Cabinet level and at the equivalent of Reedley's President's Cabinet at each College.

The creation of a fiscal year budget within the District reflects the give and take necessary in a multi-college district. In any given budget year, state appropriations come directly to the District, which then adheres to a long-held locally-created formula for distribution to each campus. The formula considers the FTEs generated at each campus and other factors to calculate how much funding each campus receives. The use of the District's distribution formula provides some predictability and consistency regarding each College's year-to-year revenues.

Regarding the 2020-2021 budget, much time has been spent since the March 2020 shutdown of the State projecting how the resulting shortfall in State tax revenues would negatively impact appropriations for education in general and community colleges in particular. To prepare for projected impacts, administrators at Reedley modeled the impact of possible cuts to their respective areas/departments at the level of 5, 10 and 15% relative to last fiscal year. When considered by the legislature at the end of June, the latest reckoning of the projected net fiscal year deficit was at \$54 billion (note that this was prior to the final tally of State tax revenues, which had to await this year's postponement of the filing deadline to July 15; there has been no notification from the State about the actual amount collected vs. the budgeted amount). However, there is still hope of receiving another round of federal support to offset at least part of this shortfall. Much about the budget for FY 2020-2021 may not be resolved until late fall or even early spring 2021.

For fiscal year 2020-2021, the District is so far assuming a flat "operational" budget vis-à-vis last year. For now, we've budgeted the amounts we spent in general funds for FY 2019-2020, while assuming no cost of living adjustment. It is also assumed that categorical funds will not be cut for the coming fiscal year. Whatever shortfall is ultimately realized (depending upon its magnitude) will be addressed by the State by deferring payments to community college districts. If possible, districts will apply reserves and other resources to the current shortfalls with the knowledge and faith that the State will make good on the deferred amounts as soon as the economy returns to "normal." While we may have forestalled disaster for at least the 2020-2021 fiscal year, it is notable that \$54 billion State shortfall represents a deeper potential cut in a single year than was experienced in all of the years of the "Great Recession" between about 2008 and 2013.

Reedley's budget management team is mindful of the potentially wide swing in funding, especially for the 2021-2022 fiscal year, and is doing all we can to remain agile and flexible. Recognizing that the cost of course and student service delivery may be more expensive over the coming semesters due to the need for capital expenditures to modify public-facing offices and that enrollments may suffer as room capacities are dropped to achieve social distancing, it may be difficult (even with some funding available from FEMA and the CARES act) to return in

the short term to a budget similar to pre-COVID years. The District Vice Chancellor for Finance, the College Vice President of Administration and the College's Budget Committee will play important roles by providing financial guidance and setting expectations, while enabling campus departments, student service offices, and workgroups to be creative with the resources that are available.

As described above, the SCCCD District and Reedley College have developed 2020-2021 budget projections while considering the following:

- Revenue changes due to changes in room and board, cafeteria use, facility rentals, financial aid, student enrollment, fees, donations, event revenues, etc.,
- Effects of changes in employment including hiring freezes and changes in benefits,
- Changes related to faculty, the need for increased training, instructional design support, etc.
- Changes in operating costs including:
  - Purchase of PPE, sanitization equipment, and campus engineered materials,
  - Increased online instruction, including investments in technology, online resources, training, and systems such as video conferencing, the learning management system and the student information system,
  - State mandates and regulations,
  - Insurance, OSHA, staff turnover, etc.,
  - Supply chain management and inventory,
  - Ongoing virus testing (not included at Reedley at present), contact tracing, and quarantine (if necessary),
  - Cost savings for activities which may cease, and
  - Other costs and revenues related to COVID-19 preparation, mitigation, and emergency planning.

As described above, for now, modeling and tracking the latest information coming from the State, the District and its Colleges are projecting sufficient revenues and reserves to sustain uninterrupted and substantially unmodified operations during fiscal year 2020-2021, while closely watching developments and assessing for impacts in the longer term, particularly for the 2021-2022 fiscal year.

In the meantime, the College and the District are actively monitoring and pursuing grants, foundation funding opportunities and partnerships that will allow us to replace any lost general funds with grant funding aligned with our mission and aligned with efforts already underway to improve teaching and learning, implement Guided Pathways, and provide for new instructional programs, student services programs, and facility remodel or new construction.

At the District level, a hiring freeze has been enacted, although several new and replacement full-time faculty and staff positions will begin in August 2020, having been authorized prior to the advent of COVID-19. Additional exceptions to the hiring freeze are evaluated by the SCCCD Chancellor on a case-by-case basis. At the State level, some reduction is anticipated in the amount of funds required of each District to meet pension obligations for this year only.

#### Guidance

- US Department of Education, [CARES Act: Higher Education Emergency Relief Fund](#); Resources for applying for the fund and allocations by institution.

#### Resources

- Blum Shapiro, [Financial Reporting Considerations for Independent Schools Resulting from COVID-19](#) (April 9, 2020); An article that outlines some common COVID-19 considerations for financial reporting.

#### Media Reports

- ABC Insights, [COVID-19 Strategy Survey of AACU Presidents](#) (April 3, 2020); 70% of university presidents expect to see revenue decline of at least 10%.

## 6. Legal and Regulatory

With so much uncertainty related to the advent of COVID-19 and the legal and regulatory aspects of the College's response, the College and the District are jointly addressing the legal and regulatory aspects of the associated operational challenges. College operational responses to the pandemic that have legal and regulatory implications, including human resources, union negotiations, contracts, liability waivers, and overall regulatory compliance, are addressed almost exclusively by District offices and the District's General Counsel. Ensuring that new/modified procedures meet legal and regulatory requirements is an important part of the legal function.

The District has discussed but not yet implemented a digital Coronavirus stand-alone liability waiver to be signed by students, staff and visitors to campus. The goal is that the signed waivers will be archived in a searchable database and accessible to any office or department across the District should an inquiry arise. The District is aware that waivers are not a sure guarantee against courts finding liability in the future. One function of the waiver is to increase awareness among campus users of the unavoidable risks related to re-establishing face-to-face operations. If and when liability waiver updates occur, they will be communicated to all relevant stakeholders who are asked to sign the appropriate waivers before returning to campus.

All members of the institutional campus community including students, faculty, staff, and visitors will be required to sign a digital form referred to as the "COVID Safety Agreement" (Appendix G), an agreement that acknowledges they understand the institution's policies regarding campus entry, "standard precaution" protocols, contact tracing, quarantine, and isolation procedures, and, by signing, documents their commitment to try in good faith to abide by those policies. The agreement also explains the potential consequences of non-compliance.

Eventually (and hopefully sooner rather than later), a vaccine(s) will be approved by the FDA or otherwise authorized for emergency use by the FDA and will become readily available. At that point, the District/College may require student vaccination as a condition of living on-campus unless special permissions are otherwise granted. Similarly, mandatory vaccination may be considered for other campus personnel.

### Media Reports

- JD Supra, [Waivers of Liability in the COVID-19 Era: Proactive Steps Businesses Should Consider to Protect Against Possible Future Liability](#) (April 8, 2020); Considerations for developing liability waivers in unique COVID-19 operating environments.

### Human Resources

Human Resources is a District function within SCCCD, and most of the initiatives to respond to COVID-19 HR issues are initiated by District HR, including interfacing with local authorities to abide by guidelines for employees returning to work, communicating with faculty, staff and administrators to make them aware of their rights to work and refuse to work under various operating scenarios, working with campus faculty and staff unions to determine flexibility to adjust various of employment terms, verifying that insurance policies will cover COVID-19 related expenditures, created procedures for furlough, work from home, or reductions in force, ensuring that privacy concerns related to testing results and contact tracing are addressed, and



working to identify and make available appropriate training materials related to the Coronavirus epidemic. District Human Resources has ultimate responsibility for communicating and negotiating with the unions representing faculty, staff, and certain craftspeople employed by the District.

The Chancellor has addressed return to work issues in two memoranda dated June 12<sup>th</sup> and July 14<sup>th</sup>, 2020. In the latter communication (Appendix H), the Chancellor acknowledged that COVID-19 cases had recently surged in the Central Valley of California and that Fresno as well as Kings and Tulare counties were on the Governor's "watch list" with the result that more restrictive measures may be necessary to control the spread of the virus and be protective of public health. The memorandum continues:

Recognizing that fall semester courses will be largely online, and following the spirit of the California Community Colleges Chancellor's Office Report on Safe Campus Reopening (Appendix I), ***SCCCD positions (campus and District Office) that can effectively be performed remotely will continue to do so through the duration of the fall 2020 semester (through December 31, 2020.)***

However, with some classes and activities returning face-to-face, it will require some staff, faculty, and administrators currently working from home to return to work.

Employees who will be required to return to work will be notified by their managers.

Employees continuing to work from home should limit visits to their office or work area as much as possible, and will need pre-approval from their manager to be onsite.

Approvals will be provided to those performing an essential task or function. Work with your supervisor for specific coordination.

Reedley has made laptops, internet service, and ergonomic office chairs available to faculty and staff working from home.

In another memorandum, dated July 1, 2020, the Chancellor communicated the procedures for supporting faculty, staff, and student workers who test positive for COVID-19 (refer to Section 3 of this plan).

#### Media Reports

- PropelHR, [COVID-19 HR Checklist](#) (April 8, 2020); Payroll, compliance, benefits, testing confidentiality, and return to work guidance for HR professionals.
- JD Supra, [Analyzing the US Privacy Law Implications with Employee Contact Tracing Apps](#) (April 21, 2020); If properly deployed, the use of COVID-19 contact tracing apps by employers, in combination with other measures, could be an effective way to return employees to the workforce.

#### Regulatory Issues

The District Director of Environmental Health and Risk Management has worked closely with local oversight entities, including the FCDPH, to stay abreast of guidelines protective of employee health originating with OSHA, the CDC, the World Health Organization (WHO), the California Department of Public Health and other sources of information. The coordination efforts are intended to ensure that any District or College response aligns to the extent possible with the current guidance of all of these agencies.

The process of planning to re-open has included the identification, consistent with the most recent knowledge of the nature and conditions of transmission of the virus, of measures protective of employee and student health. Protective measures that have been considered consist of engineering controls (barriers), administrative controls (social distancing), and PPE (face coverings, masks) and implementing the faculty and staff recommendations to align campus operations. Modification of operations and implementation of protective measures have considered the compliance obligations associated with different levels of intervention, has reviewed and identified how the District and College align with OSHA's risk tiers, and has implemented an employee communication program, including virtual townhalls, direct emails, social media and posts to the College's website to distribute information to and receive feedback from employees.

- For now, the District and College have implemented a campus health screening/survey that must be completed daily by each student, faculty and staff on campus. The screening tool is HIPPA compliant, since the results are shared only with qualified medical professionals.

#### Considerations

- OSHA, [Recommended Practices for Safety and Health Programs](#); Action items for hazard prevention and control, including the commonly referenced hierarchy of controls.
- EEOC, [Coronavirus and COVID-19](#); additional guidance on complying with Americans with Disability Act requirements as well as greenlights for mandatory COVID-19 testing and temperature screens.
- OSHA, [Worker Exposure Risk to COVID-19](#); Tiers of occupational risk.
- Troutman Sanders LLP, [Coronavirus and OSHA: What Employers Need to Know](#) (March 13, 2020); a review of OSHA's guidance on coronavirus, and occupational safety considerations.

#### Union Relationships

District Human Resources has responsibility for official communication and negotiation with the various unions representing District employees and has discussed with employee unions, as necessary, any proposals to change union members' place of work, job duties, and also to get approval of the safety protocols once staff start returning onsite. HR has evaluated whether existing bargaining agreements have a pandemic or epidemic catastrophe clause, allowing a release of economic or benefit requirements. HR has an ongoing dialog with union representatives related to best practices for employment and the workplace. Whenever possible, HR determines ahead of time whether a proposed change requires input from union representatives and representatives are consulted in advance of such modifications.

## Resources

- Higher-education law experts weigh in on the legal risks colleges and universities should be aware of including: compliance and regulatory issues, tuition and room-and-board refunds, property use and contracts, licensing and accreditation, and insurance, [Here are the COVID-19 Legal Risks You Need to Know About](#), The Chronicle of Higher Education
- Federal and state-level policy responses and other executive actions to the Coronavirus in public schools, [State Policy Responses and Executive Actions to Coronavirus](#), Education Commission of the States
- Many higher education regulations such as calendars, course schedules, financial aid eligibility and reporting, and student visa compliance have become more flexible since the onset of Coronavirus, [Rules Eased on Colleges Seeking to Close Their Campuses Amid Outbreak](#), The New York Times

## 7. Academics

### Academic Calendar & Scheduling

Reedley College and SCCCD have evaluated various proposed changes to the District's standard 17.5-week, semester academic schedule, but has opted not to alter the schedule for the fall 2020 semester. We have made all faculty with an in-person component in their courses aware that the semester may be interrupted by State or County edict at any time and that the progress of the virus may dictate that their plans for face-to-face delivery may need to be converted to online if the virus worsens, as some predict, with the return of the traditional flu season at the end of the fall semester. Instructors have been given the flexibility to create a class structure that suits their course as long as the Course Outline of Record and Student Learning Outcomes are adhered to. Examples of some course structures: change from fully in-person to hybrid and dividing a single class of students into "A" and "B" groups that meet on alternate meeting days/weeks to reduce the number of students in the classroom at any one time in compliance with physical distancing requirements.

### Instruction (In-Person & Online)

For the fall 2020 semester, approximately 80% of all College courses will be offered in the online modality. 20% of course offerings will remain face-to-face. Predominantly face-to-face offerings will be those courses with substantial "hands-on" components or those that require mastery of manipulative skills to complete (e.g., music, art studio, auto technology, aviation maintenance mechanic, and animal science courses). Science lab classes (including chemistry, biology and physics) may retain at least some face-to-face component.

In general, the "standard precautions" to be followed for any in-person class section are:

- **Facial Coverings:** Students and instructors are required to wear snug-fitting facial coverings that cover the nose and mouth when entering, exiting, and throughout class. Students who have a documented medical need can use face shields as an alternative.
- **Handwashing:** Students are required to wash their hands or use hand sanitizer prior to class. Hand sanitizer is available in the classroom for their use.
- **Social Distancing:** Students are required to stay at least 6 feet apart while on campus. In the classroom, maintain social distance and sit in seats as designated by the seating chart.
- **Classroom Cleaning:** Students will wipe down their area with disinfectant wipes or other materials provided in each classroom for that purpose.

Safety procedures are subject to update.

Instructors of those classes remaining in the face-to-face or hybrid modalities have been advised to plan for disruptions to the normal class schedule, which may be due to illness on the part of students or on the part of the instructor. Instructors have been urged to be as flexible as possible with attendance issues and consider allowing students with underlying medical conditions to participate remotely or to attend only some of the face-to-face sessions. Faculty with underlying health issues have been encouraged to work remotely. To avoid incentivizing students to attend class even if ill, faculty have been asked to provide alternative, remote methods for students to complete class requirements, if absent.

Face-to-face sections have been moved in some instances to larger classrooms that can accommodate larger classes and still maintain social distancing. For other sections the class will remain in place with a reduced enrollment cap to keep all students (and the instructor) spaced six feet apart. Enrollment projections so far indicate that no more than approximately 1,000 students will be on campus at any one time; normally the campus accommodates several thousand students during mornings between Monday and Thursday.

Regional and state-wide enrichment programs (e.g., FFA days, VROP Tiger Romp, STEM Conference) have been postponed, cancelled or restructured to prevent large groups from gathering on campus.

The College has previously and will continue to provide training in the weeks leading up to and through the first few weeks of the fall semester to faculty to ensure that all students have an equal opportunity to achieve course learning objectives, regardless of modality.

For online offerings, faculty have assessed how required courses and program activities can be provided for students without benefit of attending in-person activities. During fall 2020, the college will assess various models for delivery of course content, which may include splitting classes (in an alternating fashion) to allow some students to attend face-to-face, while some receive synchronous online instruction. Any alternative delivery option must consider access and equity issues.

The College's IT Director and the Office of Instructional Innovation (Instructional Designers) have worked with faculty to assess the technology resources necessary to enable high-quality, in-person (and online) teaching and learning. This collaboration has resulted in extensive training for online course delivery and the acquisition of emerging technology tools that will promote delivery of content while maintaining social distancing in classrooms, labs, studios, and practicum areas and enhance online delivery. Additional tech tools will be considered for acquisition as budgets allow.

As a Guided Pathways college, Reedley faculty and academic staff will work with students to foster a strong academic community outside of the classroom. This includes connections among students and between faculty, staff and students. Some of the activities being considered may include, but not be limited to:

- A Pathways orientation ("Tiger Preview") on August 5<sup>th</sup> (conducted remotely for all 500 new students);
- Continuing seminars and special events;
- Applied practice activities that bring students into short-term projects;
- Individual and group mentoring and professional development sessions;
- Participation in student-led groups and activities;
- As part of Reedley's longstanding Honors Program, student remote research opportunities in collaboration with faculty; and
- Connecting with experts in students' chosen area of study.

Reedley College is recording and posting student orientations to Canvas, Zoom and other online tools so they will be available to students prior to and during the fall semester. Students

will learn of the availability of these orientation during Tiger Preview (which will also include an orientation to these tools) or from instructors, who were alerted to the existence of the orientations during in-house distance education training classes.

Instructors have been encouraged to avoid purely synchronous delivery of course content in the online environment. Whenever possible, instructors record and archive online presentations to allow students to view them at their convenience. One-on-one instructional support is available to students by participating in virtual office hours or by connecting with online tutoring services; either those operated by the College or those operated by third party vendors. Academic counseling is also available to students online. Remotely available Student Services are described in Section 9 of this plan.

Instructors have been encouraged to consider holding outdoor classes in the fall semester (although high temperatures in early fall may make this untenable). Although choir classes will start the fall 2020 semester in the online modality, as the semester proceeds the College will continually assess whether outdoor group practicing could be done outside while limiting group size and maintaining safe distancing.

A faculty work group has compiled actions taken to protect faculty, student and staff health and safety, suggested concepts to include on syllabi, and actions that could be taken by faculty to enhance face-to-face instruction, encourage disinfection and sanitization measures, reduce the likelihood of COVID-19 transmission, and allow students the best opportunity to complete their classes, etc. The guidance was emailed to all full- and part-time instructors in July 2020 (a copy is attached in Appendix J).

Since March 2020, instructional design staff at Reedley have been especially active, training hundreds of full- and part-time instructors in the basic principles of online instruction. As part of the training, new online instructors are guided through a self-paced, 40-hour introduction to online instruction by qualified and experienced instructional designers. At Reedley, online courses have traditionally only been assigned to faculty that have completed this initial training. This rule was relaxed in the spring 2020 semester when all instruction transitioned to online (except health care courses and an aviation maintenance technology cohort that were not allowed to complete online by third party accreditors). Many of the instructors who taught online last spring with little experience are now enrolled in the training course, as are dual enrollment instructors and others wanting to upgrade their online skills. Instructional designers are in constant contact with sister colleges and other higher education institutions to ensure best practices for online delivery are incorporated in our courses and that our course offerings comply with the requirements of our accrediting agency.

The College is now developing comprehensive course evaluation measures to ensure that online instruction is comparable to face-to-face instruction. Student surveys have been deployed to generally assess the quality of online instruction and the College is reviewing student retention and success data for the spring 2020 semester to identify and address any variance from previous semesters. The College and the District are in discussion with the faculty union regarding how evaluations of faculty, especially those who may still be developing their online teach skills, will be conducted in the fall semester to help promote teaching and learning in the online environment.

## Resources

- [Supporting the continuation of teaching and learning during the COVID-19 Pandemic \(OECD\)](#)
- [New York Times, Will the Coronavirus Forever Alter the College Experience?](#) (April 23, 2020); provides an analysis of tools and trends that will likely continue to be used in colleges and universities even when school reopen.
- [Education responses to COVID-19: Embracing digital learning and online collaboration \(OECD\)](#)
- Noodle Partners, [RISE Online Student Support and Engagement Rubric Template \(April 1, 2020\)](#); offers a rubric to evaluate the online student support infrastructure on school campuses.
- Noodle Partners, [Online Teaching & Learning Resources](#); 16 resources for improving online education ranging from Zoom checklists to principles of good online course design.

## Grading & Assessment

Equitable practice dictates that Reedley's online, hybrid, and face-to-face offerings maintain:

- Consistent grading policies;
- Consistent assessment practices;
- Consistent student learning outcome assessments;
- Consistent academic quality; and
- Processes to reduce or eliminate cheating and verify the identity of online participants.

## Resources

- NPR, [How Colleges Are Grading Students During Coronavirus](#) (April 10, 2020); an article demonstrating how students and schools have adapted assessment during global pandemic environments. Schools like Yale and Columbia have made all of their classes pass fail, while schools like Colby College have given the students the opportunity to choose
- Inside Higher Ed, [#PassFailNation](#) (March 19, 2020); exemplars for schools with creative pass/fail solutions for students worrying about academic withstanding in global pandemic conditions

## Instructional Spaces

In June and July 2020, College instructional and operations staff toured each scheduled instructional space on campus to determine the capacity of rooms with the provision that social distancing be maintained. The results were published to an internal website accessible to course schedulers and Deans. Room capacities to maintain social distancing will also be stipulated on signs posted in each space.

As a result of the room survey, whenever possible the enrollment capacity of each room was reduced as necessary and classes remained in their scheduled rooms. In some instances, enrollments to date dictated that the class must be moved to a larger room. Deans worked with department chairs and faculty to accomplish these adjustments.

Whenever possible, course offerings for fall 2020 have been placed in rooms with two entry/exit doors which will allow one door to be used strictly for ingress and one for egress, thereby eliminating queuing to get either in or out of the room and reducing the possibility of close contact with other students. Instructors have been encouraged to develop seating charts for each face-to-face class to promote social distancing and lessen the likelihood that students will mill about before class searching for an appropriate seat.

Where appropriate, classrooms and lab spaces will be outfitted with physical barriers (plexiglass shields or other engineering measures) to be protective of both student and faculty safety. As described above, all personnel on campus must also wear face coverings; this will help reduce the possibility of virus transmission even if social distancing cannot be maintained at every moment in a classroom.

Training will be offered to both students and faculty on the importance and proper utilization of PPE, including face coverings, masks, gloves and face shields.

An assessment of air handlers on campus indicates that every indoor space served by the campus heating, ventilation and air conditioning (HVAC) systems have adequate air flow capacity and acceptable air exchange rates to reduce the possibility of airborne transmission of the virus. Faculty have been encouraged to rely on the HVAC system for air circulation and exchange rather than opening windows and doors. Signage will be posted to discourage opening doors and windows in those spaces served by the campus HVAC systems.

Disinfection and sanitization protocols for spaces used on campus are described in Section 3 of this plan. The cleaning plan calls for participation by instructors, students and staff in maintaining a safe working environment. Each classroom will have disinfecting wipes and hand sanitizer available for use by students and faculty.

#### Resources

- The Minnesota Department of Health, [MDH Guidance for Physical distancing in Schools \(May 13, 2020\)](#); guidance for school programs authorized to operate by Executive Order 20-56 including safe practices and suggested strategies.
- Spaces4Learning, [Updated: Resources for Educational Facilities During COVID-19 \(May 13, 2020\)](#); resources for architectural design, cleaning and sanitization, HVAC, and space planning

#### Specialized Spaces (Labs, Studios, Performance Spaces)

The Reedley College Office of Instruction and area Deans have worked extensively since April 2020 with both full- and part-faculty to determine in which modality (online, hybrid or face-to-face) their fall 2020 courses would be offered. Overwhelmingly, the faculty preference, especially for lecture-based classes, was for online delivery. However, some faculty felt that their course content required face-to-face practice of skills or direct interaction to demonstrate mastery of skills associated with course Student Learning Outcomes.

Once a faculty member indicated they would be returning to campus to deliver their section(s), instructional Deans worked closely with them to determine how “standard precautions” could be



incorporated into their classes to protect them and their students and reduce the chance of virus transmission (some of the options were described above).

As of this writing, we believe we have found a way to maintain “standard precautions” while delivering each of the scheduled fall 2020 semester face-to-face courses in our schedule, including those in allied health, choral music, welding, animal science, biology and chemistry.

As part of the planning for partial campus re-opening, a faculty-led workgroup (part of the COVID-19 Taskforce) considered available guidance from District, county, state and national sources for protocols appropriate to be protective of health and safety on the Reedley campus determined the following protocols were appropriate:

- All student, visitors, and employees at Reedley College facilities are to:
  - Wear facial coverings that cover the mouth and nose while on the Reedley College campus
    - Potential face covering exemptions; individuals may remove their face covering when
      - they are outside and social distancing is maintained;
      - working alone in an office;
      - eating or drinking (face covering should be replaced immediately after eating or drinking);
      - driving in a vehicle with household and/or residence members;
      - a face covering would pose a risk to their health or safety because of a medical condition (e.g., respiratory problems, physically unable to take off or put on face covering), mental health issues (PTSD, anxiety) or disability (hearing impaired). Individuals claiming an exemption must provide documented evidence of the condition that exempts them. For those unable to don a snugly-fitting facial covering, a face shield should be worn instead;
  - Maintain at least six feet of separation from others on campus.
  - Practice hand hygiene (hand washing) upon entry to SCCCD facilities.
  - Practice cough/sneeze etiquette (cough into a tissue or an elbow, not your hands).
  - Practice regular disinfection and cleanliness in their workspace or workstations.

Gloves, face shields, temperature readings, eye protection, and other safety precautions **are not** currently required in all campus areas. Faculty will document needs and student requirements in their syllabus and work closely with supervisors to create an itemized list of on-going needs. Some situations, including but not limited to those listed below, may require PPE over and above the minimum facial coverings listed above:

- Labs and Career Technical Education (CTE) courses:
  - Faculty and deans may determine that higher levels of PPE are appropriate; this additional PPE may include, but not be limited to: gloves, surgical (N95) facial coverings, goggles, and/or face shields as appropriate for the activity that is being conducted.
  - Examples
    - **Example 1:** Dental assisting program students will be required to wear face shields, N95 masks, and disposable gloves
    - **Example 2:** Welding program requires a specialized type of pleated nose and mouth coverings that are heat and flame resistant.

- **Example 3:** Chemistry labs may require plexiglass (or other material) protective barriers between lab stations since the lab room does not allow for social distancing.
  - **Example 4:** American Sign Language program requires utilization of face shields to allow mouth and face to be visible during classes
- Child Development Center
  - A permanent, on-campus Child Development Center is under construction at Reedley College at the time of this writing. Originally, it was intended that temporary operation of the Child Development Center be established in portable buildings as the permanent buildings are completed. However, construction delays have prevented the temporary quarters of the Child Development Center from being ready for occupancy to start the fall 2020 semester. As a result, the Child Development Center will be closed to begin the semester with the staff working to implement a detailed plan for re-opening with all necessary COVID-19 safeguards in late fall. When the Child Development Center re-opening plan is prepared, it will be incorporated into this plan.
  - The supplies, equipment, and protocols (facial covering, social distancing, gloves, small groups, etc.) needed to protect children, parents and staff from virus transmission will be specified in the Child Development Centers plan for re-opening, in preparation.
  - The Child Development Center will be one of the areas on campus that will need a specialized plan for disinfection and sanitization to protect the health and safety of children, parents and staff. The Child Development Staff and faculty will collaborate with Building Services to create that plan.
- Outdoor instruction/recreation
  - Physical Education faculty and other instructors with their students should wear facial coverings if social distancing of six feet can't be maintained or if the activity involves consistently passing other students.
- Parking Lots/Bus Stops
  - Facial coverings should be worn when:
    - Exiting a vehicle (busses, private cars or trucks, golf carts) whenever other persons are present within six feet.
    - Waiting for a ride from a household member, private car service or public transportation.
- Student Services Offices, Business Services Offices (more information available in Section 9 of this plan):
  - Whenever possible, students will be encouraged to utilize online services.
  - Whenever possible, students will be seen by appointment only (appointment made in advance).
  - If students must congregate in a waiting area or in a queue.
    - Individuals who are in line must wear facial covering.
    - Ingress and egress will be controlled to create unidirectional movement.
    - Floor tape or other markers will be used to delineate six feet of social distancing.
    - Signage will remind students and others to maintain six feet spacing.

The College will provide cloth facial coverings to all faculty and staff for fall 2020. Students are expected to provide their own facial coverings. For those that forget or are temporarily unable to provide their own facial coverings, the College will make single use masks available to students and staff at the following campus locations:

- The Cafeteria
- The lobby of the Administration Building
- The lobby of the Athletic Director's Office
- The Residence Hall
- The Tutoring Center (Library Building)
- The Farm Pavilion

Additional protective measures:

- Disinfection wipes will be provided for the use of faculty, staff and students to clean high-touch, common-use surfaces and tools both before and after each class session. For special cases, where class activities warrant, custodial service may be provided between class meetings, if the room schedule allows.
- When possible, faculty demonstrations should be provided by video projection to maintain social distancing.
- The College has suspended activities in spaces where physical distancing and regular disinfection/sanitation are not possible.
- An assessment of air handlers on campus indicates that every indoor space served by the campus HVAC systems have adequate air flow capacity and acceptable air exchange rates to reduce the possibility of airborne transmission of the virus. Faculty have been encouraged to rely on the HVAC system for air circulation and exchange rather than opening windows and doors. Signage will be posted to discourage opening doors and windows in those spaces served by the campus HVAC systems.

Resources

- Inside Higher Ed, [Remotely Hands-On](#) (April 14, 2020); an article highlighting the challenges of remote education for specialized courses and anecdotes for teaching traditional hands-on courses in online environments.
- The Hechinger Report, [Can hands-on career and tech programs go online during school shutdowns?](#) (March 31, 2020); an article with student and faculty experiences for finding ways to fulfill coursework requirements for hands-on courses.

Library Services

The Library resources will be available online in fall 2020.

- Description of Library Operations for the fall 2020 semester:
  - All Library services, including book loan, periodical loan, reference materials check-out/loan, access to Reserve Books, research consultations and all other Library services will be delivered remotely or by appointment only.
  - In general, the Library building will not be accessible to students or the public.

- The Library staff will deliver all Library services remotely (online or by telephone), including but not limited to reference services, research consultations, instruction services and Books on Reserve by individual courses.
- The Periodicals section will be closed to the public. Materials can be accessed by request to Library staff.
- The book stacks will be closed to the public. Materials can be accessed by request to Library staff.
- Reference materials will be available upon request to Library staff.
- Reserve materials will be available for use upon request to Library staff.
- Whenever possible, Library staff have worked with publishers to make electronic versions of Reserve materials available to students.
  - Library staff have consulted with legal counsel to understand what collection materials can be digitized and made available to remote faculty and students.
  - The Library has arranged with a third-party vendor to provide access to Reserve materials without violating copyright laws and regulations.
- Returned Library materials will be quarantined prior to re-loaning and/or cleaned and disinfected.
- The Library's operational plan will be revised as the Alert Level changes to potentially re-open closed areas of the Library.

#### Resources

- American Library Association, [Pandemic Preparedness: Resources for Libraries](#); a list of news articles, library responses, training resources, and other materials to prepare libraries for reopening.
- American Library Association, [Planning for Reopening Resources](#); Supporting resources and a checklist for considering reopening libraries.
- American Libraries, [How to Sanitize Collections in a Pandemic](#) (March 27, 2020); professionally cleaning library surfaces and 'quarantining books' are strategies for avoiding material damage, rather than sanitizing books themselves.

## 8. Faculty & Faculty Governance

The Reedley College Office of Instruction and area Deans have worked extensively since April 2020 with both full- and part-faculty to determine in which modality (online, hybrid or face-to-face) their fall 2020 courses would be offered. Faculty were fully able to determine for themselves whether some or all of their fall classes would be offered online, hybrid or face-to-face. Overwhelmingly, the faculty preference, especially for lecture-based classes, was for online delivery. When making their decisions, faculty considered not only the nature of the class and its potential transition to an online environment, but also their own risk of contracting the virus based on their age, health status, underlying medical conditions, or other life situation (e.g., caring for a spouse or relative with underlying medical conditions). However, some faculty felt that their course content required face-to-face practice of skills or direct interaction to demonstrate mastery of skills associated with course Student Learning Outcomes. Whichever modality the faculty stipulated, the Deans and College operational staff have worked to implement that for the fall 2020 semester.

Those faculty stipulating a full or partial return to in-person instruction have worked with Deans and Building Services to set a “COVID-19 capacity” for their room, assuming six feet of social distancing would be maintained. In some cases, maintaining the ability to social distance meant that class enrollment capacity had to be reduced, in others, a larger room had to be identified, in still others, engineered barriers, or splitting the class into groups and alternating the mode of instruction was adopted.

The “standard precautions” (including facial coverings, PPE, and social distancing) that must be observed by students, faculty and staff if they return to campus have been developed to be protective of faculty, as well as student, health. The College has specified the conditions of classroom ingress and egress and has encouraged faculty to arrive, whenever possible, ten minutes ahead of each class start time so that students are not waiting in groups outside the classroom door to gain entrance. Faculty have also been encouraged to develop seating charts for their classes so that contact tracing is facilitated (in the event that it is necessary) and to avoid students milling about within the classroom to determine where they will sit to provide adequate social distancing.

Any faculty member at Reedley, regardless of whether their fall 2020 teaching modality, will hold office hours virtually to minimize face-to-face contact with students. Since most faculty are teaching online for fall 2020, most offices designed for multiple occupancy will have only a single occupant for the coming semester. For those faculty that desire to hold meetings with students face-to-face, they may do so in their designated office if social distancing can be maintained, or in outside areas, common spaces, empty classrooms, or conference rooms to allow for adequate social distancing.

As described in the District Chancellor’s memorandum of July 1, 2020 (Appendix D), the College and the District have established and published a written notification and isolation/quarantine policy for faculty as follows:

- Employees reporting close contact with an individual who has tested positive for COVID-19 shall stay home for 14 days and may return to work only if they have no COVID-19 symptoms.
- Employees reporting they have tested positive for COVID-19,
  - May return to work after 10 days have passed since the positive COVID-19 test date, if they remain asymptomatic.
  - Or, they may return to work 10 days after the onset of COVID-19 symptoms and 3 days since recovery from these symptoms, if they are symptomatic.

Since March 2020, instructional design staff at Reedley have been especially active, training hundreds of full- and part-time instructors in the basic principles of online instruction, enhanced use of the campus learning management system (Canvas), and use of other online technologies, including Zoom for teleconferencing. Instructors new to online instruction were guided through a self-paced, 40-hour introduction to online instruction by qualified and experienced instructional designers. At Reedley, online courses have traditionally only been assigned to faculty that have completed this initial training. This rule was relaxed in the spring 2020 semester when all instruction transitioned to online (except health care courses and an aviation maintenance technology cohort that were not allowed to complete online by third party accreditors). Many of the instructors who taught online last spring with little experience have since enrolled in the training course, to improve their online teaching skills.

District Human Resources has negotiated with faculty union representatives the methods of faculty evaluation for tenure track, tenured, and adjunct faculty. In rare instances, extensions may be allowed if both the college and the faculty member agree to do so. Whatever the evaluation method, there will be an emphasis on the professional development aspects of the evaluation process, with an awareness that some faculty may be teaching online for the first time. Student feedback and peer observations will be used to verify and improve, as appropriate, adherence to Quality Assurance protocols for online education course delivery, including content, technology, faculty performance, faculty support, academic rigor, student outcomes, and student needs.

Although travel and conference has been suspended for almost all employees in the District, faculty are still encouraged to participate in virtual conferences and other forms of professional development. The College will be more flexible in deciding which professional development activities are acceptable to meet PD obligations, given the restrictions on travel and professional gatherings resulting from the Coronavirus pandemic.

As before the advent of COVID-19, Reedley College and the District comply with AB 1725 and California Education Code and includes faculty in institutional governance, including participation in COVID-19 planning workgroups. The College has conducted virtual and in-person townhalls and surveyed faculty to collect feedback regarding health and safety concerns, online training and instruction, and student success.

As part of the planning process, Reedley College has worked with faculty to review the factors and process used to make the abrupt changes to instruction necessary in the spring 2020 semester. We will continue to work with faculty to review what worked well and did not work

well through the spring 2020 COVID-19 crisis so that planning for future semesters will be done in a timely and more efficient manner.

#### Resources

- Inside Higher Ed, [The 'Right Not to Work'](#) (May 4, 2020); Faculty weigh in on the fear of returning to a high risk environment, particularly for faculty members who are at greater risk due to age and associated health risks.
- Tenure for the Common Good, [Statement on Equity and Teaching During the COVID-19 Pandemic](#) (March 30, 2020); suggestions for supporting non-tenure-track professors including offering instructional and technical support, suspending teaching evaluations for the semester, and offering additional compensation for moving their courses online.

## 9. Student Services

### Enrollment Management

Reedley College has conducted several student surveys pertaining to class modality, access to the internet, the types of technology assets available to students, their preferences regarding course modalities, their intent to enroll for the fall 2020 semester and many other issues. Several student virtual townhalls have been held to update, inform and collect feedback from returning and new students. Outreach volunteers and staff have reached out repeatedly to students asking whether they intended to enroll and whether they were aware of services available to assist them to succeed at Reedley. The college has used our social media channels, emails, and texts as part of our outreach and communication efforts. Updated information has also been posted to the College website.

Both the College and the District track closely the progress of enrollment for the fall semester as soon as the previous spring semester ends. Prior to that, in February 2020, each campus was asked to project their anticipated full-time equivalent student (FTEs) totals by semester and by location for 2020-2021. Those estimates are modified through discussion at the Chancellor's Cabinet level and then adopted by the District and become the enrollment goals for the District and for each campus location for the coming academic year. No discussion of adjusting the targets has been held since the local advent of the Coronavirus, to our knowledge.

There has been some speculation that enrollment and FTEs at Reedley and other community colleges in California would increase in 2020-2021 because many students and families would not want to pay full tuition at a baccalaureate-granting institution if instruction was going to be online and the student may not even leave home to take classes and because of high unemployment rates, many displaced workers would choose to return to college and start at a community college. So far, that increase in enrollment has not materialized; neither at Reedley, at other District Colleges, or at colleges throughout the southern San Joaquin Valley. At the time of this writing, Reedley is about 23% below its fall 2020 FTEs projection, 15 days or so prior to the start of the fall semester.

Students at Reedley normally have until the end of the second week of fall classes to apply and enroll (although we don't believe enrolling that late in the semester is a viable success strategy for most students). As a result, the enrollment and course add dates have not been extended for the fall 2020 semester. The District agreed to forego the usual "summer drop" wherein all of those students that have enrolled but not paid enrollment fees for classes are dropped (usually in mid-July prior to the fall semester), thereby freeing up seats for those that are willing to pay now prior to the beginning of the fall semester.

The District did alter some protocols related to fees for some services provided during the spring 2020 semester. For example, students did get a refund of a prorated amount of the parking fees and the Residence Hall contract (which includes a meal plan) for the spring 2020 semester. Parking fees will not be charged for the fall semester.

Many students took advantage of the option of taking an "emergency withdrawal" even after the normal semester deadline for spring 2020 and they received their enrollment fees as a credit



toward future semesters or a refund if they so desired. At present there is no discussion of reducing enrollment fees for the 2020-2021 academic year.

Enrollment events for prospective incoming freshmen in our service area were interrupted by the campus closure in March of 2020. However, those events resumed virtually in late spring. Throughout June and July, Outreach staff have hosted “Extreme Wednesday” events, during which students are able to expedite the application and enrollment process. These events are held each week throughout the summer to encourage students not to wait until just before or just after classes begin in the fall to enroll. However, those (virtual) events have not been well attended to date.

Student campus visits were suspended when the campus was closed in mid-March. Work is in progressing on the creation of a video campus tour to be posted to the College website that could be viewed by prospective students anywhere in the world.

The College’s outreach and marketing team is using television adds, letters, emails and phone calls to prospective students (both those eligible to return and new students), social media promotion, signage and any other practicable method to outreach to college age and adult students, displaced workers, those interested in upskilling and high school age students interested in getting a head start on their college education.

Instructional deans have analyzed the fill rates and wait lists of online courses and, in some cases added or consolidated online course offerings to more nearly match apparent demand. Deans are also evaluating the viability of late start fall 2020 classes.

The college worked with the Greater Reedley Chamber of Commerce in summer 2020 to develop a menu of not-for-credit courses targeting business owners that were just about to re-open as the COVID-19 infection rate went through a temporary slowdown. Those offerings did not attract a sufficient number of enrollees to justify being held. Collaboration with chambers of commerce, adult schools and industrial partners will continue to re-launch that initiative in an effort to enroll adult learners looking to retrain in greater numbers.

#### Resources

- Forbes, [Five Ways COVID-19 Will Impact Fall College Enrollments \(March 30, 2020\)](#); 1) Schools that rely on students will be badly hobbled 2) evaporation of existing students is exaggerated 3) a “cascade” of over-admissions is coming 4) competition for students will increase even more 5) more families will seek local education options, Forbes.
- The Chronicle of Higher Education, [How to Ensure a Successful Opening This Fall \(April 3, 2020\)](#): Increase engagement with new students, streamline student options, reset expectations for faculty, be willing to make unpopular decisions, assemble a team to learn from the crisis, and garner alumni support.

#### Media Reports

- Scoir, [COVID 19 Survey Results \(March 30, 2020\)](#); 3,301 college-bound high school juniors and seniors suggested that 89% have no intention to delay college enrollment, although 19% of high school seniors indicated that recent events might result in some reconsideration of their college choice.

- American Council on Education (ACE), [Letter to the Senate \(April 9, 2020\)](#); Higher education may expect an estimated 15% enrollment decline, including a projected 25% decline in international students.
- EAB, Survey results: How enrollment leaders are responding to COVID-19 (March 16, 2020); 28% of enrollment leaders (n=250) were proactively bringing down their yield projections, expecting fewer international students to return in the fall.
- Art & Science Group, [Looking Ahead to Fall 2020: How COVID-19 Continues to Influence the Choice of College Going Students](#) (April 2020); A 1,171-student survey showed that while 83% of students still plan to enroll full time, 65% of students are concerned about their ability to attend their first-choice school.
- Cirkled In, COVID-19 is Making Students Rethink Their College Plans (March 26, 2020); a survey of over 1,000 high school students showed that 25% of students believe that COVID-19 will impact their college location decision.
- Tyton Partners, [College Parents Weigh in on Fall Enrollment](#) (April 22, 2020); a survey of 464 parents of enrolled college students and college-bound high school seniors show that parents do not believe remote learning will meet expectations, and 40% of parents say their child is unlikely to return in the fall in a remote learning environment.

#### Financial Aid

Financial aid services and the on-campus office converted to fully remote (online, telephone, US mail) service to students in spring 2020. A few employees have been on campus since; in-person service is available to students only on an appointment basis. The office will continue operations on this basis for fall 2020.

Normally, the College has limited resources to support students through an emergency situation (i.e. transportation, temporary relocation, job loss, etc.). In spring 2020, however, the College was able to utilize federal CARES funding to assist enrolled students with direct cash assistance. The College awaits the next round of federal funding to see whether assistance can be extended to students under that program.

The District decided immediately after campus closures in the spring that they would continue to pay student workers through the end of the spring 2020 semester at the same monthly amount they had earned in January and February. This approach preserved dozens of students' income through the spring semester and, in some cases, made the difference for them to be able to stay in college. No District announcement has been made about fall 2020 student employment, however, the College hopes to support as many student workers as possible throughout academic year 2020-2021.

#### Resources

- Brian Communications, [The Impact of COVID-19 on Higher Education](#) (April 8, 2020); 65% of parents say the pandemic has made them more cautious about the financial impact of tuition.
- HEDS, [The HEDS COVID-19 Institutional Response Student Survey](#) (April 23, 2020): a survey of 3,900 college students' intent to return to college showed that among the 10% of students that were unsure or unlikely to return in the fall, many pointed to financial concerns that have risen during the COVID-19 pandemic.

- National Association of Student Financial Aid Administrators (NASFAA), [COVID-19 Reference Page: Student Portion of Higher Education Emergency Relief Fund](#) (May 20, 2020); information on the allocation of the \$14 billion from the CARES Act including how students can apply and access financial aid funds.
- McKinsey, [COVID-19 and US higher education enrollment: Preparing leaders for fall](#) (May 21, 2020); 21% of incoming students have said they have changed their first choice school, with almost half of those students saying they changed because of cost of attendance. 30% changed because school was ‘too far away from home’ and 26% changed because their school was located in a high threat area for COVID-19.

#### Academic Advising/Counseling

Academic advising and counseling transitioned to fully remote services (online, email, telephone and US mail) in March 2020 and is still providing all services via Zoom, online video chat and telephone. For the fall 2020 semester, most counseling sessions will still be held remotely by appointment.

For students wishing to see a counselor face-to-face in the fall, an “express” counseling service for walk-ins will be available. Two additional counselors with offices located in the Student Services Building will also be available to meet in person with students. In addition, in accordance with the Guided Pathways model, two counselors will be “embedded” in CTE areas and available for at least some in person meetings at locations nearer to our CTE program locations on campus. Except for the express counselor, in-person meetings will be by appointment only to reduce crowding and queuing in the student services building lobby. Counseling modalities and hours may be adjusted once a firm idea of demand is assessed in the fall semester. If our experience indicates schedule adjustment would meet the demonstrated demand better after the beginning of the fall semester, we will make that adjustment (assuming we can do so while observing “standard precautions” to be protective of student, counselor and staff safety).

As indicated above, Reedley is continuing in our efforts to create student success teams in accordance with the implementation of Guided Pathways. As of fall 2020, a counselor liaison has been identified for each of our seven pathways; only two will have office space in the proximity of where the students in those pathways take classes. We will wait until the pandemic recedes to complete the planned re-location of more counselors. The move to online services has likely made academic advising more available to a greater portion of our students.

Faculty have been advised that all course syllabi for Reedley College classes must include links to all student service opportunities, including counseling. With more classes online, more instructors are utilizing Canvas with enhanced opportunities to remind students about the availability of online counseling. Other communication to students, via email, townhalls, surveys, social media, text, and signage will also encourage students to speak with their counselor and take advantage of other student services online.

The College is leading the District in the adoption of Starfish as a just-in-time notification service for students at risk of failing a class or struggling with other aspects of their college experience. Early Alert is a Starfish feature that allows instructors to send an alert and specify the nature of their concern (or their compliments, if the student is doing great work). Alert notifications must

be followed up on by student services staff and the loop is closed by verifying back to the instructor the nature of the follow up and the outcome.

#### Academic Support/Tutoring Centers

The college offers three tutoring centers for student assistance at present:

- The General Tutoring Center that recruits tutors and provides services to students across disciplines, located within the footprint of the campus Library (central part of campus).
- The Reading and Writing Center, recruits strong writers from a variety of majors, helps students in English but also students writing papers or reports for a class in any discipline, located in the “wings” buildings (southeast part of campus).
- The Math Center recruits successful math students as tutors and attracts mostly students in math and STEM courses, located in the Forestry, Engineering, and Math (FEM Building), on the northwest part of campus.

During the spring semester, all three tutoring centers transitioned exclusively to virtual tutoring. Besides access to Reedley College tutoring, students in a course that utilizes Canvas also have access to online tutoring through Smarthinking, a third-party provider, that features 24/7 access.

For the fall semester, the Reading and Writing Center and the Math Center will be fully online, with no physical presence on campus. Both will emphasize a by-appointment scheduling system as that option emerged as a more efficient use of tutor time in the spring 2020 semester.

The General Tutoring Center will offer limited in-person tutoring services in the fall and adjust the schedule to meet demand. Most of the General Tutoring will be done virtually as well. Whether in-person or virtual, general subject tutors will be scheduled by appointment.

In the General Tutoring Center, a limited number of students may be allowed to meet with tutors in person with the following protocols in place:

- Only students seeking tutoring will be allowed to use the Center.
- All seating will comply with social distancing guidelines of at least six feet between individuals.
- Students and Center staff will cooperate to observe the “standard precaution” protocols to minimize the risk of COVID-19 transmission within the Center, including wearing facial coverings, social distancing, frequent hand-washing, sneezing/coughing hygiene, and disinfection of high-touch common use areas after each use.
- Upon entering the Center, students and staff will be required to use hand sanitizer.
- Foot traffic and areas that may be subject to queuing will utilize signage or floor decals to encourage one-way traffic, discourage gathering, and encourage social distancing.
- Employees shall be screened daily for symptoms of COVID-19 upon reporting for their shift. The current CDC and Fresno County guidelines for symptomatic and or exposed employees shall be followed.

For students that have general issues with technology (computer, Zoom, Canvas, etc.) they can connect to helplines via telephone for assistance.

## Resources

- Inside Higher Ed, [Academic Advising Amid Physical distancing](#) (March 23, 2020); strategies for effective online academic advising.

## Career Services

The importance of Career Services to assist students in finding local employment has been highlighted by the current economic fallout related to COVID-19. The Career Services office transitioned to deliver services fully online in March 2020. That mode of operation will be emphasized in fall 2020 with some limited face-to-face appointments, available only through prior arrangement. The following services will be available to students either online or, on a limited, by appointment basis, in fall 2020:

- Career counseling and career assessments
- Resume development
- Job search assistance
- Job readiness support

The Career Center has up-to-date information on local job demand (including wage rates), access to official labor market statistics and reports, and works with departments and programs to generate and maintain employer networks. The Center has adjusted its employer portfolio to adapt to the changing regional employment environment.

The Center has expanded outreach efforts to the local community to find internships and employment for its students. Appointments can be scheduled via email or by telephone.

## Resources

- Forbes, [What Colleges and Graduating Seniors Need to Do to Find Jobs During these Tough COVID-19 Times](#) (May 7, 2020); successful schools are tapping heavily into alumni networks to try and find employment opportunities for students.

## Admissions and Records

The operation of the Admissions and Records (A&R) office at Reedley transitioned to fully remote operation in March 2020. Using email, telephone and Zoom, this mode of operation has continued into the summer and will be the predominant mode of operation for fall 2020. Many of the forms used for enrollment, petitions and waivers were already in or are in the process of being converted to digital format, streamlining the work flow and processing of these forms.

For fall 2020, office functions will continue remotely. However, there will be a mechanism in place to accept hardcopy forms from students that do not have access to technology. Services available and continuing, either remotely (R) or face-to-face (F2F), are:

- Registration (R, F2F)
- High School Enrichment and Dual Enrollment (R, F2F)
- Telephone Inquiries and Consultation (R: 559/638-0323)
- Transcript Requests (R, F2F)
- Degree Audit/Evaluations (R, F2F)

- Veteran Services (R, F2F)
  - The School Certifying Official will be available on campus two days each week to assist students with:
    - Certification of Veterans' Benefits
    - Unit Changes
    - Response to Students' Questions

Together with the College Articulation Officer and the Office of Instruction, A&R has kept up-to-date on successful credit transfer criteria, whether the credits were earned online or face-to-face. As part of the statewide system of community colleges and through the California Community College Chancellor's Office, the College transferability of courses and programs between community colleges in the state has been optimized. This work occurred prior to and continued during the advent of COVID-19.

The College A&R office has worked closely with our sister District colleges to align grading systems and policies to create consistency and facilitate ease of credit transfer, whether earned on campus or online.

Many students took advantage of the option of taking an "emergency withdrawal" even after the normal semester deadline for spring 2020 and they received their enrollment fees as a credit toward future semesters or a refund if they so desired. The College has taken steps to ensure students are aware of and appropriately utilize the grade and fee relief measures that have been and may continue to be authorized by the State and by the District. Whenever possible, the District will ensure that students are not harmed by the changes that have occurred in courses, grading, deadlines, etc. as a result of COVID-19. Special consideration has been given to these changes since they have occurred with little warning and been beyond student's control.

#### College Relations & Outreach

Because so much of what College Relations and Outreach does is in coordination with local feeder high schools, the nature of their operations (in-person, online, by telephone, or other) during academic year 2020-2021 will remain in flux until there is more clarity about the operating status of local high school districts. Some local districts had announced their intention to resume face-to-face operations, only to have the Governor announce in the middle of July that all K-12 schools in the state would at least begin the fall semester remotely.

If high school districts continue operating remotely, all of the Outreach services to the high schools can be accomplished remotely, as they were during spring 2020. Outreach would need to work closely with the high school contacts to coordinate Zoom workshops, record and make available their presentations, and provide other follow-up services. Outreach has the technology and capability of providing these services remotely.

For 2020-2021, each outreach specialist's schedule may look different depending on the high schools they are assigned. If all high schools are online, with remote delivery of materials and services, then all Outreach staff could work from home or from the campus while practicing social distancing.

Although Outreach interfaces directly with incoming, high school students and high school staff, for continuing Reedley College students, Outreach is not currently “front facing.” Outreach could maintain its operations remotely, as it is now, through weekly Zoom meetings; other virtual meetings could be scheduled on an “as-needed” basis. If the Outreach staff is to provide coverage for the new College Welcome Center, an on-campus schedule could be developed for the staff on a rotation basis. Further consultation with staff would be necessary to create the schedule.

### Disabled Students Programs and Services (DSP&S)

During fall 2020, DSP&S will continue to provide the following services in the remote (R) and/or face-to-face (F2F) format:

- Counseling (R)
- Workability III Job Developer (R)
- Testing (R/F2F)
  - Remote Testing: Testing accommodations will be provided online for students taking online courses. DSP&S will work with the students and instructors to make online testing arrangements. Instructors can contact the Instructional Design office or any DSP&S counselor with questions about modifying Canvas exams to accommodate DSP&S students. Students should contact their DSP&S counselor if there are any issues regarding testing accommodations.
  - In-person Testing: Testing accommodations will be provided for students who are required to come on campus for F2F exams. DSP&S will work with the students, instructors and the Testing Center to make in-person testing available on campus.
- Alternative Media (R)
  - Book format conversions
- Equipment Checkouts:
  - Smart pens, audio recorders, etc. will be available for student checkout through the IT department.
- Transition to College (R)
  - The TTC Counselor/Coordinator will work with individual feeder schools to remotely complete DSP&S intakes with high school seniors transitioning to college who are interested in DSP&S services.
- Learning Specialist (R)
  - LD Specialist will be available remotely for appointments.

### CalWORKs

The CalWORKs Program transitioned to fully remote operations in March 2020. CalWORKs will continue to work with A&R, Business Services, Financial Aid, and the Bookstore to ensure ability for students can receive their required books and supplies, register for classes, and pay for any fees due with no face-to-face interactions. Most of their services will continue to be provided by Zoom or telephone for fall 2020. CalWORKs forms are all available electronically. The campus office will be staffed by one person 5 days each week to provide services to those students that might lack access to technology or needs an in-person intake performed. For in-person services,

- No walk-ins will be seen
- Students must first obtain a referral from the Fresno County Department of Social Services
- Student can then contact CalWORKs to make an appointment
- Students will be advised of appointment options (Zoom, phone, email) at the time they make an appointment
- Appointment times will be staggered to allow proper disinfection and sanitization between appointments; students will be told precisely when to arrive for their appointment
- Only one person will be allowed in the waiting room/lobby at one time
- Curbside service will be established for distribution of school supplies, as needed
- Students must observe PPE protocols: facial covering (mask or face shield) and observe “standard precaution” protocols in CalWORKs office
- Plexiglass barriers to be installed at four workstations (receptionist, counselors and coordinator)
- Disinfecting supplies and hand sanitizers have been installed in office.

#### Dream Center

All Dream Center services to DACA (Deferred Action for Childhood Arrival) students were transitioned to remote only delivery in March 2020. Counseling services to Dream students at Reedley College will continue to be provided via phone and/or Zoom for the fall 2020 semester. All Reedley College Dream students have been emailed to inform them that services will be provided online.

The Dream Center will arrange remote assistance from Financial Aid as appropriate. The Dream Center Counselor/Coordinator will contact non-profit community organizations to inquire about their plans for delivery of services and the steps necessary for assisting students renew their work permit under DACA so that this information can be shared with students.

Dream Center social media pages, Facebook and Instagram, will be created to enhance connection to students.

#### EOPS/NextUp/CARE

The Equal Opportunity Programs and Services (EOPS) office at Reedley College transitioned to fully remote service delivery in March 2020. For fall 2020, the office will continue to provide services remotely, but the office will also be open two to three days each week for in-person service delivery and interaction. All remote technology (VPN, softphones) will continue to be utilized to provide virtual service. New EOPS Student Orientations will be conducted through ZOOM and Canvas. Required EOPS forms have now been converted to digital format with Adobe Sign.

The staff member providing services to NextUp students will work remotely only. Office signage will direct NextUp students to contact this counselor directly.

Students visiting the EOPS office for services will do so on an appointment basis only. All students entering must be wearing facial covering and, while present, must observe other



“standard precautions,” social distancing, hand washing/sanitization, and disinfection/cleaning. Signage reminders of the “standard precaution” protocols will be posted prominently in the EOPS office.

The number of EOPS counselors working on campus will be limited and their schedules rotated between online delivery and in-person delivery of services. The EOPS office has requested the installation of Plexiglass barriers around work stations to be protective of employee and student health. The number of students in the office will be limited to two at any one time to promote social distancing. Furniture will be re-arranged or marked off to promote social distancing. Hand sanitizing stations and disinfection wipes will be supplied to the office for use by staff and students. “Student use” areas and high-touch surfaces will be disinfected between student appointments.

#### Student Support Services (TRIO SSS)

TRIO SSS converted to fully remote delivery of services in March 2020 and will continue in that modality for fall 2020, with in-person testing available on a limited basis by appointment only. Counselors and staff will provide academic counseling appointments, workshops and other support services through Zoom and phone calls. Technology now utilized (VPN and softphones) will continue to be utilized to provide services to students.

#### Testing Center

Testing has been conducted online since March 2020; online testing will continue for fall 2020, with the option for limited in-person testing by appointment. The following types of testing services are currently provided:

- DSP&S Test Accommodations: DSP&S Test Accommodations will continue to be scheduled in collaboration with DSP&S staff. Test accommodations will continue to be offered via alternate delivery modes. Test accommodations for in-person exams will also be offered in the Testing Center through pre-scheduled appointments.
- Make-up Testing: Make-up testing will not be offered through the Testing Center in the fall 2020 semester.
- ESL Placement Testing: The ESL Department is developing guided self-placement to eliminate the usage of the ESL placement test. Until that is implemented, ESL testing will be available through pre-scheduled appointments at the Testing Center.

#### Transfer Center

Transfer Counseling services will be provided to students through Zoom, phone, email and in-person (limited availability) by two full-time and one part-time Transfer Center counselors. Transfer Center staff and counselors will utilize SARS grid to schedule all student appointments for tracking purposes.

Transfer counselors will use Adobe to convert Starfish Student Educational Plans (SEPs) to PDF format. An updated copy of each SEP will be given or emailed to students

The Transfer Center email inbox is a point of contact for students. Staff will be monitoring the email box inbox. The main Transfer Center phone line will accept voice mail messages which are then directed to the Transfer Center email box. Arrangements to allow call forwarding and Softphone are being made available to Transfer Center Staff to assist with direct contact to and from students.

### Upward Bound

During the spring 2020 semester, Reedley's Upward Bound program was able to maintain contact remotely with both high school districts and the students they serve. Upward Bound program staff contacted individual students by telephone to assess their needs and to provide tutoring, on request.

For fall 2020, the Upward Bound program will provide daily online tutoring sessions via Zoom. Since feeder high schools will open in the online mode, face-to-face student contacts will have to await cessation of the local spread of the Coronavirus. Upward Bound staff will be in weekly contact with all students by grade level to check on their progress and respond to questions. Recruitment will begin fully online for new Upward Bound students; as allowed program staff will resume face-to-face recruitment. Meetings with parents of Upward Bound junior and senior students will be provided on line (and face-to-face, if feeder high schools open for on-campus activities). Parent meetings will focus on FAFSA completion and upcoming college application deadlines. Online sessions with high school seniors will also focus on FAFSA completion and applications for UCs and CSUs.

For the start of the fall semester, Saturday Academies will be conducted online with pick up of hardcopy materials by students, as necessary. Cultural events and enrichment for Upward Bound students will be provided online.

Program staff will continue to utilize the Blumen database to log contacts with students and archive data for the Annual Program Performance Report.

### Veterans Center

All services available at the Reedley College Veterans Center will be provided remotely for fall 2020. Calls to the Veterans Center are routed via email to staff members. Staff monitors the Veterans Center email account for incoming communication. The Veterans Center counselor and School Certifying Official are providing services through Zoom, telephone and email. The School Certifying Official is also planning to be on campus to assist Veterans two days each week.

### Dual Enrollment

Dual Enrollment administrators and staff worked diligently and effectively in spring 2020 to transition to remote instruction, contact Dual Enrollment instructors, assess the ongoing level of engagement of students, provide tech to students that requested it, communicate College changes to deadlines for dropping and grade changes and generally help everyone involved complete the scheduled courses and receive college credit, if appropriate.

For fall 2020, since partner high schools will begin the semester online, Dual Enrollment program staff are working to understand from high school partners which of the dozens of scheduled dual enrollment sections will be offered, since many are CTE offerings with significant elements of skills practice that does not lend itself well to remote delivery. Support is being provided for technology, instruction, and student support services to maintain continuity for students.

For non-CTE offerings, Dual Enrollment instructors will continue to follow the guidance of the instructional departments that schedule the courses. Dual Enrollment program staff will help to facilitate coordination between Reedley offering departments and Dual Enrollment adjuncts.

Dual Enrollment program counselors will continue to provide services through alternate modalities including Zoom and phone calls. In addition, students will be able to schedule in person appointments. Beginning with fall 2020, Dual Enrollment will utilize Starfish for appointment scheduling. Dual Enrollment staff will continue to partner with campus support services such as technology and tutorial to ensure that the dual enrollment students have access to the tools they need to be successful.

## 10. Student Life

Reedley College has developed a comprehensive virtual orientation, “Tiger Preview,” to be held on August 5<sup>th</sup> for all first-time students (returning students are also welcome to participate). Participants have been invited via US mail and those that have indicated they will attend have been mailed hard copies of all relevant orientation content. A sample of the information covered during the Tiger Preview relevant to the protection of student health and safety includes:

- A segment devoted to College protocols governing health, safety, and quarantining for new and returning students that will be attending face-to-face classes.
- Student and faculty leaders/staff/volunteers participating in Tiger Preview and any other orientation activities are appropriately oriented to new operating scenarios and protocols themselves.
- Tiger Preview will include information about online learning, Canvas, Zoom and general student strategies for a successful online experience.
- Tiger Preview will be recorded for viewing by students that could not or chose not to attend synchronously.
  - Health and safety guidelines and expectations,
  - Review and signing of the COVID Safety Agreement to educate face-to-face and on campus students of revised health and safety procedures.

Individual students have been members of the College’s COVID-19 Taskforce to contribute to planning and implementation efforts for face-to-face operations. In addition, feedback gathered from students through surveys, townhalls, and student questions submitted via social media have informed our planning efforts. As noted above, students will also be involved in orientation activities and may be part of College efforts to convey safety messages to students throughout the semester. Student leaders may also participate in health and safety training or contract tracing training, should that become necessary, or they may be used to distribute targeted messaging. Reedley has a history of involving students on every participatory governance committee and many workgroups; student participation with such groups will continue.

At the time of its next revision, new return-to-campus, health and safety, and enforcement information will be included in the updated version of the Reedley College Student Handbook.

Associated Student Government (ASG) will continue to meet biweekly. ASG will also be organizing/hosting virtual events for all students; if allowed later in the fall 2020 semester, ASG will also propose some face-to-face student activities.

Tiger One (or identification cards) will be ordered and paid for over the phone in fall 2020. Once the card has been paid for, the Business Office will notify Student Activities and SA will contact the student. Students will submit a current picture via email for inclusion on the card. Cards can then be sent to the student via US Mail or safe pick up can be arranged.

### Resources

- Education Advisory Board, [How 57 of your peers are rethinking summer orientation during COVID-19](#) (April 14, 2019); of 57 institutions, 93% have moved to online orientation or are

considering doing so. 15% are combining online orientation with a more robust welcome week.

### Residence Hall

Due to the unique nature and quality of many of its programs, both academic and athletic, Reedley College attracts students from throughout California, the US, and international students. Finding affordable housing for these students in the community can be challenging for these students.

As a result, Reedley has elected to operate its on-campus Residence Hall for the 2020-2021 school year (even though fall sports have been suspended/postponed). To address health and safety concerns, the Residence Hall will operate at approximately 50% capacity limiting room occupancy to one student per room. Restrooms, some living space, the recreation will still be designated as common spaces. Students will still be allowed to use the student kitchen, but only one student at a time.

The following operational protocols will be implemented in the Reedley College Residence Hall for 2020-2021:

- Communication, Signage, Messaging
  - Clear communication about operating parameters, health and safety precautions, and other compliance expectations will be made clear prior to the arrival of student residents.
    - The health and safety precautions include not sharing multi-use items such as plates, silverware, or trays in eating areas, laundry detergent containers in shared laundry areas, or towels or shower products in shared bathroom spaces.
  - Residents will be expected to sign the “COVID Safety Agreement” and additional guidelines specific to on-campus housing and residence in the Residence Hall. All documents must be signed and submitted prior to move-in.
  - Prominent signage at the entryway, in common areas, and in student rooms will remind students of “standard precautions,” and general virus information (transmission routes, infection risk, etc.)
  - At move-in and throughout the year, managers will distribute additional information about the prevention of COVID-19 transmission.
  - The existing television monitor in the Residence Hall entryway will be used to loop graphics and videos about behaviors that prevent the spread of COVID-19.
- Hand Washing
  - Residents and staff will be encouraged to wash their hands frequently while in the Residence Hall.
    - Touchless Hand Soap Dispensers have been installed in all Residence Hall Restrooms and alcove sink areas.
    - 9 Hand sanitizing stations/dispensers have been installed throughout the Residence Hall.

- Facial Coverings/Masks
  - Residents and staff will be required to wear facial covering in the Residence hall building in all common areas, shared spaces, walk-ways, hallways, laundry rooms and the recreation room.
  - Residents can be without a facial covering outside the building, if they are six feet from another person.
  - Residents can be without a facial covering inside their assigned Residence Hall room.
  - Single-use face masks will be provided to all residents who need them.
  - Residents will be encouraged to wear their facial coverings in all areas required inside the Residence Hall. Residents who are found not wearing a facial covering will be referred to the RH Manager. Non-compliance incidents will be documented; multiple non-compliance could result in additional enforcement action, up to and including exclusion from the Residence Hall.
  
- Social Distancing
  - Residents and Staff will be required to social/physical distance in the Residence Hall building in all common areas, shared spaces, walkways, hallways, laundry room and recreation room.
  - Plexi-glass guards have been ordered and will be installed in areas with higher volumes of student contact such as the front entrance counter and at Manager's desks.
  - Furniture has been rearranged in the Residence Hall common areas to support social/physical distancing.
  - Areas in the Residence Hall have been clearly marked with guidelines for gatherings and social activities in accordance with current physical distancing guidance.
  - Seating in common areas has been reconfigured areas to ensure proper physical distancing.
  - The Residence Hall manager has established allowable occupancy of common areas and developed plans to monitor and enforce.
  - Signage and floor decals will be posted, as appropriate, to encourage social distancing.
  
- Meals and Coordination of Food Services
  - The Residence Hall Manager has coordinated with the Food Services Manager to provide Residence Hall students with information, instructions and implementation of meal delivery.
  - Evening meals will be delivered by Food Services to the Residence Halls for pick-up and heating, as necessary, by residents.
  - For the 2020-2021 academic year, microwave ovens will be allowed in resident rooms.
  - Residents will also have access to the student kitchen, but only one student at a time. The Residence Hall Manager will arrange for the student kitchen to be closely monitored for compliance.
  
- Cleaning, Disinfection and Sanitization
  - The Resident Hall Manager has collaborated with Building Services to create a more-frequent cleaning schedule for the Residence Halls.
  - The cleaning schedule will include two visits to disinfect and sanitize during daytime hours and an overnight deep cleaning.

- All RH Staff will support custodial staff when on duty by sanitizing & wiping down high-touch, common-use areas.
  - Rules for sanitizing shared living spaces (i.e. pool tables, microwaves, sinks, showers, etc.) are clearly posted at the Residence Hall entryway and potential users are instructed before being granted access.
  - A “Restroom Cleaning Schedule” will be posted and adhered to for consistency and monitoring.
- Visitors and Non-Residents
    - Entry to the Residence Halls is already strictly controlled through the use of Tiger One student cards; these restrictions will continue.
    - The Residence Hall Manager has imposed the following restrictions on building access by visitors, non-residents, including outside guests, non-residential staff, and others (these restrictions may not apply to some people, for example personal care attendants for students with disabilities).
      - All visitors to the Residence Hall will have to meet and socialize with residents outside of the building. Additional exterior seating will be provided for Residents to enjoy.
      - While socializing with visitors, all campus regulations regarding facial coverings and social distancing and other “standard precautions” will be observed.
      - Restrictions on visitors and non-residents in the Residence Hall will be strictly enforced. Non-compliance incidents will be documented; multiple non-compliance could result in additional enforcement action, up to and including exclusion from the Residence Hall.
- Confirmed Positive Case of COVID-19 Among Student Residents
    - The Residence Hall has reserved a set of bedrooms with separate bathrooms for use by resident(s) that have been confirmed to be COVID-19 positive.
    - The Residence Hall Manager will work closely with Reedley College’s Nurse and FCDPH for additional guidance on the implementation of measures to protect the infected student(s) and the other Residence Hall occupants, including managers.
    - Students testing positive for the virus will need to quarantine and be monitored for worsening symptoms.
    - Other residents (or non-residents) deemed to have had close contact (defined as interactions for more than 15 minutes at a distance of less than six feet without facial coverings) with the individuals who’ve contracted COVID-19 may also need to self-isolate and monitor symptoms.
    - Protocols regarding the monitoring, care and management of the residents confirmed to be positive for COVID-19 are provided in a separate document (Appendix E).

#### Guidelines

- CDC, [Guidance for Shared or Congregate Housing](#) (April, 25, 2020); Guidance for safety measures in shared housing environments featuring considerations for shared spaces, dining rooms, laundry rooms, bathrooms, other common spaces, and recreational areas.

## Resources

- Inside Higher Ed, [Partying Like It's 2019](#) (May 21, 2020); Colleges are considering additions to their conduct codes to enforce physical distancing measures next fall including “good neighbor” clauses for students living off-campus.
- American Council on Education, [College & University Presidents Respond to COVID-19: May 2020 Survey](#) (May 21, 2020); Just over half of respondents who have on-campus housing indicated it was “very likely” that on-campus housing would resume. Additionally, the most popular action to resume operations was “setting aside some on-campus housing for quarantine” (65%).
- CDC signage examples: <https://www.cdc.gov/coronavirus/2019-ncov/communication/print-resources.html?Sort=Date%3A%3Adesc>
- CDC instructional videos: <https://www.cdc.gov/coronavirus/2019-ncov/communication/videos.html?Sort=Date%3A%3Adesc>
- CDC written materials: <https://www.cdc.gov/coronavirus/2019-ncov/communication/public-service-announcements.html>
- CDC
- : <https://www.cdc.gov/handwashing/when-how-handwashing.html>
- CDC facial coverings and masks: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>
- CDC social distancing: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>
- CDC meals/coordination of food services: <https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/shared-housing/index.html>
- CDC disinfection and sanitization: <https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.htm>
- Policy on visitors and non-residents: <https://www.acha.org/documents/resources/guidelines/ACHA>
- Confirmed positive COVID-19 protocols: <https://www.cdc.gov/coronavirus/2019-ncov/community/colleges-universities/considerations.html>

## Media Reports

- Niche.com, [Student Voices – The Path to Fall 2020](#) (May 20, 2020); This survey of 21,847 high school, college, and graduate school students found that 58% of respondents rated the importance of on-campus housing opening in the fall as “very important” or “important.”

## Herdsmen House

The Herdsmen House at Reedley College was created to provide convenient and no-cost housing to students working with farm personnel to feed, water, and care for the animals maintained on campus as part of the College Animal Science programs. The house is equipped with a full kitchen, four bedrooms, two bathrooms and a living area. Selection as a Herdsperson is a competitive process and students sign a contract agreeing to certain standards of conduct, and a number of hours to work specifically to care for the College animals housed on the farm.

This description below of three levels of response, which constitutes a contingency planning guide for contagious disease, were created in collaboration between the Residence Hall manager and the Farm Manager who share responsibility for the health and safety of the



residents of the Herdsmen House. To prevent cases and limit exposure, access to the Herdsmen House will be limited to only student residents and essential campus personnel on business only.

- Level 1
  - Herdsmen House places information on hand washing within the residence.
  - Hand sanitizers, sanitation wipes, will be made available to residents to assist with combating the spread of the virus within the house.
  - Weekly herdsmen meetings will cover signs and symptoms of Covid-19 and remind students that they are to continue completing the self-assessment online daily.
  - Have the residents advise farm manager and/or school nurse if temperature exceeds 100.4 degrees.
  
- Level 2
  - Working in conjunction with the Residence Hall Manager, prepares & identifies rooms to receive quarantined or isolated herdsmen house students. Assignments are made for ill students based on limited spacing in quarantine area of residence hall dormitory.
  - If no available space inside of dormitories for quarantine, herdsmen house will serve as a quarantine location for tenants within their room, those placed in quarantine will have their own dedicated bathroom to use.
  - Provides PPE for RC Staff & farm technician staff identified who may be delivering meal trays to ill students. We will contact Fresno County Public Health Dept for any suspected cases and isolation precautions.
  - Reports the number of ill residents daily to Administration and Health \*\*Nurse will help track ill/isolated students living on campus.
  
- Level 3
  - School nurse and Farm Manager monitors illness from self-reporting and assesses the need for restricting access to portions of the house.
  - Farm Manager continues reporting the number of illnesses to Admin daily.
  - Farm Manager works with Health Services Office in establishing a schedule for the College Nurse/Health Coordinator to do rounds if hall is in isolation. \*\*We are not able to order N95 respirator masks due to limited availability. These masks are the recommended PPE droplet precautions. Hospitals currently are using these masks in their units.
  - Works with RC Administration, District Office Administration, Incident Management Team to evaluate for possible closure.

Should there be a confirmed case of COVID-19 for a Herdsmen House resident student, the student will be moved to the dedicated space for quarantined students within the Residence Hall as long as space is available. A backup option is to quarantine these students within their private room for the required amount of time prescribed by health care professionals. In its current configuration, each half of the herdsmen house shares a restroom. Should one student become infected, they will maintain the restroom closest to their room, and the tenant who shared a restroom with the student that has contracted COVID-19 will utilize the restroom in the other half of the house to limit chances of exposure. The Farm Manager and the College Nurse will work with the student to develop a care plan that includes delivery of food, custodial needs,

laundry care, etc. Thermometers and disinfecting wipes will be made accessible to use for monitoring fever.

The Farm Manager and College Nurse will work with Food Services to have meal delivery arranged for any quarantined student. Meals can be ordered via telephone and either delivered or picked up by another Herdsmen House resident. Food Service will be available between 7:30 am and 2:30 pm; dinners can be ordered in a pre-packaged form for later consumption. Assistance to the quarantined student to purchase meals on the weekends will be arranged by the Farm Manager (and other staff, as necessary). Anyone involved in meal delivery (and the delivery of other supplies) to a quarantined student will be required to take precautionary measures, such as wearing a mask and gloves and other PPE as deemed necessary.

The Farm Manager will work closely with the College Nurse and College Management Team to report the number and status of ill residents daily. The College Nurse, Management Team and Farm Manager will also establish “all clear” guidelines when a student may return to his or her normal activities within the house and feeding obligations. If a student is ill and placed in a private room, farm staff will email this information to Student Services, who will advise the student’s professors of upcoming absences.

In the event of a mandatory campus closure, student residents will be given the opportunity to choose to leave for home or to continue to reside in the Herdsmen House while working for the college as herdsmen, which are deemed essential personnel. Should herdsmen elect to vacate their duties as an employee, arrangements will be made to move tenants out of the Herdsmen House and to their homes as soon as possible.

### **Additional Herdsmen House Residents Requirements and Guidelines**

Residents of the Herdsmen House will abide by the provisions of orders put in place by the College, the District, the County and/or the State designed to restrict the spread of the COVID-19 virus. Failure to do so may result in cancellation of the herdsmen’s contract.

- Herdsmen will remain onsite (at the Herdsmen House or on the adjacent farm areas as necessary to perform their assigned work duties) except for essential trips, as defined by the applicable local, state or national public health authorities.
- Essential trips offsite should be conducted only in accordance with social distancing guidelines.
- Until further notice, visitors (defined as any non-Farm personnel) are not allowed inside the Herdsmen House or in the portions of the College Farm Laboratory where animals are confined.
- Herdsmen House residents intending to travel for any non-essential purpose or for one night or more must inform and secure permission from the Farm Manager **prior to their departure** from campus.
- Herdsmen House residents that are gone for one night or longer will be subject to appropriate screening protocols to be conducted prior to their return as determined by the College nurse, as follows:
  - If COVID-19 is spreading at the travel destination, but not in the Reedley College area, you may be more likely to get infected if you travel there than if you shelter in place on campus. Check your destination’s local health department website for more information.
  - The risk of exposure to respiratory viruses like COVID-19 may increase in crowded settings, particularly closed-in settings with little air circulation. These settings include any

public venue where people are likely to congregate as well as public transportation (like buses and trains).

- If you have close contact with someone with COVID-19 during travel, or if you get sick upon your return from travel, you will be asked to stay in the HH and self-monitor and avoid contact with others for up to 14 days after travel. (See **Precautions for COVID-like Symptoms**.) During this period, you will be assessed regularly by the College Nurse via phone or video conference, and instructed to follow home-isolation precautions. The College Nurse will determine when you can leave the HH and resume normal farm duties.
- Conditions for return of any Herdsmen that has been absent from the Herdsmen House for one night or more (note that the following general description of the screening protocol is subject to change based on evolving guidance from public health authorities):
  - The College Nurse must be contacted prior to the herdsmen's departure from their remote location (their travel destination).
  - The screening protocol may include:
    - a review of contacts while off-site to assess whether a risk of exposure has occurred,
    - an assessment of the intrinsic risk level associated with the travel destination,
    - a review of symptoms (if any), and
    - other screening processes as deemed appropriate by the College Nurse
- If the screening process indicates minimal marginal risk, the herdsman will be allowed to return to the Herdsmen House and resume her/his duties in accordance with operational modifications, the monitoring protocols and Herdsmen House requirements described above.

If the screening indicates an unacceptable level of risk, the herdsman may not be allowed to return to the Herdsmen House until additional assessment is complete.

### Food Service

Food service operations at Reedley College must and will continue in the fall 2020 semester, due to the occupancy of the Residence Hall (see above). The Cafeteria has planned for a much-reduced level of service and patronage due to the reduction in the number of students living and attending classes on campus and to be protective of the health and safety of all customers. Operating hours have been adjusted accordingly.

- Proposed Plan for Operation
  - Buffet-style service will be discontinued in the Cafeteria for fall 2020.
  - The Cafeteria has worked with the IT Director to create an online ordering system that will allow charges to a third-party credit card or to a student's Tiger One card.
  - Meals will be ordered remotely and picked up when prepared in the Cafeteria to reduce or eliminate queuing.
  - A special space or "window" will be dedicated to food pickup only.
  - The Cafeteria is assessing the concept of delivering meals during the day to busy areas of campus (especially the northwest portion of campus where classes and farm operations will provide a concentration of face-to-face students and staff). Implementation will depend on need.
  - Open hours will be 7:30am to 2:30pm with the staff present before and after opening for disinfection and sanitization.

- Cafeteria staff will comply with all “standard precautions,” and will wear facial coverings and gloves at all times.
- Flow of Foot Traffic
  - Wherever feasible within the Cafeteria, directional signage and floor decals will be used to promote one-way foot traffic.
  - The automatic doors on the north side of the Cafeteria, connecting to the Student Center, will be used as the entrance, since most classes will be on the northwest side of campus.
  - The automatic doors on south end of the Cafeteria will be used as the exit doors and will lead to outdoor seating area.
  - Entry and exit doors will be operational using foot pulls.
  - In the serving line, floor decals or markings will be utilized for flow and line spacing.
  - The number of people queuing in the serving area at one time is to be limited to 10.
- Signage
  - Prominent exterior and interior signage to remind Cafeteria users of “standard precautions,” virus transmission vectors, room capacity, etc.
  - Planning for the installation of a video monitor for display of graphics and videos
  - Table signs to remind patrons of requirements for social distancing, facial coverings (which can be removed while eating and drinking), and encourage them to limit their time within the Cafeteria to make room for other patrons.
  - Signage will indicate that loitering in the Cafeteria interior is strongly discouraged for students and non-students.
  - Signage will indicate that outdoor seating is available.
- Social Distancing
  - Cafeteria will operate at approximately 25% of normal capacity (45 persons).
  - Tables and chairs will be removed to encourage social distancing.
  - All tables and chairs in building interior to be removed.
  - Outdoor seating has been increased.
  - Additional shade has been provided with umbrellas and similar arrangements to create more comfortable outside seating.
- Engineered Barriers
  - A Plexiglass barrier will be installed at the cashier station.
  - Barriers may also be installed around the coffee and soda stations (alternatively, staff may pour all beverages).
- Hand Washing/Disinfection
  - Hand disinfection stations will be located at the building entrances.
  - Signage will include information about the importance of hand disinfection/sanitizing.
- Facial Coverings
  - Facial coverings will be required by all persons entering the Cafeteria space.
  - Those entering the Cafeteria without facial covering will be invited to exit (one-time-use masks will be available at the Bookstore across the breezeway).

- Guidelines allow for facial coverings to be removed while eating or drinking.
- Training
  - Cafeteria staff will be trained on “standard precautions” and other aspects of COVID-19 to be protective of their health and that of customers.
  - Cafeteria staff to be trained to monitor and nudge compliance with “standard precaution” protocols.
  - Training recommended to include role playing with non-compliant customers, and responding to customer refusal.
- Residence Hall Food Options
  - Resident hall students will be able to select dinner options from a limited menu.
  - Selected meals in microwave containers will be delivered to dorms in late afternoon to be ready for heating by individual residents using microwave ovens in each room.
  - Residence Hall students in isolation or quarantine will have all meals delivered.
  - Additional vending machines will be installed in Residence Hall area to provide additional food options to residents.
  - Vending machine at Residence Hall would accept the Tiger One card for payment.
- Disinfection and Sanitization
  - Food preparation areas and counter space will be disinfected and sanitized at intervals to comply with all FCDPH requirements.
  - Common-use tables located inside and outside the Cafeteria will be cleaned after every use by Cafeteria employees.
  - Building Services will do spot-checks for cleanliness and perform more thorough cleaning each night.
  - Disinfecting wipes and hand sanitizing stations will be accessible to all customers and staff at all times.
  - Items commonly handled by multiple people will be minimized, eliminated or frequently sanitized.
- Alert Level Adjustments
  - Should more restrictive controls be needed in the event of an increase in Alert Levels, the Cafeteria may only provide outside seating.
  - If Alert Levels ease, additional seating and other measures may be adopted.

#### Resources

- National Association of College & University Food Services (NACUFS), [Collegiate Dining’s Response to COVID-19](#) (May 21, 2020); Reports and infographics about NACUFS polls, guidance for on campus events, catering, communication, sanitation, distancing, and serving strategies.
- FDA, [Best Practices for Retail Food Stores, Restaurants, and Food Pick-Up/Delivery Services During the COVID-19 Pandemic](#) (April 21, 2020); Managing employee health, personal hygiene, operations, and food pick-up and delivery.
- National Restaurant Association, [COVID-19 Reopening Guidance for the Restaurant Industry](#) (April 22, 2020); Strategies for reopening include improving and updating training programs, utilizing automated technology systems that improve processes and limit contact.

- CDC, [Considerations for Restaurants and Bars](#) (May 18, 2020); Guiding Principles and Promoting Behaviors that Reduce Spread.
- Core Architecture + Design, [Restaurants: Envisioning Safe Reopening](#) (April 27, 2020); Operational advice for logistical challenges including food prep, PPE storage, guest experience standards, and seating and space planning.

### Student Center

Due to the inherent risks associated with students congregating in large groups to socialize, the Student Center will be closed to all foot traffic except those students and staff with appointments or meetings in offices located inside the building. Those entering the Student Center will be required to observe “standard precautions.” The following measures will be in place to help protect the health and safety of students and staff:

- Students (and staff) will enter and exit designated doors to reduce interpersonal contact; entry will be through the east-facing automatic doors and exit through the west-facing automatic doors. The north-facing entry doors will remain locked. Connecting (interior) automatic doors to the cafeteria will be operational (see restrictions described in section 10.3, Food Service).
- Student activities staff and student volunteers will provide health resources and safety measure policy materials in common spaces to keep students informed and guided.
- Furniture in the common areas of the Student Center will either be removed or marked off to prevent its use: no sitting or loitering inside the Student Center will be permitted.
- Shade structures will be provided on the patios adjacent to the Student Center to allow students to be seated while accessing the WIFI or eating meals picked up from the cafeteria. Students using outside seating areas will be expected to comply with social distancing and other “standard precaution” protocols.
- The Game Room will be closed.
- Student Center conference rooms, STC 104 and 108 will be locked with use by appointment only through the campus reservation system.
- Disinfection and sanitization dispensers and supplies will be located prominently in the Student Center.
- One-time-use masks will be available in the adjacent Bookstore for those students without facial coverings.
- Tiger One cards normally issued on a walk-in basis will be picked up by appointment only to eliminate queuing in this area.
- Signage reminding students of “standard precautions,” entry and exit protocols, and other expectations will be posted prominently within the Student Center.
- Due to anticipated heavy use, outdoor seating areas adjacent to the Student Center, high-touch surfaces, common areas and restrooms will be disinfected and sanitized multiple times during the day.

Due to potentially higher use of the outdoor areas around the Student Center and the Cafeteria, community service officers (CSOs), and State Center Police Department officers will make frequent checks of these common spaces to ensure compliance with “standard precautions.” The need for additional staffing will be assessed once the use level of the space is determined.

## 11. Athletics

What follows are guidelines for the safe resumption of training and conditioning for intercollegiate sports teams at Reedley College. The intent of these guidelines is to prepare and implement strategies to enhance safe return by Reedley College student athletes, coaches, and trainers to athletic activity.

The California Community College Athletic Association (CCCAA) announced on July 9, 2020 that all conference fall sports (for Reedley, this means women's volleyball, women's soccer, women's golf, men's and women's basketball and football) will be suspended for fall, postponed to spring 2021 and limited to 70% of their normal competitive schedule. Even though there won't be competitive contests in the fall of 2020, Reedley will still strongly encourage enrollment of student athletes whose seasons occur in the fall and conduct sport-specific training, skills practice, and conditioning for their respective sports, which will resume as soon as spring 2021. Spring sport athletes will be undergoing offseason conditioning, drills, and training, as they normally would, in preparation for the resumption of their competitive seasons in the spring.

On August 4, 2020 Reedley College made the decision to transition to completely online all off-season conditioning and training courses for sports at Reedley for at least the beginning of the fall 2020 semester. If local conditions improve and a return to campus for student athletes is indicated, the following protocols will be implemented to facilitate their in-person participation in training activities.

### General Athletic Department Protocols

The Reedley Athletics Department will align practices and protocols with SCCCD and College guidance. Additionally, the Athletics Department will observe California Community College Athletic Training Association (CCCATA) guidelines for resumption of athletic programs.

- Distribute latest guidelines and information to Coaches, staff and student athletes in preparation for return
- Place signage indicating routes through athletic training facility
  - Routes will minimize two-way foot traffic, maintain social distancing and discourage queuing and the presence of multiple student athletes in any one location or waiting room
- To reduce queuing and maintain social distancing, coaches and staff may need to limit the number of student athletes in any portion of the PE/athletic compound at any one time.
- Student Athlete Return to Campus Protocols
  - Each returning student athlete will receive by email the "Reedley College Athletic Training Department Student Athlete COVID-19 Pre-Participation Questionnaire" (Appendix K). The Questionnaire must be returned no earlier than 72 hours prior to the planned campus return date and no later than 24 hours prior to return.
  - Student athletes should make an appointment with their primary care physician or other medical doctor to complete a sports-oriented physical exam. If more information is needed about the type of exam necessary, the student athlete should contact their team coach or the athletic trainer.

- If a student athlete has symptoms of COVID-19 or has been in close contact with a person known to be positive for COVID-19, they will self-isolate for 10 days and/or until asymptomatic for 72 hours, whichever is longer, prior to return.
  - At the time of return, the student athlete must:
    - Meet virtually with the Athletic Trainer to go over the results of the student athlete's completed "Reedley College Athletic Training Department Student Athlete COVID-19 Pre-Participation Questionnaire." The Trainer will review the completed Questionnaire and seek clarification as necessary.
    - Present the results of their physical exam to the Trainer and discuss any concerns.
      - If an exam has not been conducted, the Athletic Trainer can help arrange for a sports physical with a medical doctor in the Reedley area.
  - At the time of their return to campus, student athletes should be symptom free, should have had limited close contact with any individual and have no known close contact with anyone testing positive for COVID-19 for the 10 days prior to return to campus.
  - Teams may be quarantined upon positive testing of any individual athlete.
  - Depending upon the location of the starting point for their return to campus, student athletes may need to self-isolate.
    - If the student athlete lives in the area and is driving to Reedley College, no isolation is necessary.
    - If driving a significant distance or traveling by air, the student may need to isolate in the Reedley area for 7 days prior to return to campus; 14 days if coming from a "Level 3" location.
  - Student athletes will present to campus individually, or with no more than one family member (must be a relative of or living with the student athlete).
    - Those living in the Residence Hall or other residences where vulnerable individuals reside should be aware that by returning to work or other environments where distancing is not practical, they could carry the virus back home, and appropriate isolating precautions should be taken.
  - After returning to campus, student athletes will continually observe "standard precautions" protocols to prevent contracting or spreading the virus.
  - After a student athlete has returned to campus, they may be required to take a COVID-19 test.
- Student Athlete Return to Exercise Protocols
    - Daily symptom and temperature monitoring continue, for each individual athlete and by team using the "Reedley College Athletic Training Department Daily Screening Questionnaire" (Appendix K)
    - Individual sport resocialization protocols will be used
      - Coaches must familiarize themselves with resocialization protocols for their respective sports
    - Weight room/conditioning/small-group activity
      - Work out in the same small "functional groups" to facilitate contact training if it becomes necessary,
      - Schedule workouts to minimize crowding and/or avoid areas or machines if social distancing cannot be maintained (return to the area/machine later); if feasible, mark areas to maintain physical distance.
      - Wear cloth face covering at all times



- Team activities done outside the functional group should be on-line
- If done properly, according to CCCATA guidance, these contacts would be considered LOWER RISK
- Outdoor activities – increase space between participants during drills and conditioning
- Contact activities/shared objects/practices/games
  - Contact activities will be dependent on state and federal guidance and the approval of Reedley College administration.
  - Continue to wear cloth facial coverings when not exercising
  - Work in position or small groups when possible
  - These activities are considered HIGHER RISK

### Sports Medicine Considerations

Coaches, student athletes, athletic trainers, and others visiting the Athletic Training Room will follow the following guidelines.

- Hand Hygiene and Common Materials
  - Athletic trainers will use and demonstrate appropriate hand hygiene, by thorough hand washing or the use of approved hand sanitizer, before and after contact with each athlete.
  - Athletes entering the athletic training clinic will be required to use hand sanitizer before entering and after exiting the Athletic Training Room. Sanitizer stations will be located outside the Athletic Training Room door.
  - To minimize the number of athletes who need to enter and exit the athletic training clinic, common individual items/products (ice w/bags, plastic wrap.) will be available for athletes outside the Athletic Training Room door. Athletes will be required to use hand sanitizer prior to accessing common products.
- Athletic Training Room Physical Space and Equipment Cleaning Standards
  - All exposed surfaces (desks, counter tops, chairs) will be cleaned with CDC-approved anti-viral and anti-bacterial cleaners at the start and end of each day.
  - Treatment surfaces will be cleaned with appropriate anti-viral and anti-bacterial cleaners after an athlete has been treated utilizing that surface.
  - Excess unpacked supplies will be stored in an area away from where athletes typically are treated.
  - Coolers and extra team medical kits will be stored in an area away from where athletes typically are treated.
  - The inside and outside of coolers will be cleaned after each use/day they are checked out. Cleaning will be done by designated team members, based on procedures set up and outlined by athletic trainer.
  - The outside of travel medical kits (often used by individual teams) will be disinfected upon return by the designated team member. The inside will be inspected by the athletic trainer and cleaned as appropriate, based on that inspection.
  - Floors and other hard surface areas will be cleaned at the end of each day with CDC-approved disinfectant.
- Sports Medicine Staff
  - Will complete the daily online COVID-19 survey

- Will follow campus “standard precautions” protocols for distancing and disease transmission protection
- Athletic training staff will be supplied with facial covering, gloves, and will sanitize hands before and after treatment/taping (hand sanitizer or wash hands)
- Treatment of student athletes
  - Student athletes will schedule time to avoid gathering/queuing.
  - Student athletes will shower and wear clean clothing prior to entering the Athletic Training Room (except due to acute injury).
  - No personal items will be allowed in the Athletic Training Room.
  - Student athletes will fill out a student athlete questionnaire and have their temperature taken prior to entering the Athletic Training clinic, if they have not already been cleared at one of the temperature check stations.
  - Student athletes will sanitize their hands prior to taping and/or treatment.
  - All equipment will be sanitized after each treatment.
- Visitors (Non-Reedley College Athletic Personnel)/Coaches/Staff to Athletic Training Room
  - Visitors will schedule appointments to avoid gathering
  - Visitors will fill out a visitor questionnaire and will have their temperature taken
  - Visitors will sanitize their hands prior to and after their visit to the sports medicine clinic
- Personal Protective Equipment (PPE)
  - PPE, including but not limited to gloves, gowns, facial coverings (surgical and N95) and protective eyewear, will be available for use by the athletic trainer, at their discretion, based on the athlete they are treating.
  - Used PPE and contaminated materials (such as used PPE, sharps, contaminated medical waste) will be discarded in appropriately labeled containers and disposed of through appropriate methods.
- Ice bags for student athletes who do not need other treatment
  - An ice chest with ice, ice bags, and plastic wrap will be placed at a determined point inside/outside the gym (a place that meets social distancing requirements), where athletes who do not need further treatment and/or have not made an appointment for further treatment, to obtain 1 or 2 bags of ice for sore body parts. Ice will be distributed by a designated team member:
    - There will be a sign out sheet near the ice for documentation of who takes ice and for what injury/body part.
    - Athletes should not take more than 2 bags of ice from the ice chest.
- Water for athletic teams
  - Distribution – Ice and water for athletic teams will be made in the training room each morning, at a predetermined amount. The Athletic Trainer or a designated team member will prepare the ice and water. These are the only persons who will have access to the ice machine. Once made, coolers full of ice and water will be available for pick up for the athletic teams by the designated team member, to be taken to the practice site.
  - Rules:
    - The water jugs are **NOT** to be opened by student athletes at any time.

- Student athletes are not to insert water bottles into the water jugs at any time.
- Student athletes will fill water bottles only by use of the spigot on the side of the water jug.
- Bottles & Coolers (jugs)
  - Each student athlete will be given their own sports bottle to be used at practice and games, and will not share with teammates.
  - Each student athlete will only be provided one bottle per/year and will be responsible for it.
  - Bottles and coolers will be returned to the training room after the culmination of practices for cleaning and disinfecting, to be utilized the following practice period.
  - Paper cups will be available for visiting teams.
- Concussion Baseline Testing
  - Will be accomplished over Zoom
  - SWAY baseline testing will be implemented in accordance with protocol.
  - Student athletes will make an appointment with the Athletic Trainer, in a designated group time, for completion of the SWAY baseline protocol.
- Emergency Considerations
  - Athletic training staff will be supplied with facial covering, gloves, and will sanitize hands before and after treatment (hand sanitizer or wash hands).
  - Provide facial covering to injured/sick person if possible and treat as needed.
  - All equipment will be sanitized, and hands will be sanitized after the incident.
- Athletic Facilities access
  - Student athletes must verify that they have not experienced the symptoms of COVID-19 or had close contact with another person that had tested positive for the virus since their last visit to the facilities.
  - Student athletes must complete the Daily Screening Questionnaire (Appendix K) each time they are taking part in a team activity.
  - While in the facilities, students, coaches, and trainers will observe “standard precaution” protocols (including social distancing, facial coverings if possible while exercising, hand washing and cough/sneeze protocols) to reduce the possibility of spreading or contracting the virus.
  - Maintaining Social Distancing in Locker Rooms
    - Six feet of social distancing will be maintained while using lockers by staggered scheduling or limiting the number of student athletes in the locker room at any one time.
    - Useable lockers will be spaced throughout the locker room to maintain a safe distance.
    - Shower heads at Reedley are spaced appropriate to provide six feet of social distancing.
  - Athletic Training Room
    - Access to the Training Room will require a temperature check; temporal or oral temperature must be below 100.4°F

- Access to the Training Room will require negative responses to the daily screening questionnaire (Appendix L)
    - A student or staff member will be designated to take temperatures
    - Staff members designated for temperature and questionnaire screening will wear a facial covering and gloves while performing their duties (staff will rotate through these duties on a schedule).
  - All coaches, staff, and student athletes entering the Training Room will wear a facial covering to reduce virus transmission.
- Personal Disinfection and Sanitization
    - Hand sanitizing dispensers will be installed around the athletic facilities and will be stocked with CDC-approved alcohol-based gel.
    - Disinfecting wipes or spray bottles with paper towels, will be provided for disinfecting purposes in the weight room, locker rooms, and training room for utilization by student athletes and the athletic staff. Athletics will work with Building Services to ensure that supplies are available in sufficient quantities.
  - Facility cleaning schedule
    - Restrooms, locker rooms – daily disinfection and fogging
    - Weight room – coaches/instructors/trainers/student athletes disinfect each piece of equipment before and after each use, daily disinfecting and fogging.
    - Gym and bleachers (when in use) - daily
    - Conference rooms– 2x/week
    - Private offices – daily
    - Training room – multiple times/day, equipment will be cleaned at the beginning and end of day, as well as between student athlete visits for treatment.
    - Equipment room – daily disinfection and fogging
    - Fogging Equipment
      - Clorox Total 360 fogging machine
      - Clorox Total 360 all-surface disinfectant
    - Cleaning Staff
      - Building Services custodians
      - Student workers – specifically trained for disinfection

Those staff members responsible for managing athletic activities have been trained and oriented to new facility use policies. Staff members will be responsible for managing athletic activities will assure that all participants follow appropriate facility-use guidelines including preparation, use, and cleanup.

Use of Reedley College athletic facilities will be used exclusively by permission. The Athletic Director and/or Building Services department will control access to the College athletic facilities. Processes that limit use of athletic facilities will be adjusted to increase or decrease access.

Sports equipment (including laundry) for athletes is washed on a per-use basis, or according to guidelines/workgroup decisions.

Signage specifying cleaning rules and cleaning rules and guidelines are prominently displayed throughout the weight-training rooms.

## Resources

- University Business, [COVID-19 and the future of college sports](#) (April 27, 2020); G5 commissioners who represent half of the conferences in NCAA Division 1 propose allowing a waiver to conferences and schools, allowing them to offer fewer programs.
- NCAA, [DII Management Council recommends lowering contest maximums, minimums for 2020-21](#) (May 15, 2020); DII Management Council recommend a reduced maximum number of permissible contests and a lower minimum number of contests for champion selection and sport sponsorship.
- NCAA, [DI Council allows football, basketball to have voluntary athletics activities starting June 1](#) (May 20, 2020); Division I football and basketball student-athletes can participate in on-campus voluntary athletics activities beginning June 1.
- NCAA, [Core Principles of Resocialization of College Sport](#); Guiding principles and three phase approach to resuming college sports.
- Jim Zachazewski, ATC, PT, DPT and Michael Belanger, ATC, PT; Athletic Training Services, Brigham and Women's Hospital Department of Orthopedic Surgery Sports Medicine Service, Boston, MA.

## 12. Health Services, Including Mental Health

The Health Services Office at Reedley College houses the College Nurse and Psychological Services. The general plan of operation for fall 2020 includes in-person hours on either Mondays, Wednesdays and Fridays or on Tuesdays and Thursdays from 8:30 am to 12:30 pm. As requested, the College Nurse will provide “curb side” service for TB tests and immunizations (only) to decrease foot traffic and queuing in the office. Students will be able to see the College Nurse face-to-face by appointment only – no walk-ins. Additional assistance will be available to students on line daily from 1:00 to 4:00 pm. Psychological Services will be available for remote, on line consultations Monday through Friday, 8:30 am to 4:00 pm. Students may schedule a face-to-face psych appointment, if desired. Whenever possible, “standard precaution” protocols will be observed by all persons present in the Nurse’s office area.

Based on the projected face-to-face student population for fall 2020 and past experience of demand for College Nurse appointments, we believe the described availability will meet demand and not result in more than one student waiting in the lobby, where adequate social distancing can be maintained. Additionally, Nurse appointment times will be staggered to allow necessary disinfection and sanitization between visits.

- Health Services Provided by the College Nurse
  - TB Tests
  - Immunizations
  - Health Screenings
  - Pregnancy Tests and Family Planning
  - First Aid Care
  - Student Accident and Injury Claim processing
  - Triage, Support and Referrals for Students and Staff Related to COVID-19
- Mandatory Office PPE Descriptions
  - Nurse’s Office
    - For face-to-face appointments, the College Nurse will don
      - A suitable medical mask,
      - Gloves, and
      - A protective gown.
      - PPE will be discarded or disinfected/sanitized between student appointments
    - Office Staff will wear a suitable medical mask and observe “standard precaution” protocols whenever necessary. An engineered barrier (see below) at the receptionist’s desk will inhibit air-born transmission of Coronavirus.
- Students (patients)
  - With the exception of the provision of emergency service (and only then if deemed appropriate by the College Nurse), students will be admitted to the Nurse’s Office and seen by the Nurse only if they are wearing a facial.
  - While in the Nurse’s office area, students will observe “standard precaution” protocols.

The College Nurse’s Office (or another suitable space in the Student Services Building) will be a designated distribution point for single-use masks for those students and staff that have

forgotten their facial covering. The College Nurse will help define the type and rationale for PPE requirements at various locations on campus (e.g. cloth facial coverings vs. surgical vs. N95 masks). The College Nurse will monitor the on-hand supply of PPE to prevent stockouts.

- Other Protective Measures
  - Physical barriers (Plexiglas or “Health Guard” type) to be installed at receptionist’s and Nurse’s desks.
  - Disinfection and sanitization equipment and supplies will be available in the Nurse’s office.
  - Acquisition of Patient Portal for Electronic Health will be necessary to maintain HIPPA compliance.
  - To reduce face-to-face interaction time, College Nurse’s office will work with the Business Office and Admissions and Records to verify students’ enrollment and payment status and accept referrals using “Quest” paperwork.
  - Business Services staff will spot disinfect and sanitize during daytime hours as needed and perform more thorough cleaning (to include fogging) each night in the Nurse’s office area.
  - The College Nurse’s office will designate a separate area or container in the office for used equipment so that it can be properly disinfected and sanitized prior to re-use.

The College Nurse will also collaborate across campus with (for example) the Residence Hall staff, the Athletic Department, Herdsmen House managers and others, as necessary, to provide:

- Frequent symptomatic telehealth check ins.
- Visits to patients’ isolation location for medical support.
- Communication with academic advisors to provide academic materials and study support for students in isolation.
- Coordination of services (i.e. laundry, medications, delivery, trash) for students in isolation.
- Consultation to determine appropriate COVID-19 screening protocols, isolation measures, etc. for College offices and departments.

The College Nurse has been and will continue to be a liaison to the College COVID-19 Taskforce, District colleagues, the Director of Environmental Health and Risk Management, and FCDPH personnel to report suspected close contacts, virus symptoms, or confirmed COVID-19 cases among students, faculty and staff (in compliance with HIPPA restrictions), stay up to date on local virus transmission status, Alert Levels, and emerging protocols to limit the spread of the virus.

The Reedley College Nurse completed contract tracing training nationally with ASTHO and will collaborate with the District health liaison and FCDPH to be identified as a member of a contract tracing team, should it become necessary in our area or on our campus. In the event that a confirmed case of COVID-19 occurs to a student or staff member of Reedley College, the College Nurse will work with FCDPH to implement contract tracing on campus in accordance with established protocols.



## Resources

- ACHA, [Considerations for Reopening Institutions of Higher Education in the COVID-19 Era](#) (May 7, 2020); ACHA lists student health services among the most central aspects of coronavirus response.
- Active Minds, [COVID-19 Impact on College Student Mental Health](#) (April, 2020); a survey of 2,086 students found that 80% of college students say that COVID-19 has negatively impacted their mental health, while 20% say their mental health has significantly worsened.
- Inside Higher Ed, [Low Income Students Top Presidents' COVID-19 Worry List](#) (April 27, 2020); as of April 36% of schools had invested in mental health resources, up from 18% in March, 2020.
- McLean Hospital, [Webinar: Supporting College Student Mental Health During COVID-19](#) (May 8, 2020); Direct response tools for supporting students who are suffering during COVID-19.
- eCampus News, [7 mental health resources to help college students during the coronavirus pandemic](#) (April 14, 2020); suggestions for school mental health response and a list of 7 tools and applications to improve student mental health.

### 13. Information Technology

In spring 2020, Reedley College moved quickly to transition to fully remote delivery of instruction, student services, purchasing, commerce, registration and almost every other aspect of what the College does. The IT Department immediately acquired laptops and other IT resources, including WIFI “hotspot” units, to loan to enrolled students (and to faculty and staff). To enhance our community’s ability to connect to internet services, the IT Department established expanded WIFI reception on and around campus, and worked with community stakeholders to identify and make available community WIFI hotspots. A process for distributing, tracking, recovering, and disinfecting/sanitizing technology assets was also developed and implemented. The IT Department is also responding to increased network security concerns to help ensure uninterrupted service and prevent unauthorized access to our networks.

As of this writing, additional hardware updates are necessary to ensure that our IT systems remain robust and secure, especially given the ever-increasing role it will play in delivery of remote instruction and services. As such, the IT Department is actively working to acquire the necessary equipment to provide a robust technology infrastructure that scales to increase the projected demand for online learning and working while ensuring the security of remote operations. As of now, the College plans to utilize a portion of the CARES funding earmarked to offset the impacts on campuses of COVID-19 for this purpose.

Partially brought on and accelerated by the COVID-19 pandemic, SCCCD and the College are simultaneously working to clarify the collaborative roles of IT operations at the District and College level to optimize service to students, faculty and staff. Challenges remain to ensure that there is appropriate communication across all IT units that are consistent with IT policies and can adapt to provide the services needed during and after the pandemic.

Since the local advent of the Coronavirus crises in March 2020, the IT Department has:

- Worked to source, create, implement, and or enhance platforms that support online communication for faculty-faculty, student-student, and faculty-student academic relationships.
- Helped (along with College Instructional Designers) to source, create, implement, and enhance training modules that support online communication and collaboration for faculty (and staff) working in a remote or hybrid environment.
- Worked with vendors to ensure that online platforms will scale sufficiently to support the full extent of activity in an online or hybrid environment.
- Implemented processes for diagnosing and reporting problems that may arise remotely.
- Identified essential personnel and protocols for on-site work to address network and data center problems while the campus is operating in a remote or hybrid environment.
- Implemented a system to join the campus network from remote locations in the event that new students, faculty, and staff have to begin in a remote environment.
- Helped to maintain secure network operation by configuring systems (LMS, videoconferencing, etc.) to use secure settings by default.

- Worked with District IT to regularly communicate recommendations and training opportunities for faculty, staff, and students on safe computing practices in an online, remote environment.
- Developed and shared (in conjunction with Instructional Designers) policies and best practices on the recording of online classes and virtual business meetings and set retention policies for any such recordings.

All of these measures will be retained and improved upon for the fall 2020 semester and beyond.

The College IT Department has taken and will continue the following actions to provide enhanced service as a result of the COVID-19 crisis:

- Scaled help-desk offerings to accommodate for increased demand.
- Partnered with departments on campus to ensure that student services such as financial aid services, health & mental health services, registrar services, career services, and student affairs are available in an online, remote environment.
- Developed policies and programs to create a loaner program to support the unique needs of students and staff in our service area with limited access to technology for remote activities by offering computers and access to the internet in a creative, cost effective and efficient manner.
- Acted as a resource for addressing supply chain problems in ordering equipment to support online learning and remote work.
- In collaboration with Instructional Designers and other departments on campus, developed materials to help onboard institutional stakeholders to new programs, systems and networks from remote locations.
- Developed protocols for cleaning equipment when providing IT support or for areas where equipment is shared and communicated them to all units across campus.
- Worked with the many departments and offices across campus to help standardize online resources, services, and tools to be used.

#### Adaptation of Student Information and Learning Management Systems

- The College IT Department has been active in the nearly continuous discussion of making what modifications we can to the District's Student Information System (SIS), to create a more flexible, user friendly, and intuitive system adapted to its online instructional and student service models.
- The IT Department participated in the creation of a daily, online screening/survey instrument that collects and protects from students, faculty and staff working on campus health information related to COVID-19, quarantine, or health vulnerabilities, ensuring appropriate privacy and consent controls.
- Working closely with Instructional Designers and faculty, the IT Department has adapted and scaled the deployment of its Learning Management System (LMS) to its online instructional demands.

- In close collaboration with Instructional Designer, IT has helped to develop and provide training to hundreds of faculty members since March 2020 to enhance their use of the LMS in different instructional models.

For the fall 2020, the IT Department will assess and implement the following:

- De-emphasis of the use of campus open computer labs, at which multiple users come in contact with IT resources (keyboards, mice, the general computer work station) during a given day, which creates the risks associated with close student contact and makes disinfection and sanitization of keyboards, mice and the computer work station area difficult or impossible.
- Encouraging students to utilize their personal IT assets (pad, laptop, other) to access campus networks. For those that do not have such assets they will be provided (for now, on a loan basis) by the College.
- Emphasizing digital submittal of required course assignments whenever possible.
- Creating a centralized wireless printing location(s) to allow students the ability to print materials when it is unavoidable.
- Designation of a large proctored space which could be used by multiple classes just for testing.
- Clarification and communication of IT asset loan process: awareness building, consistent location and processes for asset check out and check in.
- Communication to all on-campus computer users that their machines should be turned off overnight to prevent damage from fogging disinfection methods.

#### Resources

- EduCause, How Technology Can Support Student Success During Covid-19 (March 24, 2020); Student success data warehouse and student success analytics dashboards are only implemented in roughly half of institutions. Though policies and practices to safeguard data are in 78% of institutions, fewer institutions report having the data they need and capabilities to share across systems (e.g. SIS, LMS)
- UNESCO, Distance Learning Solutions; A list of resources for psychosocial support, learning management systems, mobile phone-based learning solutions, MOOC platforms, and collaboration, video, and digital learning content solutions.
- Phil on Edtech, Massive Increase in LMS and Synchronous Video Usage Due to COVID-19 (April 2, 2020); a blog post about the uptake and continual reliance of cloud-based LMS for higher education.
- Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center, Coronavirus: Key Preparedness and Response Considerations (March 9, 2020); Continuity of operations planning for education agencies.

## 14. Campus Infrastructure

### HVAC Systems

An assessment of air handlers on campus indicates that every indoor space served by the campus heating, ventilation and air conditioning (HVAC) systems have adequate air flow capacity and acceptable air exchange rates to reduce the possibility of airborne transmission of COVID-19. Faculty have been encouraged to rely on the HVAC system for air circulation and exchange rather than opening windows and doors. Signage will be posted to discourage opening doors and windows in those spaces served by the campus HVAC systems.

There are some spaces on campus that are not served by an HVAC system. Generally, these are large open spaces with high ceilings (e.g., locker rooms, weight room, aero program hangar). Those locations typically rely on fans and air circulation to achieve what cooling is possible. Users of rooms lacking an HVAC system should promote outside air exchange whenever feasible by opening doors and windows and use of available fans.

### College Farm Laboratory

Reedley College has one of the finest community college agriculture programs in the state, with an impressive diversity of operations. To assist with the training and hands-on experience of students, the College Farm Laboratory includes stone fruit orchards, vineyards, field crops, olive trees, and animal science pens, including paddocks and housing for horses, cattle, swine, goats and chickens. Much of the farm acreage is leased to local commodity producers but remain available for student instruction and practice.

To protect other College Farm workers and the livestock with which they may work, all College Farm personnel (paid, unpaid, and volunteer) that may be in contact with livestock will comply with these revised operational protocols. These protocols apply especially to those that work in an around the portions of the Farm Laboratory where animals are confined. These protocols do not apply to Farm lessees, contract laborers, public health employees involved in insect abatement, irrigation contractors, or other contractors or personnel not directly involved in animal science/livestock operations.

### **General Precautions with Livestock and Animals**

In the United States, there is no evidence to suggest that animals, including pets, livestock, or wildlife, might be a source of human COVID-19 infections at this time. Similarly, although the virus is thought to be transmissible from humans to animals, there are no documented cases in the U.S of infection of animals by humans. However, because all animals can carry germs that can make people sick, and because there is the possibility of passing the virus back and forth between animals and humans, all Farm personnel in contact with livestock will implement the following measures:

- Wash your hands after handling animals, their food, waste, or supplies.
- Practice good animal care and clean up after animals properly.
- Talk to your supervisor if you have questions about abnormal animal behaviors or health concerns.
- Masks for Farm personnel protection are not recommended, unless the individual has a severe medical condition.

## **Revised Operational Protocols for Farm Personnel in Contact with Livestock**

- As part of the risk assessment and public health management of COVID-19 for Farm personnel in regular contact with livestock, the College Nurse will conduct interviews and assess individuals for fever or other symptoms of COVID-19 prior to working on the Farm. The initial College Nurse assessment should be done by telephone or video conference.
- Starting on April 1, 2020 and continuing until further notice, all Farm personnel (paid, unpaid, and volunteer) that may be in contact with animals, their food, waste, or supplies will measure and record their body temperature at least once each day they are on the Farm site. Reedley Middle College High School (RMCHS) personnel that will be on the Farm to tend livestock are included in this group.
  - Temperature monitoring shall occur at the 7:00 am daily meeting for the Farm Manager, the three Farm technicians, the four Herdsmen House residents, the RMCHS instructor and the designated RMCHS student on duty that week.
  - The daily temperature monitoring results for the ten individuals described above will be logged electronically by the Farm Manager. The temperature monitoring results will be confidential, except for review by the Farm Manager and the College Nurse.
  - Personnel on site involved in the care of animals without an accompanying temperature reading will be asked to leave the Farm.
  - Any individual recording a temperature reading above “normal” (defined as exceeding 100.4 °F by the College Nurse) or any individual exhibiting respiratory symptoms, including a cough or shortness of breath, should be considered at risk and should be removed from Farm duties. (See **Precautions for COVID-like symptoms**, below.)
    - The College Nurse will document temperature measurement, and a description of symptoms (if any), and the individual will be instructed to follow isolation precautions for 14 days. If symptoms worsen, the individual will be referred for further medical evaluation as appropriate
  - During their work day, all Farm personnel will wash their hands with soap and water frequently in accordance with CDC guidelines.
  - Disinfecting supplies (wipes and hand sanitizer) will be made available throughout the Farm buildings and in Farm vehicles.
  - All Farm vehicle drivers will disinfect the steering wheel, seats, dashboard and any other surfaces subject to common use both before they use the vehicle and when their use ends.
  - All Farm personnel will practice social distancing whenever possible throughout the work day.
  - Farm personnel will observe all other applicable CDC practices to avoid person-to-person and person-to-animal transmission of the COVID virus.
  - All Farm personnel that might have contact with animals, their food, waste, or supplies and are not included in the daily morning meetings (including instructors, volunteers, stock contractors, veterinarians, feed contractors, etc.) will check with the Farm Manager when arriving on site for sign-in, temperature monitoring and recording each day they visit the Farm.

## **Care of Reedley Middle College High School (RMCHS) Livestock**

- For the foreseeable future, care and feeding of all livestock maintained by RMCHS will be performed by instructor Martin Castro and a rotation of limited number of RMCHS students designated by Mr. Castro. Typically the designated student serving in this role will be “on duty”

for consecutive days for up to a week or more. These personnel are also required to comply with the operational protocols outlined above.

- Other RMCHS students, teachers, their family members, or friends will not be allowed on the Farm until further notice.

### **Additional Herdsmen House Residents Requirements**

Residents of the Herdsmen House will abide by the provisions of orders put in place by the College, the District, the County and/or the State designed to restrict the spread of the COVID-19 virus. Failure to do so may result in cancellation of the herdsmen's contract.

- Herdsmen will remain onsite (at the HH or on the adjacent farm areas as necessary to perform their assigned work duties) except for essential trips, as defined by the applicable local, state or national public health authorities.
- Essential trips offsite should be conducted only in accordance with social distancing guidelines.
- Until further notice, visitors (defined as any non-Farm personnel) are not allowed inside the Herdsmen House or in the portions of the College Farm Laboratory where animals are confined.
- Herdsmen House residents intending to travel for any non-essential purpose or for one night or more must inform and secure permission from the Farm Manager **prior to their departure** from campus.
- Herdsmen House residents that are gone for one night or longer will be subject to appropriate screening protocols to be conducted prior to their return as determined by the College nurse, as follows:
  - If COVID-19 is spreading at the travel destination, but not in the Reedley College area, you may be more likely to get infected if you travel there than if you shelter in place on campus. Check your destination's local health department website for more information.
  - The risk of exposure to respiratory viruses like COVID-19 may increase in crowded settings, particularly closed-in settings with little air circulation. These settings include any public venue where people are likely to congregate as well as public transportation (like buses and trains).
  - If you have close contact with someone with COVID-19 during travel, or if you get sick upon your return from travel, you will be asked to stay in the HH and self-monitor and avoid contact with others for up to 14 days after travel. (See **Precautions for COVID-like Symptoms**.) During this period, you will be assessed regularly by the College Nurse via phone or video conference, and instructed to follow home-isolation precautions. The College Nurse will determine when you can leave the HH and resume normal farm duties.
  - Conditions for return of any Herdsmen that has been absent from the Herdsmen House for one night or more (note that the following general description of the screening protocol is subject to change based on evolving guidance from public health authorities):
    - The College Nurse must be contacted prior to the herdsmen's departure from their remote location (their travel destination).
    - The screening protocol may include:
      - a review of contacts while off-site to assess whether a risk of exposure has occurred,
      - an assessment of the intrinsic risk level associated with the travel destination,
      - a review of symptoms (if any), and
      - other screening processes as deemed appropriate by the College Nurse

- If the screening process indicates minimal marginal risk, the herdsman will be allowed to return to the Herdsmen House and resume her/his duties in accordance with operational modifications, the monitoring protocols and Herdsmen House requirements described above.
- If the screening indicates an unacceptable level of risk, the herdsman may not be allowed to return to the Herdsmen House until additional assessment is complete.

### **Precautions for COVID-like Symptoms**

- Common symptoms of COVID-19 include fever and cough. Trouble breathing is a more serious symptom that means you should get immediate medical attention. **If you are having trouble breathing, call your doctor or emergency room before going in and tell them your symptoms.** They will tell you what to do.
- For mild symptoms, follow these guidelines:
  - **Stay home:** Most people with COVID-19 have mild illness and are able to recover at home without medical care. Do not leave your home, except to get medical care.
  - **Stay away from others:** You should stay in a specific “sick room” if possible, and away from other people in your home. Use a separate bathroom, if available.
  - **Do not share:** Do not share dishes, drinking glasses, cups, eating utensils, towels, or bedding with other people in your home.
  - **Wash thoroughly after use:** After using these items, wash them thoroughly with soap and water or put in the dishwasher.
  - **Clean and disinfect:** Routinely clean high-touch surfaces in your “sick room” and bathroom. Let someone else clean and disinfect surfaces in common areas, but not your bedroom and bathroom.
  - **Stay in touch with your doctor:** Call before you get medical care. Be sure to get care if you have trouble breathing. If you think it is an emergency, call 911.

### **Home Isolation Precautions**

Personnel confirmed to have COVID-19 who have stayed home (“home isolated”) for at least 14 days should be in regular contact with the College Nurse. The Nurse will assess whether you are still contagious. In general, you can leave home after these three conditions are met:

- You have had no fever for at least 72 hours (that is three full days) of no fever without the use of medicine that reduces fevers, AND
- Other symptoms have improved (for example, your cough or shortness of breath has improved), AND
- At least 7 days have passed since your symptoms first appeared.

### **Reedley Middle College High School (RMCHS)**

RMCHS has a permanent instructional facility, including classrooms, labs, and offices, located on a portion of the Reedley College campus. The RMCHS also operates a small portion of the College Farm used to train students in the care and management of poultry and various livestock, including chickens, goats, cattle and rabbits. RMCHS is operated by the Kings Canyon Unified School District (KCUSD) and so adheres to operating parameters specified by the school district. Since KCUSD is mandated to open the fall 2020 semester utilizing remote methods of instruction, RMCHS will do so as well.



RMCHS students also take college courses in each year of high school; some offered within their buildings and some (especially for junior and senior RMCHS students) are regular college courses on the College campus. Also, the staff of RMCHS frequently participate in College meetings. Additionally, both RMCHS students and staff visit the cafeteria, the gymnasium and other common areas.

Whenever students or staff of RMCHS leave their buildings and grounds and come onto the College campus, they will be required to observe the same “standard precautions” (social distancing, facial covering, enhanced hygiene) that all other Reedley College students and staff must observe.

For fall 2020, RMCHS counselors will continue to provide services through alternative remote modalities including Zoom, emails and phone calls. In addition, students will be able to schedule in-person appointments. Beginning in fall 2020, RMCHS will utilize Starfish for appointment scheduling. RMCHS staff will continue to partner with the College’s campus support services such as technology and tutorial to ensure that the RMCHS students have access to the tools they need to be successful.

#### Fresno County Office of Education (FCOE) Program at Reedley College

Reedley College and FCOE have a long history of partnering to accommodate developmentally disabled students in special FCOE programs on the Reedley campus. Reedley Building Services is coordinating with FCOE administrators to arrange a room on campus to host this group of students for fall 2020. Current plans are that the students would be on campus four days each week, with one day of online instruction.

Currently FCOE is planning to enroll ten students in the program and have them attended by six staff members. For the fall 2020 semester, there will be limited interaction between the FCOE students and other College students. Except for breaks outside and restroom access, the FCOE students will remain in a single room on campus for most of their day (between about 9:30am and 1:30pm). Their food service will be provided by FCOE catering services (they will not be utilizing the Reedley College Cafeteria). In the past, some of these students have worked in some capacity on Reedley’s campus during their days; this fall semester, that work/internship portion of their program will not be offered.

If the College has a holiday that does not coincide with FCOE, the program will follow the College calendar; other arrangements will be made for the students on those days. FCOE will also train staff on cleaning and sanitizing procedures. FCOE will provide PPE, cleaning/sanitizing materials, nursing assistance to monitor health, and multiple daily wellness checks of both staff and students in the program.

#### Food Pantry

The Tiger Food Pantry will be open from 9-4:00 pm on days the College hosts in-person classes. Personnel staffing the Food Pantry will observe “standard precautions” and additionally wear disposable gloves that will be discarded between each use. (It should be noted that products distributed through the Food Pantry are non-perishable and are generally highly packaged or canned.

The front counter of the Food Pantry will be disinfected and sanitized after each student/staff visit. Students staffing the Food Pantry will be trained to understand the risks of virus transmission and how to lower the risk for themselves and their customers.

#### Printing Services

Printing Services will remain closed for to eliminate face-to-face contact through the fall semester. Staff will be present on Tuesdays and Thursdays to complete printing requests. The copier in the lobby of the Printing Services building is still available for self service (with your Tiger One card). Faculty may continue to drop off jobs in the designated basket in the Printing Services lobby and email your print requests ([rc.printingservices@reedleycollege.edu](mailto:rc.printingservices@reedleycollege.edu)). Completed print jobs will be placed in your mail box in the mail room (located immediately adjacent to the Printing Services space).

#### Third Party Use of Campus Facilities

As noted in Section 3.2 of this report, an addendum to the College's Facility Use Agreement (Appendix C) has been developed to specifically address virus precautions and requirements in the event of use of campus facilities by a third party. Such uses are expected to be drastically reduced for the academic year 2020-2021.

All proposed on-campus events are cleared by Building Services to ensure that any users are properly educated on the health and safety guidelines.

#### Police and Security

Both SCPD officers (POST-trained) and Community Service Officers (CSOs) will be focusing on monitoring high traffic and use areas to ensure that students and staff are adhering to "standard precautions."

If necessary, security staff can control campus ingress and egress. Building access is routinely limited to individuals with permission or who have been issued an authorized key. Building access may be adjusted for individuals based on operating scenarios and changes in permissions.

#### Resources

- Johns Hopkins School of Education: Center for Safe and Healthy Schools, [What Campus Police and Security Officers Need to Know and Do in Response to the Novel Coronavirus \(COVID-19\)](#) (March 29, 2020); How campus security should be equipped for personal protection, accurate information sharing, service calls and operations, quarantine, groups, and special circumstances.
- International Association of Campus Law Enforcement Administrators, [COVID-19 Resources and Information for Campus Public Safety](#) (Feb 13, 2020); Public resources that pertain to campus law enforcement including access to best practices and up to date information

### Suppliers, Vendors, Contractors

Suppliers, vendors and contractors are pre-approved for entry to the Reedley College campus. Delivery of food and supplies utilizes shortest physical routes and at times of least student traffic. Delivery persons, vendors and construction personnel observe physical distancing, PPE and other regulations of the campus. This includes persons involved in moving students into residence halls, such as family members.

### Resources

- Material Handling and Logistics (MH&L), [How Supply Chain Can Mitigate COVID-19 Disruptions](#) (May 21, 2020): this article outlines ways in which supply chains are disrupted during COVID-19, highlighting demand surges as the largest threat to logistics.
- PYMNTS.com, [What COVID-19 Means for Logistics, Now and In The Future](#) (April 15, 2020); As logistics landscapes change, many businesses are utilizing digital tools like electronic signatures and shipment tracking. Businesses are also building backup supply chains and flexible business processes for emergency scenarios.

### Traveling Off Campus

Nearly all off campus travel has been eliminated for the 2020-2021 academic year by the District. The College Presidents and the Chancellor can make exceptions for what is deemed “essential” travel. Non-local travel (both individual and group travel) requires self-isolation upon return to campus.

This policy has been communicated to faculty, staff and administrators. At the same time, utilization of video conferencing has been encouraged for maintaining a culture of professional growth and development during the time the travel restriction is in place.

### Resources:

- The New York Times, [College Calendars in the Pandemic: No Fall Break and Home by Thanksgiving](#) (May 19, 2020); Some schools are finding ways to shorten the fall semester. Part of shortening the semester involves eliminating breaks in to reduce travel and threat of disease spread.

### Campus Exit & Evacuation Protocols

In the event that the campus is completely or partially closed, non-essential faculty and staff will continue to have access to the campus for 24 hours, if needed, to secure materials and clean their areas to prepare for an extended period of time away from campus.

### Supply Chain

The College is working with the District and sister colleges to identify and procure sufficient thermal monitoring equipment and PPE, factoring in protocols and operating scenarios (e.g. number of facial coverings per week/month multiplied by number of students, faculty, staff, administration, and campus visitors). Similarly, the College has forecasted the demand for sanitization products (e.g. hand sanitizer, sanitizing wipes, sanitizing spray) to be used for cleaning activities (i.e. janitorial services, group cleaning of exercise spaces) as well as general hygiene (i.e. cleaning hands after commute to class). All cleaning supplies are either on hand or on order.

Both the College and District procurement have demonstrated the ability to move swiftly in the event of virus outbreak. The District has set aside financial resources to meet its PPE and treatment needs in the event of outbreak.

Some PPE has already been received and is being stored by the District Office. Reedley will work with sister colleges to determine how to ration the supplies (masks, face shields, disinfectant, wipes and thermometers) amongst the colleges.

#### Resources

- CDC, [Strategies to Optimize the Supply of PPE and Equipment](#); guidance for supply of PPE equipment with recommendations on stockpiling respirators, decontamination and reuse strategies, and PPE burn rate calculator tools.

## 15. Re-Opening Plan Implementation Monitoring and Planning for Future Semesters

The existing COVID-19 Taskforce has been, by necessity, focused on the challenges associated with planning for a partial re-opening of Reedley College in fall 2020 and preparation of this plan. As stated elsewhere, we recognize that this plan must remain flexible and will likely need to be adjusted as the fall semester begins and we understand better how students will utilize the campus, the challenges of operating under “standard precautions,” and other conditions that were perhaps not considered in this version of the plan and the modifications in operations necessary to minimize the risk of transmission of the Coronavirus. For these reasons, the intent is for some form of the present COVID-19 Taskforce to remain in operation throughout the fall semester. Because of the potential need for plan adjustment as soon as the semester begins, we have scheduled a Taskforce meeting for the first week of classes in August.

Because the risk of the COVID-19 virus is likely to persist through at least the early spring of 2021, the College is also considering what adjustments should be made to our spring semester operations to be protective of the health and safety of the college community. Accordingly, it is imperative that planning begin now for spring 2021. The Taskforce will turn its attention immediately to those efforts with the hope that the outcomes for fall will positively inform what we do in the spring and that starting in August will allow us to communicate intended changes for spring in time for students and staff to adjust as necessary.

There are several actions and strategies (outlined below) that will improve the existing plan and the planning process and help us avoid the rather compressed planning period we’ve experienced over the summer of 2020.

- Begin convening meetings of a smaller, but representative, portion of the existing Taskforce on a biweekly (or more frequent) basis beginning the first week of classes in August:
  - Establish a feedback process and point of contact to receive comments on the plan and the process of re-opening from the campus community;
  - Monitor the progress of the measures implemented for Fall 2020;
  - Evaluate the effectiveness and practicality of each measure;
  - Adjust the plan for the fall 2020 semester accordingly;
  - Generate succinct progress reports to PAC, PC, College Council and other entities on campus, as necessary;
  - Survey students, staff and faculty regarding their satisfaction with fall planning implementation and outcomes and the planning process; make changes as necessary to address feedback.
  - Identify overlooked operational areas or unique challenges associated with spring 2021 semester (more dual enrollment sections, campus closures as a result of construction, other)
- Track the local and state-wide expansion/contraction of the virus infection rate, ICU occupancy rate, death rate, etc., as well as the viability and likely timeframe for development of an effective and safe vaccine
- Monitor ongoing guidance for higher education published by the CDC, the DPH and Fresno County;
- Review success rates of spring and summer 2020 online and hybrid classes

- Review the progress of ongoing DE teacher training to enhance online and hybrid modality delivery
- Establish a task list and timeline for deciding what balance of online vs. face-to-face vs. hybrid course offerings is appropriate for spring 2021; consider most importantly the spring 2021 registration period.
- In accordance with the timeline, reach out to faculty teaching in spring 2021 to get feedback regarding their preferred mode of instruction.

## **APPENDICES**

Appendix A

# Alert Level Triggers and College Operational Guidance



### Illustration of Potential Triggers to Move Between Alert Levels\*

Category	Key Question	Indicator	Triggers To Raise To A Higher Level	Triggers To Lower Level	Level 1 New Normal	Level 2 Moderate Alert	Level 3 High Alert	Level 4 Very High Alert
Disease Control	Are there early signs of a resurgence in cases?	Influenza-like illness or COVID-19- like illness (Syndromic data)	Increasing over a 5-day period	n/a	Near seasonal average	Near seasonal average	Near seasonal avg or above avg & declining	Above seasonal average or increasing
	Are we testing enough to detect cases?	Percent of tests that are positive	Increasing over a 7-day period	Decreasing over a 14-day period.	<5%	5-9%	10-14%	15% or higher
		Percent of tests conducted in high risk populations	Meet threshold over a 7-day period	Meet threshold over a 14-day period	Medical Testing	Primarily Medical Testing	+ Prioritized testing for high risk groups	+ Prioritized testing for high risk groups
	Do we have robust contact tracing?	Percentage of new cases linked epidemiologically to other known cases	Meet specified threshold over a 7-day period	Meet specified threshold over a 14-day period	95% or more	80-94%	30-79%	<30%
Phases	What Phase is the State in?	Reopening Phase	State Mandates Declared	Lifting of State Mandates	AEI Phase IV	AEI Phase III	AEI Phase II	AEI Phase I
Students, Faculty, Staff Protections	Are we protecting students, faculty, staff?	Number of infections	Increasing over a 7-day period	Decreasing over a 14-day period.	No infections	Decreasing	Decreasing	Increasing or unknown
	Is there sufficient capacity for quarantine and isolation?	Number of Rooms	Increasing towards capacity limits	Increasing Capacity	Plenty of Capacity	Plenty of Capacity	Limited Capacity	No extra Capacity
	Is there sufficient PPE & testing?	Inventory Levels	Increasing towards inventory depletion	Stable or Increasing Inventory	Plenty of Inventory	Plenty of Inventory	Limited Inventory	No extra Inventory/ stockouts
	Are stakeholders complying with restrictions	Percentage of adults who support public health measures	Decrease in support	Stable or increasing support	Very High	High	Moderate	Low

\* Adopted from Resolve to Save Lives/Vital Strategies [Annex 1](#). For more details on developing Alert systems, See Annex 1 along with [Eleven epidemiological fallacies in COVID-19](#), Prevent Epidemics. Note that the numbers included in this table are illustrative. Institutions, in collaboration with public health officials, should determine the numbers for each alert level and the triggers to move between alert levels.

The following tables are illustrative of how changing Alert Levels may impact departmental, program or office operational guidance. Each department, program or office should create its own approach based on its unique situation. The following examples are drawn from a variety of sources and should not be considered as definitive public health or legal guidance. CDC, federal, state, and local government or health authority guidance will supersede these examples.

### Operational Guidance - Examples of Modifying Activities by Alert Level

<b>Activities</b>	(Most restrictive) <b>Very High Alert Level Only Essential Ops</b>	<b>High Alert Level Low Density Operations</b>	<b>Moderate Alert Level Medium Density Operations</b>	(Least restrictive) <b>Low Alert Level High Density Operations</b>
<b>Orientation, Pre-arrival travel</b>	N/A, only essential students & staff on campus.	Students with COVID-19 OR flu like symptoms, or students arriving from areas of high-COVID-19 transmission self-isolate or quarantine for a pre-determined period of time.	Students with COVID-19 OR flu like symptoms, or students arriving from areas of high-COVID-19 transmission self-isolate or quarantine for a pre-determined period of time.	Any student with COVID-19 or flu like symptoms self-quarantines for a pre-determined period of time.
<b>Orientation, Residence Halls move-ins</b>	N/A, only essential students & staff on campus.	Students may move into dorms in small groups (e.g. 10 or less) with physical distancing in place.	Students may move into dorms in medium sized groups (e.g. 50 or less) with physical distancing in place.	Students may move into dorms as usual.
<b>Orientation, Residence Halls move-ins (equipment)</b>	N/A, only essential students & staff on campus.	Move-in equipment is checked out by students and disinfected after each use.	Move-in equipment is checked out by students and disinfected after each use.	Move-in equipment is checked out by students and disinfected after each use.
<b>Orientation, In-person activities</b>	N/A, only essential students & staff on campus.	Limit any in-person activities to small sized groups (e.g. 10 or less) with physical distancing in place	Limit any in-person activities to medium sized groups (e.g. 50 or less) with physical distancing in place	No limits on in-person activities.

<b>Activities</b>	(Most restrictive) <b>Very High Alert Level Only Essential Ops</b>	<b>High Alert Level Low Density Operations</b>	<b>Moderate Alert Level Medium Density Operations</b>	(Least restrictive) <b>Low Alert Level High Density Operations</b>
<b>Classrooms, Class enrollment/size</b>	N/A, students not on campus. Instruction is fully remote/virtual.	Classes of 50+ should be fully online/remote. Classes of less than 50 students should be held in classrooms where physical distancing is possible such as large lecture halls.	Classes of 100+ should be fully online/remote. Classes of less than 100 students should be held in classrooms where physical distancing is possible such as large lecture halls.	All classes may return to full occupancy.
<b>Classrooms, Lecture halls</b>	N/A, students not on campus. Instruction is fully remote/virtual.	Lecture halls should be utilized for classes of less than 50 students, but only if appropriate physical distancing can take place. Each institution should determine the number of appropriate students for each category based on their circumstances. Federal/State/Local mandates supersede institutional planning.	Lecture halls should be utilized for classes of less than 100 students, but only if appropriate physical distancing can take place. Each institution should determine the number of appropriate students for each category based on their circumstances. Federal/State/Local mandates supersede institutional planning.	All lecture halls may return to full occupancy.
<b>Classrooms, Specialized</b>	N/A, students not on campus. Instruction is fully remote/virtual.	In-person access on a restricted basis requiring approval; increased health safety protocols in place.	Small group access on a limited basis following institutional distancing policy; increased cleaning protocols in place.	Near or at full capacity.

<b>Activities</b>	(Most restrictive) <b>Very High Alert Level Only Essential Ops</b>	<b>High Alert Level Low Density Operations</b>	<b>Moderate Alert Level Medium Density Operations</b>	(Least restrictive) <b>Low Alert Level High Density Operations</b>
<b>Events (Assemblies, Info Sessions, Meetings, etc.)</b>	Virtual only.	Virtual or in small groups abiding by health safety protocols.	Large events may be held outside or in venues that allow for appropriate social distancing practices. Clear guidance on entry and dismissal is established	No restrictions on event size or cadence.
<b>Shared Office Spaces</b>	Essential workers may continue work in shared spaces with health safety measures observed.	Capacity limitations are established. Most work remains remote and essential use of shared spaces is planned to not exceed capacity limitations.	Capacity limitations are established. Most work remains remote and health safety practices are honored for those in the workspace.	No restrictions on shared office spaces.
<b>Library Spaces</b>	Some digitizing of materials; curbside drop-off of books to be returned plus cleaning protocols; curbside pickup of circulating books.	Staff continue digitizing needed materials for researchers; curbside drop-off of books to be returned plus cleaning protocols; curbside pickup of circulating books; in-person access to non-circulating collections for small numbers of graduate students and faculty	Staff continue digitizing and in-person access for instructors; and as time slots are available for researchers and instructors from the broader community.	Access provided for non-institutional affiliates who rely on the institution's collections for other purposes; use of the space in research collections for in-person classes and the general public.
<b>Classroom Buildings, Hallways</b>	N/A, students not on campus. Instruction is fully remote/virtual.	Classes should be scheduled with increased breaks between class so that students can leave classrooms without crowding hallways. High-touch surfaces should be sanitized regularly (e.g. multiple times a day).	Classes should be scheduled with sufficient breaks between class so that students can leave classrooms without crowding hallways. Consider dismissing students in groups of 10. High-touch surfaces should be sanitized regularly.	Normal health safety protocols.

<b>Activities</b>	(Most restrictive) <b>Very High Alert Level Only Essential Ops</b>	<b>High Alert Level Low Density Operations</b>	<b>Moderate Alert Level Medium Density Operations</b>	(Least restrictive) <b>Low Alert Level High Density Operations</b>
<b>Residence Halls, Occupancy levels</b>	1 student per room, dorms are only open for students who must stay on campus due to visa requirements or home situations.	If the institution has capacity, limit to 1 per room, not to exceed 2 students per room.	If the institution has capacity, limit to 2 to 3 students per room.	No restrictions on room occupancy.
<b>Residence Halls, Common areas</b>	Common areas closed.	Common areas are closed.	Minimum of 6-foot distancing measures are in place in all common areas.	Students may use common area as usual, but consider increased cleaning measures.
<b>Residence Halls, Laundry facilities</b>	Implement pick-up/drop-off laundry services.	Students must sign up in advance for individual slots to do laundry.	Students must sign up in advance for slots of 2-4 people to do laundry, physical distancing is in place.	Students may use laundry facilities as usual but consider increased cleaning measures.
<b>Residence Halls, Cleaning</b>	N/A, most students not on campus.	New cleaning protocols in place; no shared surfaces, such as desks, keyboards, phones; common areas closed.	Cleaning protocols remain; limited shared surfaces; some common areas reopen with distancing rules.	Routine cleaning of residence halls.
<b>Residence Halls, Packages</b>	N/A, most students not on campus.	Mailrooms are open to students who sign up in advance to pick up packages, with physical distancing in place.	Mailrooms are open to students who sign up in advance to pick up packages, with physical distancing in place.	Packages are accepted and mailrooms are open.

<b>Activities</b>	(Most restrictive) <b>Very High Alert Level Only Essential Ops</b>	<b>High Alert Level Low Density Operations</b>	<b>Moderate Alert Level Medium Density Operations</b>	(Least restrictive) <b>Low Alert Level High Density Operations</b>
<b>Dining, Occupancy level approach</b>	N/A, students not on campus. Any students still on campus should have food delivered to their rooms.	Dining services available on a to-go basis only, or with adequate physical distancing, signage, and cleaning protocols.	Dining facilities are limited to 25% capacity with physical distancing maintained.	Dining facilities at or near room occupancy levels.
<b>Dining, Cohort dining approach</b>	N/A, students not on campus.	Dining services available on a to-go basis only, sign up in advance to pick up food and will be notified when food is ready or with limited seating and adequate physical distancing. Outdoor eating areas established where feasible.	Students dine in pre-selected groups at pre-selected times. Students should be grouped by residence. (i.e. students living in the same 'household' should be grouped together).	Students dine as per usual, but more frequent cleaning/sanitizing measures should be in place.
<b>Dining, To-go options</b>	N/A, students not on campus.	Students may enter dining facilities to pick up food in groups of 10 or less. Students must follow physical distancing guidelines while waiting in line.	Students may enter dining facilities freely but must follow physical distancing guidelines while waiting in line.	Students can pick up food freely during set hours of the day, while maintaining physical distancing guidelines.
<b>Dining, Serving style</b>	N/A, students not on campus.	Self-service/buffet stations should be closed or converted. All condiments should be single-use and disposable. All plates, cups and utensils should also be disposable.	Self-service/buffet stations should remain closed or converted. Consider re-opening condiment and soda fountain stations with extra cleaning between use. All plates, cups and utensils should also be disposable.	Self-service stations may reopen with increased cleaning between patron use. Consider installing sneeze guards at all self-service stations. Return to reusable plates, cups and utensils.
<b>Dining, Facility optionality</b>	N/A, students not on campus.	Students are assigned one dining hall or facility for the duration of the semester.	Students are assigned to three or fewer dining halls or facilities for the duration of the semester.	Students may choose between all available on-campus dining options.

<b>Activities</b>	(Most restrictive) <b>Very High Alert Level Only Essential Ops</b>	<b>High Alert Level Low Density Operations</b>	<b>Moderate Alert Level Medium Density Operations</b>	(Least restrictive) <b>Low Alert Level High Density Operations</b>
<b>Athletics, Athletic Activities</b>	N/A, students not on campus.	Individual sports or activities that can be executed in a socially distant manner may be allowed.	Athletic activities may resume with testing and screening protocols for participants.	All athletic activities may resume without restriction
<b>Fitness Facilities, Weight room</b>	N/A, students not on campus.	Weight room should be closed or consider moving weights outside to maximize airflow. If outside, enforce wipe down of weights after each use and physical distancing.	Stagger or spread exercise equipment to maintain distance of at least 6 feet. Students must sign up in advance to use cardio machines and should wipe down machines after each use. Physical distancing should be in place.	Weight room can function as normal, with encouraged increase in cleaning after each use.
<b>Fitness Facilities, Cardio room</b>	N/A, students not on campus.	Cardio room should be closed.	Stagger or spread exercise equipment to maintain distance of at least 6 feet. Students must sign up in advance to use cardio machines and should wipe down machines after each use. Physical distancing should be in place.	Cardio room can function as normal, with encouraged increase in cleaning after each use.
<b>Fitness Facilities, Sports courts e.g. basketball, volleyball, etc.</b>	N/A, students not on campus.	Sports courts should be closed.	Students must sign up to use sports courts in advance and courts should be operating on a limited schedule.	Sports courts can operate as usual.
<b>Fitness Facilities, Water fountains</b>	N/A, students not on campus.	Water fountains should be closed, patrons should bring their own beverages.	Water stations should be cleaned frequently.	Water stations can be used but should be cleaned regularly.
<b>Fitness Facilities, Locker room</b>	N/A, students not on campus.	Locker rooms should be closed.	Locker rooms should be regularly and frequently sanitized. Physical distancing should be in place in locker rooms.	Locker rooms can be used as normal, but physical distancing should be encouraged.
<b>Fitness Facilities, Laundry facilities</b>	N/A, students not on campus.	Fitness center laundering capabilities are shut down.	Laundering facilities open for athletic department purposes only. Physical distancing in place in the laundry rooms.	Fitness center laundry facilities can operate as usual.

Appendix B

SCCCD Memorandum on Face Coverings, June 24, 2020





**\*Please do not reply to this email; this address is not monitored. Please use our contact information.\***

## EMERGENCY ORDER PROTECTIVE FACIAL COVERING GUIDANCE

As the Chancellor of State Center Community College District (SCCCD), overseeing Clovis Community College, Fresno City College, Reedley College, Madera Community College Center, Oakhurst Community College Center, and the Career and Technology Center, and by the powers vested in me by SCCC Board Resolution No. 2020.06, dated 3-13-2020, I hereby issue the following orders, to be effective immediately and shall remain in effect until rescinded or until the termination of all national, state, or local emergency declarations related to COVID-19:

1. This Emergency Order is made to provide consistency with our continued effort to protect our employees, students, and the public from COVID-19, and in accordance with City of Fresno Emergency Order 2020-17, Section 10, which mandates employers and government agencies to require protective facial coverings for employees and visitors/customers.
2. The safety and health of all SCCC students and employees is our top priority as we strive to ensure the continuous delivery of services to our students and community.
3. SCCCD Employees.

All SCCC employees are required to wear protective facial coverings under the following circumstances:

- a. When in SCCC owned or operated buildings and facilities, including:
  - i. Common areas, including but not limited to classrooms, entries, lobbies, conference rooms, kitchenettes/breakrooms, restrooms, hallways, stairwells, elevators, public counters, and
  - ii. In cubicle or offices where others are present and physical distancing cannot be maintained by barriers or six foot spacing.
- b. When in SCCC owned or operated vehicles, when two or more individuals are present.
- c. When in any outdoor space and a six-foot distance between other individuals may not be maintained.
- d. When in any non-SCCC owned indoor space, during official SCCC business.

4. Student, Visitors, and Employees to SCCCD Facilities.

Students, visitors, and employees to SCCCD facilities, including classrooms, must wear protective facial coverings in order to enter the facility. Individuals without facial coverings will be denied entry to the facility. SCCCD/college/campus employees may make protective facial coverings available to students, visitors, and without one, if/when available at designated locations, such as a bookstore or public counter. Students, visitors, and employees participating in outdoor shared recreation activities are required to follow the posted guidance regarding the use of protective facial coverings.

5. Exemptions.

- a. For the purposes of this Order, individuals with a medical condition that would be exacerbated by the wearing of a protective facial covering are categorically exempt.
  - b. For purposes of this Order, public safety personnel are exempt from the protective facial covering requirement when it would hinder their ability to safely and effectively perform the functions of their assigned duties.
  - c. For purposes of this Order, when impractical or unsafe to wear a facial covering, an exemption will be made on a case-by-case basis.
6. This Order shall be subject to amendment or repeal at any time and shall not be deemed to confer any contractual obligations, property rights, or assume any SCCCD liability.
7. If any provision of this Order or its application to any person or circumstance is held to be invalid, then the remainder of the Order, including the application of such part or provision to other persons or circumstances, shall not be affected and shall continue in full force and effect. To this end, the provisions of this Order are severable.
8. Any employee or student who violates this Order may be subject to disciplinary action.

IT IS SO ORDERED.

Chancellor



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Dr. Paul Parnell  
Chancellor

Date  
6/23/20

Appendix C

**“Coronavirus Addendum” to Reedley College Facilities Use  
Agreement**

**STATE CENTER COMMUNITY COLLEGE DISTRICT**  
**APPLICATION AND AGREEMENT FOR THE USE OF FACILITIES**  
**CORONAVIRUS ADDENDUM (Attach to Application)**

Date of Application: \_\_\_\_\_ Requested Facility: \_\_\_\_\_

Multi-Purpose Room \_\_\_\_\_ Classrooms(s) \_\_\_\_\_ Other: \_\_\_\_\_

Month: \_\_\_\_\_ Day(s) of Month: \_\_\_\_\_ Time(s): \_\_\_\_\_

**In addition to the attached Application and Agreement for the Use of Facilities, Applicant/ Representative enters this Coronavirus Addendum and further hold harmless Agreement, incorporated into the Application and Agreement, as follows:**

1. Including, but not limited to, the SARS-CoV-2 virus (the “Coronavirus”), the Applicant/Representative ( the “FACILITY USER”) agrees to strictly, and without exception, follow all local, state, and federal guidelines regarding human protection from the Coronavirus (the “Guidelines”). The Guidelines to strictly follow are located at various sites, including, but not limited to:

- a. <https://covid19.ca.gov/>
- b. <https://www.cdc.gov/coronavirus/2019-ncov/index.html>
- c. <https://www.cdc.gov/coronavirus/2019-ncov/community/colleges-universities/index.html>

2. The FACILITY USER shall not hold the event and shall cancel the event if all Guidelines will not, are not, or cannot be met before, during, or after the event.

3. The FACILITY USER shall stop the event immediately and send all invitees/participants away if they are observed not to be meeting all required Guidelines.

4. The District may terminate the FACILITY USER’s use of the District facility at any time if, in the sole discretion of the District, the District determines that the FACILITY USER or their invitees/participants are not in full compliance with the Guidelines. If the District terminates the FACILITY USER’s use of the District facility pursuant to this paragraph, the FACILITY USER will be not be entitled to a refund of any fees and will not be entitled to recover any consequential damages arising from such termination.

5. The District makes no representation regarding the condition of the facility in use. It shall be the FACILITY USER’s sole responsibility to appropriately and thoroughly clean, disinfect, and maintain a clean, disinfected, and sanitized environment during the event, including the use of Coronavirus products approved by the Environmental Protection Agency (EPA) and in compliance with the Healthy Schools Act (HSA).

6. Assumption of Risk. FACILITY USER recognizes that there is presently a significant element of risk of Coronavirus transmission when any group of people gathers. FACILITY USER has reviewed and understands the risks reflected in the local, state, and federal alerts and guidelines, including, but not limited to, the links above. FACILITY USER assumes all risks, known and unknown, arising from Your use and occupancy of the District facility, including risks from the Coronavirus. FACILITY USER assumes full

responsibility for any sickness, hospitalization, bodily injury, death, loss of personal property, quarantines, and all related costs and expenses of any person arising from Your use and occupancy of the District facility. (“Your” is defined herein as the FACILITY USER and each of their employees, District facility invitees, participants, volunteers, students, members, and all other related persons, agents, and entities.)

**7. Waiver and Release of Claims.** To the fullest extent permitted by law, FACILITY USER releases the State Center Community College District, its affiliated campuses, and their governing boards, affiliates, subsidiaries, divisions, administrators, directors, officers, employees, agents, and volunteers (collectively referred to herein as the “District”), from and against all claims and causes of action, for any injury or harm of any kind which may arise from or out of Your use and occupancy of the District facility, including the risks from Coronavirus. This release is intended to discharge the District against any and all liability arising out of or connected in any way with Your use and occupancy of the District facility, even though that liability may occur or arise out of the negligence or carelessness on the part the District. I understand that by signing this Agreement, I am releasing claims and giving up substantial rights, including my right to sue, and acknowledge that I am doing so voluntarily. No representations, statements, or inducements, oral or written, apart from the foregoing written statement, have been made.

**8. INDEMNIFICATION. TO THE FULLEST EXTENT PERMITTED BY LAW, ON BEHALF OF MYSELF AND MY ORGANIZATION, I AGREE TO IMMEDIATELY DEFEND, INDEMNIFY, AND HOLD THE DISTRICT (AS DEFINED ABOVE) FREE AND HARMLESS FROM ANY LOSS, DAMAGE, LIABILITY, OR EXPENSE THAT MAY ARISE IN WHOLE OR IN PART FROM THE APPLICATION AND AGREEMENT FOR THE USE OF FACILITIES AND THIS CORONAVIRUS ADDENDUM, INCLUDING AS IT RELATES TO ANY EXPOSURE TO THE CORONAVIRUS (AS DEFINED ABOVE). THE DEFENSE AND INDEMNITY OBLIGATIONS UNDER THIS PARAGRAPH SHALL APPLY REGARDLESS OF THE DISTRICT OR ANY OTHER PERSON OR ENTITY’S ACTIVE OR PASSIVE NEGLIGENCE.**

**Addendum acknowledgment: I acknowledge that I have read this addendum and agree to all of its terms and that I fully understand my responsibility to adhere to all Coronavirus guidelines and instruction during the use of the District facility.**

Name of FACILITY USER’s Organization: \_\_\_\_\_

Name of Representative/Agent (please print): \_\_\_\_\_

Signature of Representative: \_\_\_\_\_

Address: \_\_\_\_\_

Work Phone: ( \_\_\_\_\_ ) \_\_\_\_\_ Other Phone: ( \_\_\_\_\_ ) \_\_\_\_\_

Appendix D

SCCCD Memorandum on COVID-19 Reporting Procedures,  
July 1, 2020

**From:** SCCCDC Postmaster

**Sent:** Wednesday, July 1, 2020 2:55 PM

**Cc:** LIST\_SCCCDC\_Management <[LIST\\_SCCCDC\\_Management@SCCCDC.NET](mailto:LIST_SCCCDC_Management@SCCCDC.NET)>

**Subject:** SCCCDC COVID-19 Reporting Procedures [approved by Christine Miktarian]



**\*Please do not reply to this email; this address is not monitored. Please use our contact information.\***

### **SCCCDC COVID-19 Reporting Procedures**

#### **If an employee tells you that they have tested positive for COVID-19:**

- Send them home immediately and ask them to contact Human Resources for information on leave options.
- Notify Julianna Mosier and/or Stacy Zuniga in Human Resources and the Environmental Health and Risk Management department about the positive result.
- If possible, isolate their workstation/work area for 24 hours, then disinfect.
- Do NOT communicate with other employees the name of the individual who tested positive.

#### **An employee tells you that they are sick:**

- Send them home immediately if they have COVID-19 symptoms\*\* and ask that they contact Human Resources for leave options.
- Notify Julianna Mosier and/or Stacy Zuniga in Human Resources and the Environmental Health and Risk Management department about the illness.
- If possible, isolate their workstation/work area for 24 hours, then disinfect.
- Do NOT communicate with other employees the name of the individual who is sick.

#### **Employee tells you that they have been exposed (close contact)\* to an individual who has tested positive for COVID-19:**

- Send them home immediately and ask them to contact Human Resources for information on leave options.
- Notify Julianna Mosier and/or Stacy Zuniga in Human Resources and the Environmental Health and Risk Management department about the exposure.

- Do NOT communicate with other employees the name of the individual.
- Employee shall stay home for 14 days and may return to work only if they have no COVID-19 symptoms.

**Returning to work once an employee recovers from illness and/or tests positive:**

1. After 10 days have passed since positive COVID-19 test date, if they remain asymptomatic.
2. After 10 days have passed since ONSET of COVID-19 symptoms and 3 days since recovery from these symptoms, if they are symptomatic.

\* Close contact is defined as “someone who has spent 15 minutes or more time within 6 feet or less of the index person while unmasked.”

**\*\*COVID-19 Symptoms**

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Julianna Mosier in Human Resources: [julianna.mosier@sccd.edu](mailto:julianna.mosier@sccd.edu)

Stacy Zuniga in Human Resources: [stacy.zuniga@sccd.edu](mailto:stacy.zuniga@sccd.edu)

Environmental Health and Risk Management: [dehs@sccd.edu](mailto:dehs@sccd.edu)



Appendix E

# Reedley College Residence Hall Housing Plan for Contagious Disease

# Reedley College Residence Hall Housing Plan for Contagious Disease

## Level 1

- Residence Hall places information on hand washing throughout the Residence Hall.
- Hand and equipment sanitation stations available throughout the Residence Hall.
- Confirm 3 rooms and 3 restrooms and hallways available for housing ill students.
- Train and inform entire housing staff of disease signs and symptoms.
- Resident Assistants and Custodial Staff advise the RH Manager of ill students.
- Sends text and email to students reviewing how to order a sick tray and what to do if ill.
- Confirm Resident Assistant staffing plan in case of residence hall outbreak.
- Facial Coverings are available to all residents and housing staff.
- 50 face shields are available for those who can't wear a facial covering.
- Confirm current Residence Hall students, Resident Assistant room assignments

## Level 2

- Residence Hall Manager identifies & prepares rooms and restrooms to receive quarantined or isolated students. Assignments are made for ill students.
- Residence Hall Manager identifies and provides PPE for RC Staff & Residence Hall staff identified who may be delivering meal trays to ill students. \*\*We will contact Fresno County Public Health Dept for any suspected cases and isolation precautions.
- Residence Hall Manager will report the number of ill residents daily to Administration and College Health Coordinator/Nurse will help track ill/isolated students living on campus and provide PCP referrals as needed.
- Residence Hall Manager obtains and tracks daily meal data from food services.

## Level 3

- Residence Hall manager monitors illness and assesses the need for restricting access to a hall or areas within the Residence Hall.
- Residence Hall Manager continues reporting the number of illnesses to Admin daily.
- Residence Hall Manager works with Health Services Office in establishing a schedule for the College Nurse/Health Coordinator to monitor students and or refer to PCP if hall is in isolation.
- Residence Hall Manager works with RC Administration, District Office Administration, Incident Management Team to evaluate for possible closure should we have more than 3 positive cases.
- Residence Hall Manager evaluates which section of Residence Hall is available to house students unable to return home

## Contingency Plan If a Resident Tests Positive for COVID-19

If a Residence Hall student is confirmed to have COVID-19, the student will be housed in a separate area /wing of the Residence Hall. There are three separate restrooms available for isolation. The Residence Hall Manager and the Health Services Coordinator will work with the student to develop a care plan that includes delivery of food, custodial needs,

laundry care, etc. The student may order a sick tray from our Food Services via telephone and either a friend or an RA will be pick up and deliver the tray Monday thru Thursday between 7:30 a.m. and 4:00 p.m. Fridays 7:30 a.m. to 2 p.m. Assistance with purchasing meals on the weekends would be provided by the housing staff on duty. Residence Hall Manager will work closely with the Incident Management Team and report the number of ill residents daily. Incident Management Team and Residence Hall Manager will also establish “all clear” guidelines when a student may return to his or her prior living quarters.

When Residence Hall Staff is taking meals and/or other supplies to a student in isolation due to a contagious illness they will be required to take precautionary measures, including wearing a mask and gloves. If a student is ill and placed in a private room, housing will email this information to Student Services, who will advise the student’s professors of upcoming absences.

When three cases are confirmed in the Residence Hall or there are a significant number of students with confirmed symptoms, a decision may be made to restrict access to and from specific areas of the Residence Hall. This may involve restricting access in and out of the building, providing medical care, custodial care, and food service separately from the rest of the campus.

### **If Campus Must Close**

In the event of campus closure, the Residence Hall staff will work with students to transition them to their home address off campus. There will be some residents who cannot go home immediately or cannot go home. The Residential Hall Manager will work with the Incident Management Team to establish a plan for those students who are unable to go home. These may include international students, out-of-state students, foster youth or residents who live at some distance from campus. Depending on the number of residents and length of time for school closure, the following options may be considered:

- Utilizing a skeleton Residence Hall staff on modified hours, keeping a portion of the Residence Hall open and serving meals and accessing food from Food Services and the Food Pantry
- Keeping the Residence Hall open and contracting with a vendor for delivery of meals.

Appendix F

SCCCD Memorandum on Return to Work, June 12, 2020

**From:** SCCC CD Postmaster

**Sent:** Friday, June 12, 2020 12:20 PM

**Subject:** Revised: Message regarding Return to work from Chancellor Parnell



\*Please do not reply to this email; this address is not monitored. Please use our contact information.\*

## **Return to Work**

I appreciate everyone making the transition to working remotely and we will continue working remotely through July 31, 2020, with the exception of a few essential departments, i.e. police, maintenance, custodial, and college technology services etc. Those employees working remotely will continue to work 5 days per week. However, those reporting to work sites will be working four days a week for 10 hours. This adjustment will allow the District to save on energy costs by not providing air conditioning to buildings Friday through Sunday.

No later than June 22, 2020, all employees who work in positions that require onsite work (e.g., custodian, groundskeeper, maintenance, farm tech etc.) must report to their regular district worksite. Employees in this group must contact their supervisors for exact return dates.

Some employees are understandably eager to return to their district worksites. However, the district encourages employees who are 65 and older or with underlying health conditions that put them at higher risk of severe illness from COVID-19 to continue working remotely to the extent their position is compatible with remote work.

As we transition back to working onsite, the District is mindful of the concerns some employees may have for their health safety. Employees who have childcare or health concerns should contact Human Resources for information about possible accommodations or leave options.

Facial Coverings will be required to enter all District facilities. Face coverings are required for those who work in shared spaces and those performing work in which they encounter the general public. The face coverings must also be worn in common areas indoors, such as hallways, elevators and stairwells. You are not required to wear a face covering when you are the sole occupant of a room, such as your office.

CDC and County Public Health Department recommendations must still be followed.

Our top priority is the well-being of SCCCD students, faculty, staff and community. Therefore, the District will have a phased-in approach to bring employees back to work. We will closely monitor COVID-19 cases especially with the easing of restrictions locally. We will provide more information on the return to work in the coming weeks.

### **Things you should know about COVID-19**

1. For a person to get infected, they must be exposed to an infectious dose of the virus. This dose appears to be small relative to other infectious viruses. An infection is based on being exposed to the virus and the amount of time one is exposed. Most exposures appear to be inhalation based – breathing in virus particles.
2. Asymptomatic people can spread the virus.
3. Many infection outbreaks occurred at indoor settings where people were closely spaced.
4. The biggest infection spreading events include events where people congregate, such as birthday parties, weddings, funerals, busy restaurants, offices, and business conferences, etc.

5. Ventilation with a high level of fresh air exchange helps to keep the concentration of virus particles low, reducing exposure risk.

**As a reminder, please continue to exercise universal precautions:**

- Wash your hands frequently with soap and water and avoid touching your eyes, nose, and mouth.
- Frequently disinfect high-touch surfaces such as door knobs, counters, and handles.
- Cover your coughs and sneezes with a tissue or in your sleeve.
- Wear a facial covering when in public.
- Do not go out in public or to work if you are sick with a respiratory illness.

We will continue to provide you with updates as new information becomes available. Please stay safe and in good health!

Appendix G

The “COVID Safety Agreement”-  
Campus Safety Protocols





## COVID-19 Student Safety Agreement

SARS-CoV-2 (novel coronavirus or COVID-19) is present in our region and is being transmitted via community and person-to-person spread. Reedley College and the State Center Community College District are taking precautionary measures in accordance with public health officials to protect the health and safety of our students and employees. This agreement is an acknowledgement that you will adhere to the following safety measures:

**Each day before coming to campus, connect to the Reedley College website and conduct the following self-screening health assessment:**

1. Do I have fever or signs of a fever (fever of 100.4 or higher or chills)?
2. Do I have respiratory symptoms such as cough, sore throat, or runny nose (other than seasonal allergies or asthma)?
3. Have I had close contact with a suspected or known COVID-19 patient (close contact means spent longer than 15 minutes within 6 feet of someone who was sick with a fever and cough)?

If you answer **NO** to questions 1, 2 and 3, you may report to class.

If you have had close contact with a suspected or known COVID-19 patient (see question 3) then notify your instructor and stay home and self-isolate for at least 10 days (if you remain asymptomatic) or 10 days after the onset of COVID-19 symptoms and 3 days since your recovery from these symptoms (if you were symptomatic). You should also notify any close contacts to quarantine as described above.

If you have a fever or any signs or symptoms of respiratory illness (questions 1 and 2) then notify your instructor and stay home and self-isolate for 10 days after onset of symptoms and 3 days since your recovery from these symptoms, unless you should require further medical attention, AND notify any close contacts to quarantine as described above. If public health officials update isolation guidelines, you will be expected to comply with the updated guidelines.

Additionally, you must agree and adhere to the following:

- You will wash your hands with soap and water or alcohol-based sanitizer before you start class and frequently throughout the day.
- You will wear a facial covering at all times while on campus. If you have a documented medical condition or disability that precludes you from wearing a mask, you can choose to wear a face shield.
- You will practice social distancing, sit and/or stand at least 6 ft. from other people, you will not shake hands or hug people, and you will not share food or drinks.
- If you start to feel feverish or have respiratory symptoms while at school, you will notify your instructor and go home.

I, \_\_\_\_\_, hereby agree to the above safety requirements.  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Appendix H

SCCCD Memorandum on Return to Work, July 14, 2020

**From:** SCCCDC Postmaster

**Sent:** Tuesday, July 14, 2020 11:18 AM

**Subject:** Message Regarding Return to Work from Chancellor Parnell



**\*Please do not reply to this email; this address is not monitored. Please use our contact information.\***

## **Return to Work**

As COVID-19 infection rates continue to rise in the Central Valley, and Fresno, Kings and Tulare Counties have been placed on the Governor's Coronavirus watch list, we as a District must collectively do our part to disrupt and slow the transmission of the novel coronavirus in order to protect our students, our employees, and the community at large.

Recognizing that fall semester courses will be largely online, and following the spirit of the California Community Colleges Chancellor's Office Report on Safe Campus Reopening (see link below\*), ***SCCCD positions (campus and District Office) that can effectively be performed remotely will continue to do so through the duration of the fall 2020 semester (through December 31, 2020.)***

However, with some classes and activities returning face-to-face, it will require some staff, faculty, and administrators currently working from home to return to work. Employees who will be required to return to work will be notified by their managers. Employees continuing to work from home should limit visits to their office or work area as much as possible, and will need pre-approval from their manager to be onsite. Approvals will be provided to those performing an essential task or function. Work with your supervisor for specific coordination.

Thank you for your continued dedication to serving our students and our community during these challenging times. As part of State Center Community College District, we all play an important role in supporting the educational and economic growth of our community.

Here is the link to the document: [Report of Safe Campus Reopening Workgroup](#)

### **As a reminder, please continue to exercise universal precautions:**

- Wash your hands frequently with soap and water and avoid touching your eyes, nose, and mouth.
- Frequently disinfect high-touch surfaces such as door knobs, counters, and handles.
- Cover your coughs and sneezes with a tissue or in your sleeve.

- Wear a facial covering when in public.
- Do not go out in public or to work if you are sick with a respiratory illness.
- Maintain social distancing as much as feasible.

\*SCCCD has adopted the CCCCCO Report on Safe Campus Reopening with modifications as indicated in the link to the document.

Appendix I

CCCCO Report of the Safe Campus Re-Opening Workgroup,  
June 25, 2020

(With SCCCD Modifications for Clarity and Flexibility)



# REPORT OF THE SAFE CAMPUS REOPENING WORKGROUP

California Community Colleges

**Updated: June 25, 2020**

Bill Rawlings, Classified, Mt. San Antonio College

Brian King, Chancellor, Los Rios CCD Byron

Breland, Chancellor, San Jose CCD

Cheryl Aschenbach, Secretary, Academic Senate for CCC

Danny Thirakul, President, Student Senate for CCC

Francisco Rodriguez, Chancellor, Los Angeles CCD

Joe Wyse, President/Superintendent, Shasta College

Martha Garcia, President/Superintendent, Imperial College

Pamela Luster, President, San Diego Mesa College

Review and Feedback by: CCCCCO, CTA/CCA, CSEA, FACCC, Consultation Council



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## EXECUTIVE SUMMARY / CHARGE OF THE WORKGROUP

With a strong recognition that the safe and responsible reopening of college campuses will require a substantial state investment and clear guidance from state public health officials, the report presents considerations for locally governed community college districts.

On April 29, 2020, Chancellor Eloy Ortiz Oakley requested that Joe Wyse, President of the Chief Executive Officers Board for California Community Colleges, “establish and appoint a chair to lead a high-level task force to develop guidance and recommendations for the Chancellor’s Office to consider in supporting districts and colleges as they plan for reopening of their campuses.” Chancellor Oakley also directed the Workgroup to provide updates on recommendations to the Consultation Council with recommendations due to the Chancellor’s Office by May 22, 2020.

President Wyse promptly appointed a chair and a task force in response to the charge from Chancellor Oakley. The volunteer members of the Workgroup have met regularly since their appointment and have sought feedback and insights from a variety of important groups and individuals. The full Workgroup has met with Consultation Council and the CEO Board of the Community College League of California, and also has met with leaders from across the country in states where the reopening may be happening at a faster pace than in California. Individual members of the Workgroup have also met with a broad cross-section of individuals and groups and also received countless emails with questions and issues presented. Given the short timeline, members of the Workgroup have engaged as many stakeholders as possible and devoted countless hours to this important task.

Since the charge to create a Workgroup was presented on April 29, the landscape has continued to shift on a seemingly daily basis. Many community college districts have announced an intention to move the fall semester to a predominantly online modality, as has the entire California State University system. With this seismic shift in mind, the Workgroup has focused more intently on short-term issues involving the continued transition to remote operations and online instruction within the context of broader campus reopening now likely to happen later in 2020 or in early 2021. The Workgroup recognizes that today’s report represents a moment in time, and that changing circumstances could quickly result in some of the recommendations becoming outdated or no longer practical.

## ORGANIZATION OF THE REPORT

The Charge from Chancellor Oakley included six key issues for the Workgroup to address. The Report is organized in response to the issues presented. One or more members of the Workgroup prepared a section of the Report in response to each of the six issues.



A framework around indicators of when to begin to open college campuses.

The decision of when to begin opening California's community college campuses will depend upon a complex array of issues that are significantly local in nature. A multitude of considerations shape planning to reopen our colleges when State and local guidance allow. A key document for the state of California is the [Update on California's Pandemic Roadmap](#). On May 20, 2020, the Workgroup learned that the California Office of Emergency Services (Cal OES) has determined that higher education will be included in Stage 3 of the modifications of the statewide stay at home order. Stage 2 reopening is under way and varies by county. The California Department of Public Health has issued a communication that indicates that the reopening of higher education for larger scale in-person operations is not permitted in Stage 2, which includes K-12, of the state's reopening.

In short, it appears broad reopening for in-person college operations will not be permitted until a county is determined to be in Stage 3. No counties are currently at Stage 3. Not all counties will move to Stage 3 at the same time as is the case in counties currently moving to Stage 2. As is the case with so many issues involving COVID-19, the criteria to allow for the transition from Stage 2 to Stage 3 are not entirely clear and continue to evolve. In addition, some on-campus activities might qualify as Stage 2 activities, so additional clarification will be needed.

In addition to the state guidance coming from OES and Governor Newsom, FEMA provides high level federal guidance in this [Fact Sheet](#). OSHA also has guidance that can be found [here](#). County and local officials will be crucial in the determination of when to begin the reopening process within the framework of state guidelines from the Governor and legislature as outlined in the Update on California's Pandemic Roadmap.

The following is a non-exhaustive list of items for a potential framework to consider when planning for reopening a college when a county has entered Stage 3:

Consider staff/faculty<sup>1</sup> continuing to work from home, perhaps on staggered shifts/days on site in light of the need to spread out workstations to maintain 6 feet between cubicles/work spaces.

Plan for a portion of employees to continue to work remotely. Employees over 65 years of age and those with underlying medical conditions ~~will~~ **may\*** likely work remotely longer than others. An explanation of underlying medical conditions can be found on in Appendix A of the CDC's [Community Mitigation Strategy](#).

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<sup>1</sup> References to faculty throughout the report are inclusive of part-time and adjunct faculty.

\*Modified by SCCCD to accommodate SCCCD's internal framework.

Plan for time between uses of spaces (class offerings, use of offices, etc.) for cleaning. The CDC's has guidance for [cleaning facilities](#) on its website.

Evaluate the potential to add glass/plexi-glass partitions in work spaces, including labs. Such mitigation may allow faculty can oversee two rooms at once while better accommodating social distancing.

Plan for potential exposures of students/employees and resulting two weeks of isolation that follows. Consider in the first stage of reopening to keep a portion of buildings unoccupied in order to shift use should an exposure occur in a newly reopened building.

Consider online and hybrid formats to courses, with alternating days to use larger rooms for more course sections.

Finally, plan for the longer term and the potential change in the situations over the coming months. There is potential for a resurgence of the virus in the fall. The CDC has numerous links to [forecasting models](#). Some are suggesting social distancing may need to be in effect for 12 to 18 months. For example, see an article on the National Science Foundation's [website](#).

Recommendations around best practices for continuing instruction with social distancing.

As the California Community College system prepares to ensure that quality instruction continues during the pandemic, the safety of students and employees is our top priority. The following recommendations should be considered by colleges within their unique local contexts, including district collective bargaining and implemented as appropriate to their regional situations and guidance by local public health authorities.

These guidelines are based on information about COVID-19 that is known today with the understanding knowledge is evolving quickly. The guidelines are purposely broad for universal use and written with the understanding that colleges will deploy finite resources to implement guidelines. California Community Colleges should view these guidelines and evaluate the feasibility of these recommendations in the light of their own institutional environment, community resources, public health capacity, demographics, internal resources and risk tolerance.

General considerations as suggested by the American College Health Association (ACHA) should include, but are not limited to:

Prioritization of in-person instruction for courses with academic outcomes that cannot be measured or achieved virtually, such as performance, laboratory, and clinical experiences.

Implementation of an online or hybrid mode of instruction for the foreseeable future. Remote options should be planned for and available in the event that a rebound in local infections necessitates continued physical distancing and to support vulnerable students and staff, students in quarantine or isolation, and students and staff who cannot physically return to campus.

Limitation of the number of attendees for in-person courses/sections. In most cases, all in-person courses/sections should be limited and also utilize other physical distancing measures.

Implementation of close monitoring and tracking of in-person attendance and seating arrangements to facilitate contact tracing in the event of an exposure.

Development of a physical distancing plan for each course that includes:

Number of students and faculty present in each session;

Length of session;

Nature of activities;

Mechanisms to conduct student and faculty symptom checks;

Public health practices: face coverings, 6 feet of physical distancing; cough/sneeze etiquette, hand hygiene;

Provisions for hand sanitizer and enhanced cleaning;

Instructions to participants on the course-specific physical distancing protocol; and

Availability of remote options.

Development of specialized plans for students who are at increased risk due to the occupational nature of their studies. Examples include health professional students and students engaged in out-of-classroom or community-based instruction. Ensure students are provided with adequate Personal Protective Equipment, supervision, and other protections based on their risk.

Expansion of simulation experiences (if approved by accrediting body) to create clinical scenarios for health professional students to practice technical, diagnostic, and exam skills.

Development of attendance and excuse policies that acknowledge and support students who become ill without creating barriers and without requiring unnecessary visits to health facilities for documentation of illness.

Encourage faculty-student communication regarding health status and any changes in their ability to complete coursework and academic responsibilities.

Identification of resources for students with learning disabilities or difficulties with remote learning platforms.

The Academic Senate for California Community Colleges in collaboration with the other stakeholders, has developed recommendations that enable colleges to offer limited face-to-face instruction safely and tactically. In addition, specific considerations should be made depending on the discipline being taught.

In order to resume instruction securely and strategically the following considerations should be contemplated:

Plan to limit face-to-face instruction by utilizing online and hybrid instruction. Engage with faculty to evaluate expected offerings to determine what courses must be at least partially taught on campus;

Ensure student, faculty, and staff have access to technologies needed, including laptops, Internet access, and necessary applications, as well as IT support and training for the technologies;

Determine feasibility of various scheduling methods for resuming instruction in courses that must have on campus elements;

Close or restrict common areas on campus, using barriers, or increasing physical distance between tables/chairs to discourage students from congregating in high traffic areas such as bathrooms, hallways, and stairwells;

Develop a plan for flow of students to, from, and within physical class spaces for each class hosting students;

Maintain safety precautions in the classroom; and

Each discipline that is difficult to convert to virtual instruction should be considered distinctly when developing a plan to safely return to campus.

#### Career Technical Education

Review accrediting, licensure, certification, or industry requirements for performance of hands-on skills, practicum, and clinical experience;

Evaluate the degree to which students can achieve performance-related course outcomes using at-home versus in-class materials and equipment; and

Consider whether equipment or materials may be made available for use at home rather than in class.

#### Lab Sciences

Review lab outcomes to determine which must be completed in an on-campus lab setting versus those that can be completed at home, simulated online or via recordings;

Consider major prep lab courses versus general education:

The need for on-campus labs may be greater for major prep lab courses versus those in primarily general education courses;

For major prep lab courses, consider beginning versus advanced lab courses:

Hands-on performance of key labs may be more critical in advanced lab courses while skills developed in beginning lab courses may be reviewed and reinforced in a later class; and

Consider whether equipment or materials may be made available for use at home rather than in class.

## STEM

Evaluate the degree to which students can achieve course outcomes online versus in class on campus;

Evaluate the degree to which instructional support can be provided online versus in class on campus;

Offer proctored assessments in small groups or waves for courses where online assessment creates inequity or integrity issues;

Consider whether necessary equipment or materials may be made available for use at home rather than in class;

Consider phased approach to on-campus instructional support services when feasible; and

As reopening progresses, consider use of hybrid approach for lecture delivery to spread on-campus attendance of a class of students out across two to three days (similar to science and CTE labs) while also having a portion of class delivered online.

## Visual/Performing Arts and Kinesiology

Evaluate the degree to which students can achieve course outcomes online versus in class on campus;

Evaluate the feasibility of providing appropriate amounts of performance feedback in an online environment;

Consider the needs of major requirements versus general education requirements and offering of beginning versus advanced courses;

Consider whether equipment or materials may be checked out or purchased for use at home rather than in class; and

As reopening progresses, consider use of hybrid approach for lecture delivery to spread attendance of a class of students out across two to three days (similar to science and CTE labs) while also having a portion of class delivered online.

## Humanities and Social Sciences

Evaluate the degree to which students can achieve course outcomes online versus in class on campus;

Evaluate the degree to which instructional support can be provided online versus in class on campus;

Consider phased approach to on campus instructional support services when feasible; and

As reopening progresses, consider use of hybrid approach to lecture delivery to spread attendance of a class of students out across two to three days (similar to science and CTE labs) while also having a portion of class delivered online.

It is essential to determine the feasibility of various scheduling methods for resuming instruction to accommodate social distancing in courses that must include face-to-face elements. Some contemplations are depicted in this section:

Options are dependent on faculty load and compensation considerations;

Utilizing student attendance split across a distributed hybrid schedule (for example, 10 students each MWF @ 9am while others engage asynchronously online). May limit students to one attendance per class per week. Requires lab be set up 2-3 times each week; however, allows more time to clean between classes;

Schedule on campus and virtual labs across a two to three-week period to limit total number of students in class at a time (for example, 1/3 of students would attend a face-to-face lab in a week while 2/3 of the students will work on a different simulated lab). May limit students to one attendance per class every 2-3 weeks.

Schedule small group student appointments for a lab that is scheduled for an extended period on one day only. Lab setup for only a day with reset and sanitization between groups.

As risks of transmission gradually are reduced, schedule courses (or sections of courses) back onto campus.

It is important to develop a plan for flow of students to, from, and within class spaces for each class hosting face-to-face students. Some guidelines to consider are:

Plans should be specific to each class and classroom space;

Evaluate direct pathways between parking lots and classroom spaces and establish directional hallways and passageways for foot traffic, if possible, to eliminate students from passing by one another;

Identify parking locations, waiting spaces, entry doors, exit doors and designate separate routes for entry and exit into class or classroom spaces to help maintain social distancing

Utilize door signs and ground markers to clearly guide students, faculty, and staff safely;

When evaluating space for 6-ft distancing, collaborate with faculty to determine the amount of individual student movement within a workstation or lab space before measuring out 6 feet;

Consider installing plexi-glass or other dividers, utilize large tables, or use outdoor space to create physical barriers between students and between students and faculty; and

Minimize student movement beyond workstation or lab space (for example: provide supplies at each station rather than in a central location in classroom).

It is critical to maintain safety precautions in the classroom and on site to limit a surge of COVID-19 cases on campus. Consider the following:

Conduct health self-screenings before students and faculty leave home or conduct health screenings upon arrival to campus in a centralized location;

Utilize masks, handwashing, and social distancing as recommended by state and local departments of public health and other guidance organizations;

Limit sharing of equipment during a class session, and if items must be shared, then disinfect between each use;

Include sanitation supplies in all classrooms and offices and have regular decontamination procedures for public places, including classroom and office furniture, door handles and bathroom stalls;

Sanitize equipment and workstation or lab space between classes or when utilized by different students;

Minimize or prohibit any student-to-student contact/interaction within the classroom environment that would necessitate less than 6 feet of spacing between participants. Have students work independently rather than in pairs or small groups;

Embed performance of updated requirements for equipment and workstation sanitation as part of curriculum (when consistent with procedures in related industries);

Utilize plexi-glass or other dividers and spacing between instructor station or lectern and students, and between staff and students in support services offices; and

Determine at-home load/assignments for at-risk and immunocompromised faculty and staff (may mean splitting partial class loads between faculty).

There are a multitude of considerations to address when planning to reopen, dependent on State and local guidance. Some additional considerations include, but are not limited to:

Impacts of lower class sizes and use of multiple lab sessions for small groups of students as part of hybrid delivery on faculty load;

Impacts of varied on-campus and online asynchronous class attendance requirements on student schedules;

Needs for resources (time, personnel, equipment, supplies) to facilitate social distancing and disinfection of campus equipment and facilities when providing on-campus instruction and student services;

Needs for expanded mental health services for students, faculty (including part-time and adjunct faculty), and staff, including online services;

Provision or requirement of masks, gloves, and other safety equipment, is necessary to enhance the safety and well-being of students and employees; and

Campus safety plans should address how to respond to and follow-up on occasions when students, faculty, or staff have COVID-19 symptoms, including occasions when such persons refuse to leave the class or campus.

## Comprehensive Student Support Services

As we continue to adapt to our current environment, campus-wide preparation is the key to an organized, effective, safety-focused process of reopening. Ensuring quality instruction is offered to our students is pivotal. However, providing comprehensive student support services play a key role in student success. This effort will require the ongoing innovation and engagement of campus stakeholders that directly provide these services. The following guidelines are suggested:

Create a campus advising plan that leverages existing campus technologies and adopts a wraparound student services philosophy.

Create an online clearinghouse for best practices in providing virtual support services and universal design, accessibility, and accommodations for online instruction and student services.

Provide training for students on how to succeed in an online class and how to access virtual advising, tutoring, testing and other academic and student support services.

Provide wrap-around services that address food and housing insecurity.

Mental and health services are critical during this period.

Ensure all students have access to online tutoring.

Ensure all student support staff have access to online interaction technologies like Zoom and CraniumCafe.

Provide robust access to online library services.

Reconfigure library support areas and computer resources to comply with social distancing protocols, if these areas will be available to students.

Replace paper forms with online forms that can be submitted via email or technologies.

## Access to Technology

The COVID-19 health emergency exacerbates inequities, especially for the most vulnerable student populations, who were already under-resourced before the pandemic. Student, staff and faculty (including part-time and adjunct faculty) access to technology is critical. The following guidelines are provided for contemplation:

Implement a survey of campus technology needs, with a key focus on students' needs.

Create outdoor hotspots and partner with businesses to provide internet access; provide lists of access points to students.

Loan laptops that meet required specifications to students in need.

If safe, consider opening up computer labs for general use; follow cleaning and social distancing protocols.

The California State Employees Association has developed the following recommendations and considerations to ensure institutions can safely hold in-person classes and other activities when



colleges reopen. While some consideration may be influenced by future state guidance, many can be evaluated locally following district-level procedures.

### Cleaning and Disinfecting

When choosing disinfecting products, using those approved for use against COVID-19 on the Environmental Protection Agency (EPA) List N: Disinfectants for Use Against SARS-CoV-2 and follow product instructions.

Review the CDPH guidance for K-12 schools (e.g. types of cleaning products and frequency of cleaning) <https://covid19.ca.gov/pdf/guidance-schools.pdf> specifying campuses should intensify cleaning, disinfection, and ventilation.

Ensure that ventilation systems and fans operate properly and increase circulation of outdoor air as much as possible by opening windows and doors and other methods.

Take steps to ensure that all water systems and features (e.g., drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of diseases associated with water.

### Outside Visitors

Review facility use agreements and establish common facility protocols for all users of the facility.

Evaluate whether and to what extent external community organizations can safely utilize the site and campus resources. Ensure external community organizations that use the facilities also follow the college's health and safety plans and CDPH guidance.

### Staffing and Training

Consider staffing level needs to ensure they are sufficient to meet local facility cleanliness, physical distancing, student learning, and health and safety needs to address COVID-19.

Campuses can locally develop and provide staff training or, should it become available, utilize state-provided training on:

Disinfecting frequency and tools and chemicals used in accordance with the Healthy Colleges Act, CDPR guidance, and Cal/OSHA regulations. For staff who use hazardous chemicals for cleaning, specialized training is required.

Symptom screening, including temperature checks.

Confidentiality around health recording and reporting.

Where applicable, training for college health staff on clinical manifestations of COVID-19 and CDC transmission-based precautions.

District may consider designating a staff liaison or liaisons to monitor COVID-19 state and county guidance and monitor COVID-19 concerns. If such a liaison is designated, employees should know who they are and how to contact them.

Recommendations on a framework of best practices for supporting the classified staff and faculty as we reopen college campuses.

The learning needs related the rapid conversion to remote instruction and services have had a significant impact on community college faculty (including part-time and adjunct faculty), classified professionals, administrators and students. In order to succeed in the current environment, and successfully return to campus, the system must support robust assistance to all groups.

Faculty have had a daunting challenge in terms of the sudden conversion to online and remote instruction, in that for most, the courses were not designed nor being taught in that format when the closure of colleges commenced. Colleges have ramped up support for faculty in various ways by temporarily canceling courses and offering workshops, created just in time modularized support, assigned mentors to faculty to assist in the conversion and other curated and specific approaches. Statewide professional learning opportunities have been offered through @One, 3CSN and CVC-OEI along with proprietary assistance through LMS programs. What is needed is a coordinated and specific approach statewide to address a myriad of needs. In order to create successful learning experiences, the system must braid together its current resources to provide a much larger and comprehensive support system that will:

Create opportunities for discipline faculty to coordinate and partner on virtual instruction. Utilize Academic senate regions and discipline structures to pair faculty with @one experts across and within disciplines.

Provide clearly communicated expectations for remote learning in courses that are not specifically identified as distance education.

Provide adequate support for courses that require demonstration of skills in a face to face format. (Sciences, CTE, Arts)

Assist faculty in designing flexible formats such as hybrids, all online and face to face that could potentially happen for a single course all in one semester.

Suspend unnecessary administrative procedures related to course approval.

Create a safe return to campus plan that considers physical distance, classroom design, classroom materials and faculty/student interaction from a teaching and learning perspective.

In discussions with faculty senate, 3CSN and @one, it has been noted that this is an opportunity to have faculty spend time not just discussing remote learning, but in fact improving practices across the board. In essence, the need for flexibility also lends itself to thinking about learning in all formats. Further work is necessary to assess these needs, pull together faculty experts, and launch a group that will successfully address these recommendations.

Similarly, classified professionals have the need to find tools and experiences that create equitable support for their remote work. The following are areas identified by classified professionals:

Recommend Online Professional Development for classified to help with key skill building to help students and our colleges during and beyond COVID-19: As the COVID-19 pandemic has affected in-person professional development opportunities (conferences, trainings, meetings, etc.) professional development specific to dual-platform delivery of student support services and what those services are

On-the-ground and in-person orientations, mentorship, advising, referrals to resources, answer questions, etc.

Virtual orientations, mentorship, advising, referrals to resources, answer questions, etc.

Training related to supporting colleagues and students who have personally been affected by COVID-19 and how it impacts work and studies.

Sensitivity training regarding COVID-19 and how differences in opinion, political affiliations, and personal experiences have shaped employees and students and how to respect our differences.

Online professional development through Franklin Covey such as “7 Habits of Highly Effective People” or “Leading at the Speed of Trust” or similar organizations and training. Allow for extended training throughout the semester.

Statewide online focused statewide discussion for Classified Professionals focused on best practices in areas such as student success, equity, wraparound services, etc.

Opportunities to learn about creating healthy daily working routines, workplace set-up, and handling difficult work situations alone.

Recommend advancing technology support so that classified can better serve our students.

Microsoft Teams, Cranium Café, Jabber, Zoom, and a host of other technology tools so that our employees can stay connected and our students can access our employees remotely.

When we return to the campus meetings should still be held virtually when possible, so continue to build on this and strengthen our online remote working skills and tools. When we do return to the campus, in-person meetings may still be disrupted. We will need to further train our classified on remote working technology and the colleges will need to continue to look to strengthen technology tool offerings to help with serving our students, faculty and the campus community.

Working remotely requires more effective communication, and collaboration. Support to enhance these skills in individuals may be necessary.

Invest in software that will eliminate lines in key services (A&R, counseling, financial aid) and will send a text to the student when they are at the front of the queue.

Increased bandwidth to support increased online presence and services.

Training and professional help with software learning and graphic production and compliance for special populations.

Students too are significantly impacted in multiple ways in this learning environment. In a recent survey, the Student Senate surveyed students to assess their reactions and needs. By far the highest issue related to remote learning is the isolation and concomitant mental health issues, and the lack of resources or basic needs support to persist. Recommendations in the student arena are:

Communicate widely support for students, push intrusive student support through the LMS, through email and if available text. Create multiple live and static outreach campaigns through social media and create opportunities for feedback.

Create and maintain community through virtual affinity group experiences (Puente, Umoja, Next UP, Veterans, etc.).

Sustain operations that assess technology gaps and work with students to loan, give or make available levels of technology commensurate with expectations.

Create learning modules that assist students to use Canvas and other tools that will assist them in focusing on content, rather than barriers of technology.

Through student health systems, create open and accessible opportunities for appointments, group drop-ins and online resources for community mental health assistance.

Work with local student government associations to partner on messaging, support and advocacy for students.

Continue to advocate for financial aid reform, Cal Grant reform to provide adequate and equitable funding for community college students.

Recommend online distance learning/distance student experience Professional Development for Faculty, Classified and Administrators (our entire campus community) to better serve our students. We have been thrust into this online learning, online college experience very quickly. Many faculty have experience using Canvas for their online course offerings and some have good experience teaching online. However, the full experience of assisting students in distance learning is far beyond the class and Canvas. Considerations include:

Develop Best Practices discussions, professional development training, and online resource guides on how to best assist our students from classroom to campus in a virtual environment. If we find the employees and the faculty returning to the campus, but the students remain mostly online, we will need to build upon our skills to best serve the students remotely to provide parallel student support and intervention services to DE learners that we provide to traditional face-to-face learners.

Continued online training in the usage of Skype, zoom, Microsoft Teams, Cranium Café, NETTutor, etc.

Address via survey how institutions are meeting/have met the hardware & Internet needs of students and workers. Create a plan for future semester(s).

Software/Training: As above, with focus on gathering resource listings for both students and staff. This has been done to some degree but can be expanded.

Recommend more dynamic online web presence experiences for students to find information and access to assistance. Students are shopping around for their classes and need information quickly. A

Dynamic department directory.

California Community Colleges

virtual campus experience that helps students navigate the campus and easily find assistance via the college website.

Add information to include Cranium Café, zoom office hour, etc. for easy access by students.

Student self-scheduling options.

Directory of open online office hours.

Daily COVID updates and messages to students and employees.

#### All Other Recommendations

Recommend software support to expedite in-person processes to allow for social distancing.

Allow employees to continue working remotely or hybrid work schedule, depending on job duties.

Schedule appointment times for students to come in, in addition to counseling services and provide Plexiglas or similar windows for key student traffic areas (A & R, Counseling, Financial Aid). The intention is for short-term use only until it is safe to remove and resume regular public contact.

Space inventory of workspaces for adequate distancing.

Support for staff who enforce distancing regulations (with students/community).

Set up lounge/waiting room spaces with appropriate distancing.

Safety communications on-campus via freestanding signs, floor decals, magnetic signs for doors, etc.

Stagger employee work schedules to ensure people/space ratio is low and providing a safe working environment (Example: Employee A works M/W, Employee B work T/Th with rotating Fridays. Other days are remote work from home).

Space/office inventory to determine if unused offices can be utilized for student service areas.

Increase phone, Skype, zoom, etc. for communication between colleagues.

Increase virtual methods in working with students.

Ensure employees have the resources and technology to support working from home.

Review how the distribution of CARES funds and other sources have been utilized, including response to notices over email, social media, text messaging, general adverts. Create plan for optimization.

Increase hand sanitizer dispensers or provide additional. Add handwashing stations throughout the campus.

Sanitation supplies/stations and proper training (as needed with equipment) available in offices for regular cleaning of surfaces.

Provide PPE **safety supplies\*** for employees. The Chancellor's Office has made a request to CalOES to provide an initial supply of face-masks to each district while local procurement efforts are implemented and while supply aligns with demand.

Further, labor partners, including the Community College Association, have provided the following recommendations and considerations to further support faculty as colleges develop and implement plans for the safe reopening of campuses. While work remains to seek statewide industry guidance, many issues can be evaluated through local shared governance and collective bargaining procedures.

\*Modified by SCCCD for flexibility.

## Student Experience/Equity

To assure student safety, ~~PPE~~ **safety supplies\*** should be provided or available to all students when physically attending courses.

Guidance for student safety should be considered include practices which require students to follow county healthy guidelines. Such an example can be seen in a Napa MOU which requires students to wear ~~PPE~~ **facial coverings or other safety supplies.\***

Campus areas of high student utilization should be evaluated and made available with safety protocols, including food services for students on campus, access to physical areas for studying, schoolwork, etc. (library, student center, cafeteria) and access to learning tools such as Wi-Fi, computer labs, etc.

## ~~Collective Bargaining Issues~~

~~Many issues surrounding the safe reopening of college campuses are subject to local collective bargaining, including but not limited to:~~

~~Faculty (including part-time faculty) compensation for prep time for a distance learning course that is ultimately cancelled.~~

~~Part-time faculty compensated for training and professional development.~~

~~Faculty teaching conditions, including not requiring teaching in person formats if faculty do not feel safe or are a high-risk population or care for people who are high-risk, at least until the state enters Stage Four of the State's plan for reopening.~~

**Removed to accommodate SCCCD's collective bargaining process.**

Recommendations to the Chancellor's Office on any changes to regulations impacting space utilization that may be required due to the anticipated social distancing protocols

One of the units within the California Community Colleges Chancellor's office is the Facilities Planning Unit, which assists and supports the California Community Colleges' 73 districts in matters related to infrastructure and capital outlay. In short, capital outlay is money dedicated to acquiring, maintaining, building, repairing or upgrading fixed assets such as land, facilities, machinery and the like. As part of the facilities planning, this unit maintains a [Space Inventory Handbook](#). Within this handbook is outlined the way in which space utilization is tracked and measured, which in turn affects the eligibility of individual district's access to state bond funding for new or remodeling of facilities.

With the decisions regarding remote learning during this global pandemic, questions will arise about the way in which space utilization is tracked and measured, and the needs of colleges for physical space. For example, will more traditional face-to-face lecture courses remain in synchronous or asynchronous formats than prior to the pandemic, either through hybrid or fully on-line formats? If so, should this affect space utilization calculations? Will social distancing be required/needed for more than the 2020-21 academic year? If so, should this need for more space per student affect space utilization calculations? These and other questions are important to be analyzed, however, we must keep in mind that facilities planning is necessarily a long-term view – up to a 50-year horizon – as the life of a physical

**\*Modified by SCCCD for flexibility.**

asset such as campus buildings are planned for decades of use. Therefore, this Workgroup cautions that any contemplated decisions must look beyond the current crisis and anticipate the long history of operations before the crisis and examine any lasting changes to facilities needs over the next few years before making substantive changes to current facilities planning processes and regulations.

Overall, two areas are looked at in more detail below: 1) Broad issues surrounding social distancing measures and space utilization, and resulting considerations for changes to facilities planning and space utilization for the future of the community college system, and 2) broad suggestions for consideration for districts in planning for reopening campuses as safely as possible while maintaining the perspective that all operations involve managing risk.

### Social Distancing and Space Utilization

The Center for Disease Control and Prevention's explanation of [social distancing](#) includes staying at least six feet from other people, not gathering in groups and staying out of crowded places and mass gatherings. If going out, it is recommended to wear a [cloth face covering](#). Strict application of this guidance has dramatic effect on the ability to use many facilities and office spaces on college campuses. Most regular classroom settings capacity drops to 25% or lower of current capacity when social distancing measures between seats and egress paths are established. Others can drop to 10% when seating is fixed, such as in large theatre style lecture halls. Science labs often are set up with common station areas for four to six students, which could drop to one student per area. Some office areas are designed as cubical offices, without six feet of space between them. Other examples could be given. The following is a non-exhaustive list of considerations of the impact of social distancing on space utilization and operational costs:

The expected temporary application of social distancing requirements means that

Space utilization goes down as students are spread out

Cap/load ratio for lecture and lab space are increased

Cap/load ratio for office space are increased

Student areas in libraries, tutoring centers and other common areas are impacted

There is a request submitted prior to this crisis to the DOF to change the standard square foot per student from 15 to 20 when considering classroom space utilization, which should be approved.

Over time, the amount of on-line instruction and its impact on the need for classroom space should be evaluated, in balance with projected growth of enrollment over time. CTE and other lab course space utilization needs are not expected to change significantly over time as this space largely serves courses not easily done—or not



possible to do—via remote learning. The need for common areas such as library, tutoring, and study space for students may increase, especially areas made available with high speed internet connection for students.

The investment into programs such as the Student Equity and Achievement Program have made investments into more student support staff and faculty. A request was submitted prior to this crisis to the DOF to increase the office space square foot per full- time equivalent instructional staff member by 25 percent. The Workgroup recommends approval of this request by the DOF.

Furniture, fixtures, and equipment costs associated with construction projects may increase, as districts may plan for design changes to mitigate operational effects of future pandemics. For example, utility/internet and electronic queuing system infrastructure may be further enhanced as new and remodeling of facilities is planned.

Student housing needs may rise as a priority need even above current levels of discussion. Including potential student housing for districts desiring to pursue this model may be part of future funding requests. Design of student housing may change to address potential future pandemics.

Finally, it should be noted that equipment and maintenance expenditures for facilities, and for districts in general, will likely rise. Such things as regular change of HVAC filters will be accelerated, plexi-glass and other partitions built into design, barricades/gates at entrances for better access control, and costs for sanitation/cleaning supplies will increase.

This Workgroup recognizes the complexity involved in evaluating and recommending changes to space utilization regulations and procedures. It is best not to make a hurried judgement in the midst of the crisis. However, over the coming months, it is appropriate to task the existing facilities division of the CCCCO to engage with stakeholders to evaluate thoroughly the changes that may be needed to this important area of our system's resource planning that may be of a more permanent nature in order to make the wisest recommendations possible.

Recommendations on how to position our advocacy efforts to support the rapid workforce training necessary to get Californians re-employed.

Colleges and universities have been essential partners in our nation's defense against the community spread of COVID-19 by essentially transitioning fully to distance teaching and learning, student services and business operations since mid- to late March 2020. Our community colleges will also be essential to this state's and nation's economic recovery, and our system must leverage every resource, including robust and coordinated advocacy efforts in Sacramento and in Washington, D.C., to ensure that our role as regional economic drivers is understood, and that our voice and influence are present to continue the investment in higher education when it is needed the most.

How quickly things can change for California. What was once projected as a historic surplus of \$5.6 billion in January 2020 is now a projected historic budget deficit of \$54 billion. The budget news for California is sobering and clearly points to the unprecedented and devastating impact of the COVID-19 pandemic public health emergency on our State's challenging financial condition. Our System Administration and every community college district are now engaged with reviewing and analyzing the 2020-21 anticipated state budget actions and its potential impact to our system of 115 community colleges, which serves 2.2 million students, and the anticipated threats to our traditional tenets of access, equity and affordability.

The COVID-19 health emergency exacerbates inequities, especially for the most vulnerable student populations, who were already under-resourced before the pandemic. Student basic needs, such as food security, housing, employment, mental health, access to technology, and technology tools, emergency aid, have become more prevalent and disproportionately impact underserved students and communities.

In addition, we must all advocate for policies and resources that allow for the safe reopening of our community colleges in the era of COVID-19 to improve our preparedness and responsiveness that includes putting in place the infrastructure for testing, surveillance, contact tracing and our capability to handle a surge, and isolate each and every new case at the state's community colleges.

As Congress continues to work to address the COVID-19 pandemic and its economic impacts, federal investment in a comprehensive national workforce development strategy that supports workers to reenter the workforce after job loss, businesses to minimize further job loss and business closures, businesses to create new jobs, and the preparation of workers and students for both today's in-demand jobs and those leading to economic growth after the pandemic. Reemployment, upskilling and reskilling for in-demand, living-wage jobs will be critical during the pandemic and its aftermath to ensure the best outcomes for workers and employers across the state and country.

We must engage in collective advocacy efforts for California community colleges through an equity lens and an equity mindfulness that aims to bridge the pervasive equity gap for under-resourced students and communities that is only compounded as a result of the COVID-19 pandemic.

The recommendations below serve to position our advocacy efforts to support the rapid workforce training necessary to get Californians re-employed, and to strengthen the stability and responsiveness of our system of community colleges.

## Recommendations

Establish an advocacy strike team to coordinate efforts and advance key messages on behalf of the California Community Colleges that is representative of the various constituency groups, stakeholders and interests – a multi-stakeholder collaboration comprised of the state’s education, government, workforce development, business, labor and community leaders. This system is committed to developing a robust and comprehensive economic and workforce development system to meet the employment and educational needs of communities severely impacted by the pandemic, with the intent of leveraging the collective assets of its partners to create career pathways to living-wage jobs and to improving the economic and social mobility of California workers.

Advocate for the federal government to invest an additional \$5 billion in Carl D. Perkins V funding to provide critical support to Career Technical Education (CTE) programs and allow the development of alternative online instructional modalities that integrate Artificial Intelligence solutions and Augmented/Virtual Reality technologies. CTE programs will be essential for retraining dislocated workers and this additional funding would allow rapid delivery of this training and secure future CTE efforts to ensure workforce readiness for in-demand jobs.

Advocate for a comprehensive national workforce development strategy that supports workers to reenter the workforce after job loss, businesses to minimize further job loss and business closures, businesses to create new employment opportunities, and the preparation of workers and students for both today’s in-demand jobs and those leading to economic growth and prosperity after the pandemic.

Support safety net recipients access to training and employment in family-supporting jobs and direct federal agencies to waive work requirements for accessing benefits under Temporary Assistance for Needy Families (TANF), Medicaid and other means- tested programs to ensure recipients have time to upskill and re-skill to get back into good, family-supporting jobs - including suspending a new rule that would make it harder for workers to access Supplemental Nutrition Assistance Program (SNAP) benefits for Able-Bodied Adults Without Dependents (ABAWDs).

Advocate for the federal government to reinvest \$5 billion in the TANF Emergency Contingency Fund (TANF ECF), modernizing the program to ensure workers with the greatest skill needs have access to subsidized jobs and training to prepare for in- demand industries so recipients can receive the training and employment assistance to succeed in good, family-supporting jobs.

Advocate for the federal government to make an additional investment of \$9 billion to the Workforce Innovation and Opportunity Act (WIOA) to ensure our public workforce system can best serve and respond to workers and employers impacted by the pandemic.

Create jobs through workforce investments as part of infrastructure projects that includes workforce training and re-employment funding in federal infrastructure proposals to include comprehensive training and support services with a focus on those who have been disproportionately impacted by racial inequities in education and labor policy.

Support local business-led workforce strategies to avert layoffs by expanding the Work Opportunity Tax Credit (WOTC) to provide businesses with tax credit of up to \$10,000 for costs associated with on-the-job learning and skills training for incumbent workers and expanding Short-Time Compensation for workers whose employers are forced to cut hours so employers can retain workers while still reducing

costs and allows workers to maintain income levels without needing to access their full Unemployment Insurance benefit to which they'd be eligible if laid off completely.

Advocate for the federal government to incentivize higher education to respond to student, worker, and employer needs by investing \$6 billion in Trade Adjustment Assistance (TAA) Community College Training Partnership grants over the next 3 years to support effective community college/business partnerships for in-demand training, including establishing apprenticeship programs and developing short-term credentials that allow for rapid re-employment. Moreover, in this time of crisis, community colleges stand ready to train the nurses, radiological technicians, respiratory therapists, EMTs, paramedics, and many others who are needed in the recovery and work on the front lines to fight COVID-19.

Expand access to Pell grants for high-quality short-term credentials in in-demand industries and increase the number of community college student state and federal financial aid applications through a coordinated, social media, public outreach and marketing campaign, thereby increasing the eligibility for state and federal financial aid.

Advocate for additional federal grants through the Department of Education and Department of Labor, that could serve as additional revenue streams for Hispanic-Serving Institutions (HSI), Minority-Serving Institutions (MSI) and workforce development and training.

Research and advocate for additional and potential federal legislation, such as the CARES Act II, Food for Thought Act and HEROES Act, or tax credits that could serve as additional revenue streams for student basic needs, adult workforce development, and dislocated worker employment and training.

Other general advocacy recommendations include:

Assure California Community College districts receive the \$130.1 proposed property tax backfill, as proposed in the May Revision. The essential education functions and supports our system provides are not protected against revenue estimates that fall short. We request an automatic increase to the California Community College General Fund to backfill any shortfalls in apportionments, property taxes, and enrollment fees. Further, we seek reimbursement of enrollment fees refunded as a result of the COVID-19 pandemic.

Advocate for additional statutory flexibility at the state level to mitigate the adverse impacts of COVID-19, specifically to:

Student Centered Funding Formula (SCFF)

Reflect the revised 2019-20 Student Centered Funding Formula rates.

Further utilize past-year data sources that have not been impacted by COVID-19 within the SCFF.

Assure the extension of the SCFF hold harmless provisions for an additional two years.

Require reductions to the SCFF that are necessary to balance the budget to be proportionately applied.

Student Fees: Allow the three public segments of California higher education to use restricted fund balances, except State Lottery balances, to address COVID-19 related impacts and the loss of revenue from enterprise functions.

50 Percent Law: Exempt direct COVID-19 related expenses incurred by Districts from the 50 Percent Law.

Career Technical Education: Suspend procedures regarding the development of short-term career technical education courses and programs to accelerate the development and offering of these programs and courses.

Institute emergency and temporary regulations for maximum flexibility for meeting in-person requirements and use of remote learning and other innovative modalities to satisfy allied health accreditors, including nursing, certified nursing assistant, respiratory therapy, veterinary technology, dental hygiene, mortuary science, police and fire academies, and in-home health care providers.

Advocate for additional resources to improve internet functionalities and ensure enhanced broadband bandwidth capacity, robust online course delivery of virtual labs, support services, and the purchase of equipment to enable faculty and staff to move operations to an online/remote learning modality, and strengthen the core infrastructure and provide a reliable and secure platform for the increased online/remote learning activities. As California community college (CCC) districts and colleges transition classes and student services online in response to the COVID-19 pandemic, districts and colleges need a cohesive online infrastructure that is additive to existing infrastructure that support students, faculty, and staff.

Advocate for the increased funding of student basic needs such as housing and food insecurity as well as other basic needs such as transportation and childcare for under-resourced members of our student community.

Promote more consistent access to statewide and national elected officials with a focus on providing focused and more open communication so on-going legislation will more likely be reflective of critical workforce training and recovery needs for under-served students and communities.

Continue to advocate for portable financial aid packages whereby a student can continue their education or job training out of state by utilizing any remaining state financial aid awards. For instance, this type of portability could be useful for African American students desiring to attend an HBCU (all HBCUs are out of state); primarily located in the southern region of the U.S.

The COVID-19 crisis has further exacerbated the need to provide mental health support services students. Such a need can be met by securing ongoing mental health funding from Proposition 63 for community colleges.

Recommendations on any other guidance, frameworks, or best practices that would be applicable to position the system to support the recovery of our communities and state.

The following section provides some general guidance and best practices as they relate to positioning the California community college system to best create synergy, during and post COVID-19 recovery, amongst the communities it is charged to serve. The community college system is quite possibly the best strategic investment made by the state of California. They are well-positioned to provide quality education and job training opportunities to the majority of Californians. As such, these recommendations are made with the following assumptions: that risks will be reduced as there needs to be a focus on reopening safely; that we will make the recovery inclusive for the communities identified as the most vulnerable; that partnerships with business and industry should not only be strengthened but should also be made more sustainable to better withstand the downturns; and that the recovery will

need to be built upon a foundation that supports innovation as we move toward the ‘new normal’.

Moreover, at the core of implementing these recommendations, an equity lens needs to be maintained as recovery work progresses and subsequent outcomes are measured.

Specifically, there needs to be an approach that consistently considers, supports, and evaluates recovery strategies with a particular focus on our most vulnerable and under-served communities: low-wage workers, working poor, undocumented immigrants, seniors, and communities of color. Finally, these recommendations must be considered with the understanding that a recovery effort of this magnitude cannot be the sole responsibility of one sector and that everyone must contribute to rebuilding our communities and state, along with fortifying key public health supports and their requisite infrastructure.

### Recommendations

As a best practice, the state should invest in innovative education programs, online instruction coupled to holistic student supports, career pathway-embedded credentials, and work-based learning for credit that equips students to ‘earn while they learn’ that can help position community college graduates to meet local workforce needs;

As a best practice, the state should invest more in what is currently working by providing significant capacity-building resources to community colleges across the state, opening the door for new programs and better support services;

As a guideline, the state should place a priority on the student success of individuals from under-resourced communities. Partnerships with social service providers can help ensure persons hardest hit by the pandemic have what they need to not only survive the virus but to thrive post – COVID-19;

Create consistent guidelines for employee and student self-testing, as well as establish the conditions necessary for employees to return to work or for students to return to campus after exposure to COVID-19 or recovery from illness;

Establish guidelines to encourage colleges to focus on brand, quality, and innovation across the system given the new virtual environment and the increased competition for California community college student enrollment in the ‘on-line’ market;

Create statewide guidelines, in partnership with labor unions, that outline best practices for flexibility for high risk employees due to them having either a pre-existing condition or working in an area of high exposure as an essential worker;

As a best practice encourage the development of staggering timelines for staff to return to work earlier than students in order to run through cleaning and sanitization cycles as well as proper use of PPE safety equipment\*;

\*Modified by SCCCD for flexibility.

As a best practice, create system standards for digital transformation (e-signatures; expense management; performance evaluations, etc.) and overall remote workforce needs to set the pace for modernization and the expectations that should accompany such progress;

As a best practice, maintain a high-level advisory group that is composed of education, business, government and civic leaders to continually monitor the recovery efforts – current efforts are too bifurcated and can create a feeling of “information and ‘webinar’ overload” for community leaders;

As a system framework, review strategic plan (Vision for Success Goals) – what should we ‘stop doing’ and what should we ‘start doing’ in the post COVID19 environment? What should we do differently? How can we plan more for short term outcomes? For instance, there may be more immediate value in planning 6 months out rather than the traditional planning of 3 years or 5 years out;

As a best practice, create a dashboard that will track economic recovery efforts as they pertain to the progress made by racially minoritized and low-income populations that are shouldering the brunt of the COVID-19 impact;

As a guideline, utilize the strategic locations of community colleges, support the establishment of COVID19 test centers on college campuses system wide; placing a priority of communities where access to health care is limited.

The state and Governor’s commitment to procure PPE safety supplies\* for K-12 schools should also include an equally strong commitment to community colleges and should be funded outside of Proposition 98. Such a commitment will ensure PPE safety supplies are provided for all students, faculty and staff on campus.

With looming budget reductions and deferrals, state leaders should partner and support California Community by creating statewide standards and consistency where possible that are funded for implementation. Absent funding progress for a safe reopening is further delayed.

\*Modified by SCCCD for flexibility.

## CONCLUSION

The COVID-19 pandemic has forced California's community college to make more dramatic changes in a shorter timeframe than at any time in the history of our system. The Safe Campus Reopening Workgroup hopes that this Report provides helpful, practical information and guidelines to consider in the coming months as colleges begin the challenging process of slowly re-engaging students, employees and community members face-to-face. The Workgroup also recognizes that the Report may be in some ways dissatisfying to the extent that leaders were anticipating definitive, detailed and specific guidance on a broad array of complicated issues. The reality as of the date of the Report is that we simply do not know the answers to all the questions. In addition, the answers to the difficult questions will vary depending on local conditions.

As challenging as the last few months have been for our colleges, the day will come when we will once again be able to gather together. The road ahead will be difficult, but the planning underway and the willingness to collaborate and engage all stakeholders will allow us, as Governor Newsom frequently states, to "meet the moment."



Resource List as of June 16, 2020

The following links are to resources as of the date of the Report. Recommendations based on these resources will be updated as the guidance evolves. Be sure to look for updated guidance and resources in this rapidly changing situation.

American Association of Community Colleges Resource Page: <https://www.aacc.nche.edu/publications-news/covid-19-updates-resources/>

American College Health Association's Considerations for Reopening Higher Education Institutions: [https://www.acha.org/documents/resources/guidelines/ACHA\\_Considerations\\_for\\_Reopening\\_IHEs\\_in\\_the\\_COVID-19\\_Era\\_May2020.pdf](https://www.acha.org/documents/resources/guidelines/ACHA_Considerations_for_Reopening_IHEs_in_the_COVID-19_Era_May2020.pdf)

California Community College Chancellor's Office (CCCCO) Resource Page: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Communications-and-Marketing/Novel-Coronavirus>

CCCCO Space Inventory Handbook: [https://www.cccco.edu/-/media/CCCCO-Website/Files/Finance-and-Facilities/x\\_space-invntry-hndbk-2007-ada.ashx](https://www.cccco.edu/-/media/CCCCO-Website/Files/Finance-and-Facilities/x_space-invntry-hndbk-2007-ada.ashx)

California Community College Student Senate survey on COVID-19: <https://www.studentsenateccc.org/communication/covid-19-survey-report.html>

California Department of Public Health website: <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Immunization/ncov2019.aspx>

California Department of Public Health, COVID-19 INDUSTRY GUIDANCE: Schools and School- Based Programs: <https://covid19.ca.gov/pdf/guidance-schools.pdf>

California Department of Public Health – Guidance for the Use of Face Coverings [https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Guidance-for-Face-Coverings\\_06-18-2020.pdf](https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Guidance-for-Face-Coverings_06-18-2020.pdf)

Community College League of California's resource page: <https://www.ccleague.org/novel-coronavirus-2019-covid-19>

CDC guidance on Reopening Colleges and Universities: <https://www.cdc.gov/coronavirus/2019-ncov/community/colleges-universities/considerations.html>

<https://www.cdc.gov/coronavirus/2019-ncov/community/colleges-universities/considerations.html>

CDC Community Mitigation Strategy (appendix A has a list of underlying medical conditions): <https://www.cdc.gov/coronavirus/2019-ncov/downloads/community-mitigation-strategy.pdf>

CDC's Interim Guidance to Colleges and Universities: <https://www.cdc.gov/coronavirus/2019-ncov/downloads/guidance-administrators-college-higher-education.pdf>

CDC's Guidance on Cleaning Facilities <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>

CDC's Explanation of Social Distancing: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>

CDC's Explanation of cloth face coverings: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>

CDC's Forecasting webpage: <https://www.cdc.gov/coronavirus/2019-ncov/covid-data/forecasting-us.html>

FEMA Resource Website: <https://www.fema.gov/coronavirus>

FEMA Fact Sheet on Planning Considerations for Organizations in Reconstituting Operations during the COVID-19 Pandemic: <https://www.fema.gov/news-release/2020/04/30/planning-considerations-organizations-reconstituting-operations-during-covid>

National Science Foundation website:  
[https://www.nsf.gov/discoveries/disc\\_summ.jsp?cntn\\_id=300334&org=NSF](https://www.nsf.gov/discoveries/disc_summ.jsp?cntn_id=300334&org=NSF)

Occupational Safety and Health Administration (OSHA) COVID-19 website:  
<https://www.osha.gov/SLTC/covid-19/>

OSHA Guidance on Preparing Workplaces for COVID-19: <https://www.osha.gov/Publications/OSHA3990.pdf>

State of California website: <https://covid19.ca.gov/>

Appendix J

Guidance to Face-to-Face Faculty, July 23, 2020

Fall 2020 Face to Face Faculty:

As we return to partial face to face operation at Reedley in FA 2020, there are procedures to help keep students, faculty, staff, and their families safe and compliant with state regulations.

Preparations for fall have included additional signage, upgraded cleaning procedures, changes to room capacity/class caps and relocating some class sections to larger rooms.

This document is intended to provide guidance for those faculty who will be on campus. This includes some SAMPLE syllabi policies that we encourage you to incorporate into your syllabi. The intention is to create some consistency in messaging across campus, to provide faculty with a starting point for policies in their own classes, and to ensure that classes have policies consistent with the CDC and the District.

Please modify these statements so that they are appropriate for your own classes and serve students well.

## **Syllabi Statements (sample template only; modify for your own class)**

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### **Attendance Policies**

Students should evaluate their own health daily and must complete the online health screening available daily: [https://scccd.az1.qualtrics.com/jfe/form/SV\\_3IO880HybZg7ajX](https://scccd.az1.qualtrics.com/jfe/form/SV_3IO880HybZg7ajX)

If they have any of the following symptoms, they should not attend class. Students are encouraged to contact the nurse or healthcare provider for further guidance. Common COVID-19 symptoms include, but are not limited to:

- cough
- sore throat
- shortness of breath
- runny nose (not due to seasonal allergies)
- fever (100.4 degrees or more)
- and/or chills

Students should also not attend class if they have had close contact with anyone who has had these symptoms in the last 14 days.

Class lectures will be recorded and posted online daily. Students who have been absent should review the class materials and contact me to ensure that they do not fall behind in their course work.

Students may drop if they miss more than two consecutive class meetings without explanation before week 4.

## **COVID 19 Safety Practices**

Masks: Students and instructors are required to wear masks that cover the nose and mouth when entering, exiting, and throughout class. Students who have medical need can use face shields as an alternative.

Handwashing: Students are required to wash their hands or use hand sanitizer prior to class. Hand sanitizer is available in the classroom for their use.

Social Distancing: Students are required to stay at least 6 feet apart while on campus. In the classroom, maintain social distance and sit in seats as designated by the seating chart.

Classroom Cleaning: Students will wipe down their area with disinfectant.

Safety procedures are subject to update.

## **Classroom Computers**

This class utilizes computers. To minimize the risks surrounding shared equipment, Reedley College is asking that you bring your own laptop from home. If you do not have a computer at home, contact IT at (559) 637-2555. They will loan you a laptop to utilize in all class and lab locations this semester. If you need to print materials accessed during class, there will be a printing kiosk available to students. As more information becomes available, I will let you know.

Instructor Notes on Syllabi Policies:

- Safety Practices: Students who attend on campus are to have signed a Student Agreement (“COVID Safety Agreement”). That pledge aligns to the recommended syllabi policies.
- Drop policies: Continue to include your drop policies, but make sure you are not penalizing students who follow guidelines and stay home when displaying symptoms. However, we are hoping not to incentivize students to attend class if they are experiencing any of the symptoms listed above, so we encourage you to consider an attendance policy for this semester that is flexible while still holding students accountable.
- Recording Lectures: Posting recorded lectures online is not appropriate for all classes. The goal is to make it possible for students to be absent without falling behind and without burdening the instructor with an onerous amount of work to keep individual students caught up. If you do not want to record lectures, you could develop your own policies (Other ideas: You have been assigned to study groups. Students who are absent should get lecture notes from others in their groups and contact me to ensure that they do not fall behind in class OR Materials will be posted online, but students should contact me to ensure that they do not fall behind in course work.) If you do wish to record your lectures, but do not have appropriate equipment, contact IT or the Instructional Design office.
- Masks: Modify mask guidance based on the safety precautions for your own field and classroom situation. For example, welding would likely not require students to wear cloth masks and ag classes held outdoors would not need to enforce mask use if students can maintain 6 feet of social distancing. Also modify your own use of masks if a student needs accommodation such as utilizing a face shield rather than a mask if you have a hearing-impaired student. A limited supply of disposable masks and re-usable face shields will be made available on campus; watch for additional details about points of distribution.

- Cleaning: Modify cleaning procedures to be appropriate to your own classroom situation.

## **Classroom Practices**

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**Ingress and Egress:** If passing time allows, arrive 10 minutes early to open classrooms so that students do not congregate outside the door. Classrooms with two doors have signage indicating an entrance and an exit door. Point these out to students so that they follow the flow of traffic.

**Seating Chart:** Faculty are encouraged to utilize a seating chart this semester. This practice is encouraged to help facilitate contact-tracing, need be. Additionally, it should facilitate classroom entry and the amount of instructional time spent negotiating social distancing.

**Spoken Reminders:** At the beginning of class, faculty are encouraged to remind students that they should not be attending if they are experiencing symptoms, that they need to hand sanitize if they have not recently washed their hands, that they should be wearing their masks, and that they need to be 6 feet apart.

**Student Computers:** Most laptop carts and desktop computers will be removed from the classrooms. (Some classes that utilize specific hardware and software will be exempted.) Encourage students to bring their own computers from home, if possible. If they do not have a home computer, have them contact IT which will issue them a computer to use for the semester. This computer will be used in all locations, including computer labs.

**Classroom Printing:** Classroom printers will be available to the instructor station, but student printing is strongly discouraged for both safety and logistical reasons. A centralized printing kiosk will be available for students who need to utilize campus printing services; watch for more information about student access to printers.

**Faculty and Staff Computers:** Shut down all classroom, offices, and service area computers after every use. The fog used to disinfect rooms will corrode the computer if the fan is left running.

**Cleaning:** Have students wipe down their areas (table tops, lab counter, seats, etc.) at the end of each class with the wipes provided in each classroom. Custodial staff will be cleaning the classrooms daily; however, frequent spot cleaning adds another layer of safety.

**Outdoor Spaces:** Remember that outdoor spaces might give students a break from having to wear masks. You are encouraged to utilize outdoor spaces as weather permits. Students must maintain 6 feet social distance.

**Collecting Work:** Utilize Canvas to collect any work that can be submitted digitally. If you need support in setting up these assignments, contact the instructional designers for assistance. If you must collect physical work from students during class, do not have them pass the work. If possible, have students place work in a folder at the beginning or end of class. If you must collect during class, try to minimize students moving around the classroom; consider walking through the class to collect it yourself.

**HVAC:** Appropriate ventilation is an important preventative measure; however, do not assume that your classroom door or windows should be open. If your room has an HVAC system, it has been adjusted for appropriate airflow. If you are unsure about the HVAC system in your room, contact Building Services.

**Instructor Absences:** Faculty and staff must complete the health screening every day they come to campus (on the portal page). Those who become ill or are exposed to coronavirus are required to notify their supervisor immediately and will be required to stay home. It is important that you have a contingency plan for a colleague or a substitute continuing instruction should you become ill or be required to quarantine. Some instructors have suggested sharing their lesson plan documents and Canvas course shells with their supervisor or a few select colleagues.

**Symptomatic Students:** If students are displaying symptoms of COVID, you are encouraged to remind them that they are not to come to class with symptoms. Encourage them to go home and contact their healthcare provider or the Reedley College Health Services.

**COVID 19 Positive Student:** If you have a student who tells you he or she is symptomatic or positive for COVID 19, tell the student to stay home and notify your supervisor and Nurse Kelly Murguia. If mask, social distance, and handwashing guidelines have been followed, the classroom contact would not be considered close contact; however, contact tracing still may need to be performed.

## **Enforcement of Policies**

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We have all seen that there can be push back on COVID mask policies. We ask that you remind students that our policies are following legal mandates from our governor and CDC Guidance for educational areas. If students do not follow policies, we encourage you to use the following as a baseline for your response:

1. Remind students that the policy is a campus and your own classroom policy. (E.g.: As a reminder, you are required to wear a mask upon entering the classroom.) This can be a general announcement to the whole class.
2. Have an individual conversation/dialogue with the student about why they are not complying. Try to resolve the situation yourself.
  - a. If they do not have a mask, refer them to the free mask sites.
  - b. If the student has a medical concern about using a mask, refer the student to Health Services.
  - c. Document your interaction using a COVID Compliance Flag. This flag will not automatically be sent to the student; however, COVID health services information will be forwarded to the student.
  - d. If the situation is resolved between you and the student, document it with the flag, but close the flag when resolved.
3. If the student still does not comply, remove the student from the class for the day. Immediately contact the Dean of Students, Shannon Solis to document the encounter.
  - a. Work with Student Services to resolve the situation prior to the next scheduled class.
  - b. If the situation is not resolved prior to the next class, bar the student from class.

We discourage you from calling the police unless the situation escalates to an emergency. If a student refuses to leave the classroom and refuses to comply with policies, dismiss class for the day. Work with the Dean of Students and allow the Behavior Intervention Team to deal with the student and to coordinate with police as necessary.

For your reference, here is the 2020-2021 Catalog language regarding removal from class:

“Removal from Class by Instructor Reedley College’s Student Code of Conduct Policy (Board Policy 5520 and Educational Code 76032) authorizes an instructor to remove a disruptive student from his or her class for the day of the removal and the next class meeting. The instructor shall immediately report the removal to the Vice President of Student Services. During the period of removal, a student shall not be returned to the class from which he or she was removed without the concurrence of the instructor of the class.”

## Modifying Policies

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These policies will need to be modified for your own classroom situations. In making these modifications, please consider the following:

- Most Effective Measures: The most effective measures are masks, handwashing, social distancing, and enhanced cleaning. If you must modify these policies, keep these practices in mind.
- Your own professional organizations are likely developing specialized practices in your field that are difficult to generalize. They likely have discipline-specific guidance to inform your decisions. If you are a small department, remember that our colleagues at sister colleges are also working through these issues might have valuable feedback.
- Follow the directives set by the Chancellor of State Center Community College District (SCCCD), the Fresno County Department of Public Health, the California Department of Public Health and the CDC guidance for institutions of higher education.

These practices were developed by the Reedley College COVID-19 Workgroup, with broad representation from faculty and staff from multiple areas of campus. We all know that these are unprecedented times; this guidance is subject to change as the situation evolves.

Additionally, we know that unforeseen problems might arise. If you have a question or concern that has not been addressed by this guidance, please contact Dale van Dam who will take the concern to the workgroup. The COVID-19 Workgroup will host open forum trainings during the first weeks of classes to provide updates, hear concerns, and discuss solutions.



Appendix K

Reedley College Athletic Training Department Student  
Athlete COVID-19 Pre-Participation Questionnaire

## **California Community College Athletic Trainers Association (CCCATA) Screening Recommendations**

### **Pre-Participation Questionnaire (PPQ)**

In addition to the medical history recorded prior to a pre-participation physical exam/screening, CCCATA is recommending that every athlete fill out a questionnaire about their Covid-19 status. This form also contains a Covid-19 risk statement and a waiver of liability. If someone has tested positive or is symptomatic, CCCATA also recommends that they receive clearance from a physician.

### **Referral Form**

CCCATA recommends that anyone who has had COVID-19 or may be symptomatic will need clearance for any potential Covid-19 issues. The clearance form must be signed and stamped by a physician (MD or DO) and the athlete must also produce proof of a negative COVID-19 lab test. The need for this form is based on the potential for cardiovascular and other damage as a result of the virus.

### **Daily Screening**

In accordance with local health and safety, CCCATA is recommending that everyone involved with athletics or athletic facilities be pre-screened daily. There are two distinct parts to this screening. Part one consists of questions regarding symptoms pertaining to the athlete's own status and the status of others in their household. Ideally, this can be done virtually. If it cannot be done virtually, the athlete's answers can be recorded on a daily check-in sheet. Part two is a daily temperature check. Ideally this could be accomplished automatically, but it also could be done individually with no-touch infrared thermometers.

On the instruction/information forms CCCATA is recommending that a person with a fever, or with anyone in their household having a fever, stay home until they are fever free for 72 hours. If they have multiple symptoms, or if the symptoms persist, they should be sent for a COVID-19 lab test. Please refer to your local public health department regarding COVID-19 protocols.

**Reedley College Athletic Training Department  
Student-Athlete COVID-19 Pre-Participation Questionnaire**

Name: \_\_\_\_\_  
Last
First
Middle

Reedley College ID#: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_  
(MM/DD/YYYY)

Cell Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Gender:  Male  Female Sport(s): \_\_\_\_\_

**Please complete this form to assess your potential exposure / possession of COVID-19 and other illnesses.**

Are you currently free from illness?  Yes  No Current Temperature: \_\_\_\_\_ °F

Do you have a history or pneumonia?  Yes  No Current Occupation/ Workplace: \_\_\_\_\_

During your time away from **Reedley College**, did you experience, or are you currently experiencing any of the following:

SYMPTOM	YES	NO	LENGTH OF SYMPTOM	EXPLANATION
Fever				
Body Chills				
Extreme Level of Fatigue				
Cough				
Pain / Difficulty Breathing				
Shortness of Breath				
Sore Throat				
Body / Muscle Aches				
Loss of Taste				
Loss of Smell				
Changes to Vision / Eye Discharge				
Diarrhea				
Unexplained Headache				

QUESTION	YES	NO
2-14 days prior to experiencing these symptoms, did you experience a suspected exposure to COVID-19?		
Have you been around anyone who has been sick?		
Have you had any direct contact with anyone who lives in or has visited a place where COVID-19 is spreading and/or is an area reporting an increased number of COVID-19 cases (i.e. "hot spots")?		
Have you had any direct contact with someone that has a suspected or lab confirmed case of COVID-19?		
During your time away from <b>Reedley College</b> , did you self-quarantine due to suspected symptoms or exposure of COVID-19?		
During your time away from <b>Reedley College</b> , have you been living in, or have visited an area reporting an increased number of COVID-19 cases (i.e. "hot spots")?		

Have you previously been or are you currently diagnosed with COVID-19?  
 YES  NO DATE OF DIAGNOSIS: \_\_\_/\_\_\_/\_\_\_

Do you have medical documentation to support your diagnosis and treatment of COVID-19?  
 YES  NO PHYSICIAN NAME: \_\_\_\_\_

PHYSICIAN OFFICE LOCATION: \_\_\_\_\_

Please list any countries/states/cities you have traveled to since March 15th, 2020 and the dates you were there:

1.	Dates:	
2.	Dates:	
3.	Dates:	
4.	Dates:	
5.	Dates:	

### ASSUMPTION OF RISK

I understand that those participating in intercollegiate athletics, physical education activity classes, and/or conditioning classes are at a higher risk of exposure to the COVID-19 virus; due to the lack of social distancing, shared equipment, and ventilation. In order to participate in intercollegiate athletics, physical education activity classes, and conditioning classes students are required to read and sign the following assumption of risk and waiver.

1. **I understand that COVID-19 is extremely contagious and has been declared a worldwide pandemic by the World Health Organization.**
2. **I understand that by participating in sports/conditioning classes and utilizing the facilities associated with them, I may knowingly or unknowingly transmit the virus to my family, friends, and/or others I may come into contact with. This may include young children, elderly persons, and/or those with pre-existing conditions that place them at higher risk for the virus.**
3. **I understand that there is an increased risk of exposure to the virus by participating in competitive events with other schools, both in and out of conference. The risk of exposure also exists during travel to and from any and all away games.**
4. **I understand that while every attempt is made to minimize chances of exposure there are no guarantees that can be made.**

To do my part to limit the exposure to and/or transmission of COVID-19, to myself and those around me, I agree to follow the recommendations of the CDC which include:

- **Proper general hygiene**
- **Proper handwashing techniques**
- **Use of hand sanitizer when handwashing is unavailable**
- **Proper use of personal protective equipment (gloves, masks, and/or eye protection**
- **Not sharing any items (towels, soap, brushes, clothes, water bottles, make up, lip balm, etc.).**

I voluntarily agree to assume all risks and accept sole responsibility for any injury to myself. I hereby release, covenant no to sue, discharge, and hold harmless Reedley College, their officers, officials, agents, volunteers, employees, other participants, sponsoring agencies, sponsors, advertisers (“Releases”), with respect to any and all injury, illness, disability, loss or damage to person or property, expenses, and/or death; arising out of or relating to COVID-19. I understand this release includes any claims based on the actions, omissions, or negligence of the Releases’, and whether a COVID-19 infection occurs before, during or after my participation.

### ACKNOWLEDGEMENT

In the interest of health and public safety during the COVID-19 pandemic, I acknowledge that I have truthfully and accurately disclosed the above information regarding my health status, including, any symptoms and exposure to COVID-19, in order for **Reedley College** to evaluate before allowing my return to campus. I further acknowledge that, if additional evaluation or assessment is required and requested by **Reedley College**, I hereby consent and will cooperate.

In addition, if any of the symptoms mentioned above appear after I am allowed to return to campus, I agree to stay at home and to immediately report my change in status to **Reedley College** and to complete a new Assessment, Acknowledgement and Consent form for approval before returning to campus. At all times while on campus, I agree to follow all safety protocols and social distancing guidelines established by **Reedley College**, the City of \_\_\_\_\_, \_\_\_\_\_ County, and the State of California.

Student--Athlete Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Signature may be that of a student or athlete over 18 years of age. **If under 18**, this form must be signed by the Parent or Guardian.*

Appendix L

Reedley College Athletic Training Department Daily Screening  
Questionnaire

## **California Community College Athletic Trainers Association (CCCATA) Screening Recommendations**

### **Pre-Participation Questionnaire (PPQ)**

In addition to the medical history recorded prior to a pre-participation physical exam/screening, CCCATA is recommending that every athlete fill out a questionnaire about their Covid-19 status. This form also contains a Covid-19 risk statement and a waiver of liability. If someone has tested positive or is symptomatic, CCCATA also recommends that they receive clearance from a physician.

### **Referral Form**

CCCATA recommends that anyone who has had COVID-19 or may be symptomatic will need clearance for any potential Covid-19 issues. The clearance form must be signed and stamped by a physician (MD or DO) and the athlete must also produce proof of a negative COVID-19 lab test. The need for this form is based on the potential for cardiovascular and other damage as a result of the virus.

### **Daily Screening**

In accordance with local health and safety, CCCATA is recommending that everyone involved with athletics or athletic facilities be pre-screened daily. There are two distinct parts to this screening. Part one consists of questions regarding symptoms pertaining to the athlete's own status and the status of others in their household. Ideally, this can be done virtually. If it cannot be done virtually, the athlete's answers can be recorded on a daily check-in sheet. Part two is a daily temperature check. Ideally this could be accomplished automatically, but it also could be done individually with no-touch infrared thermometers.

On the instruction/information forms CCCATA is recommending that a person with a fever, or with anyone in their household having a fever, stay home until they are fever free for 72 hours. If they have multiple symptoms, or if the symptoms persist, they should be sent for a COVID-19 lab test. Please refer to your local public health department regarding COVID-19 protocols.

**Reedley College Athletic Training Department**  
**Assumption of Risk and Waiver of Liability Relating to COVID-19**

I understand that those participating in intercollegiate athletics, physical education activity classes, and/or conditioning classes are at a higher risk of exposure to the COVID-19 virus due to the lack of social distancing, shared equipment, and ventilation. In order for students to participate in intercollegiate athletics, physical education activity classes, and conditioning classes students are required to read and sign the following Assumption of Risk and Liability Waiver.

**Please initial next to each statement.**

1.	I understand that COVID-19 is extremely contagious and has been declared a worldwide pandemic by the World Health Organization.	
2.	I understand that by participating in sports/conditioning classes and utilizing the facilities associated with them, I may knowingly or unknowingly transmit the virus to my family, friends, teammates, and/or others I may come into contact with. This may include young children, elderly persons, and/or those with pre-existing conditions that place them at higher risk for the virus.	
3.	I understand that there is an increased risk of exposure to the virus by participating in competitive events with other schools, both in and out of conference. The risk of exposure also exists during travel to and from any and all away games.	
4.	I understand that while every attempt is made to minimize chances of exposure, there are no guarantees that can be made.	

To do my part to limit the exposure to and/or transmission of COVID-19, for myself and those around me, I agree to adhere to the recommendations of the CDC including:

- Proper general hygiene (<https://www.cdc.gov/healthywater/hygiene/body/index.html>)
- Proper handwashing techniques (<https://www.cdc.gov/handwashing/when-how-handwashing.html>)
- Use of hand sanitizer when handwashing is unavailable
- Proper use of personal protective equipment (gloves, masks, and/or eye protection)
- Not sharing any personal items (towels, soap, brushes, clothes, water bottles, make up, lip balm, etc.).

**I will report any possible COVID-19 exposure or symptoms to the athletic training department.**

I voluntarily agree to assume all risks and accept sole responsibility for any injury and/or illness to myself. I hereby release, covenant no to sue, discharge, and hold harmless **Reedley College**, their officers, officials, agents, volunteers, employees, other participants, sponsoring agencies, sponsors, advertisers (“Releases”), with respect to any and all injury, illness, disability, loss or damage to person or property, expenses, and/or death arising out of or relating to COVID-19. I understand this release includes any claims based on the actions, omissions, or negligence of the Releases’, and whether a COVID-19 infection occurs before, during or after my participation.

The terms hereof shall serve as a release and assumption of risk for my heirs, estate, executor, administrator, assignees, and all members of my family.

Student-Athlete Name: \_\_\_\_\_ Sport: \_\_\_\_\_

Student-Athlete Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature may be that of a student or athlete over 18 years of age.  
If under 18, this form must be signed by the Parent or Guardian.

# Physician's Referral Form

This athlete has indicated that he/she has contracted or come in contact with COVID-19. We are requiring a **Signature AND Stamp** (MD or DO) that clears him/her for full unlimited athletic participation. This form is a risk assessment tool to evaluate eligibility to return to campus. The symptoms below are based on guidelines from the Center for Disease Control and Prevention (CDC).

This student must bring back this document and any associated documentation indicating a negative COVID-19 **lab test** dated after receiving this form.

**Athlete Name:** \_\_\_\_\_ **Sport:** \_\_\_\_\_  
**Indicated Positive for COVID-19 on:** \_\_\_\_\_ **Date of Visit:** \_\_\_\_\_

**Indicated Symptoms:**

- Known close contact with a person who is lab confirmed for COVID-19
- Fever  Body/ muscle aches
- Body Chills  Loss of taste
- Extreme level of fatigue  Loss of smell
- Cough  Changes to vision/ eye discharge
- Pain/ difficulty breathing  Diarrhea
- Shortness of breath  Unexplained headache
- Sore throat

**Other Comments/ Observations:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Sports Participation Status: (Please initial your recommendation below)**

- \_\_\_\_\_ May return to **FULL** sports participation at this time (no limitations).
- \_\_\_\_\_ May return to **LIMITED** sports participation (Limitations to be listed in the comments section)
- \_\_\_\_\_ May **NOT** return to sports participation at this time.
- \_\_\_\_\_ Follow up/Referral **required** before being cleared to participation (Appointment date: \_\_\_\_\_)

Other comments/recommendations: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Reedley College Athletic Training Staff may contact me (physician)**

regarding this student-athlete: Yes \_\_\_\_\_ No \_\_\_\_\_

Physician Name (Printed): \_\_\_\_\_ Phone: \_\_\_\_\_

Physician Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Physician Stamp:



## Return to Athletics Reedley College Daily Check-In Procedure

- Wash your hands or use hand sanitizer before starting!
- Have your temperature taken.
- Sign in on the form (Name – Department/Sport/Class – Temperature).
- Symptom Checklist:

<b><i>Symptoms</i></b>
Fever (above 100.4°F) <sup>1</sup>
Body Chills
Sore Throat
Persistent Cough
Pain / Difficulty Breathing
Shortness of Breath
Loss of Taste or Smell
Unexplained Headache
Extreme Level of Fatigue
Body / Muscle Aches
Change of Vision / Eye Discharge
Diarrhea

## Instructions

- In the table on the following pages, check the appropriate box for you (first column) and everyone in your household (second column) based on the Symptom Check List above.
- **If you check “Yes” to the Symptom Check for yourself, you must stay away from campus for 72 hours<sup>1</sup> or you must be fever free for 24 hours and show proof of a negative COVID-19 lab test.**
- **If you check “Yes” to the Symptom Check for your household, you must stay away from campus for 72 hours<sup>1</sup>.**

## Reedley College Daily Team Check In

1. Wash your hands or use hand sanitizer before starting.
2. Have your temperature taken.
3. Sign in, fill in your temperature and check the appropriate boxes based on the Symptom Checklist for yourself and your household.

**Team:**

**Date:**

Athlete	Temperature	Have <b>you</b> had any of the symptoms on the checklist?	If Yes; please write the # corresponding to your symptom(s)	Has anyone in their household had any of the symptoms on the checklist?
		<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No
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