



Planning and Protocols for Reopening Campuses and District Facilities

*of the Yuba Community
College District*



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Yuba Community College District

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Reopening Campuses and District Facilities

(Based on Center for Disease Control's [Considerations for Institutes of Higher Education](#))

Updated June 24, 2020

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Section 1: General Settings and Planning

California Community Colleges and Yuba Community College District

With more than 2.1 million students at 115 colleges, the California Community College system is the largest system of higher education in the country. One in every four community college students in the nation attend a California community college. The California Community Colleges are equally remarkable for their versatility. They are the state's primary entry point into collegiate degree programs, the primary system for delivering career education and workforce training, a major provider of adult education, apprenticeship, and English as a Second Language courses, and a source of lifelong learning opportunities for California's diverse communities. The California Community Colleges are the state's engine of social and economic mobility.

Yuba Community College District (YCCD) spans eight counties and nearly 4,200 square miles in rural north-central California. YCCD became a multi-college district in 2008; and includes Woodland Community College and Yuba College, centers in Lake and Sutter counties, and outreach operations in Colusa County and Beale Air Force Base. A seven-member, elected Board of Trustees and two student trustees govern the District. YCCD has a rich ninety-year history and during the 2019-2020 academic year served 13,895 students.

Board Policy [3505](#) and Administrative Procedure [3505](#) outline the requirement that the District have standards and guidelines in place to assist the district office and campuses in the event of a natural disaster, hazardous condition, or terrorist activity on or around a community college campus. The District has an Emergency Response Plan in place and both colleges are developing Pandemic Response Plans that document planning and pandemic response, customized to their campus community and the local requirements of their county Health Officers. As the District service area spans multiple counties, the guidance in this document is more general and is in alignment with CDC recommendations. The college level planning and response is guided by local conditions and requirements of local county health officers. In addition to these planning documents, many programs maintain planning documents as required by licensing and accreditation agencies.

- [YCCD Guide for Emergency Operations](#)

Early Response and Planning Effort

During the spring 2020 semester in response to the ongoing COVID-19 pandemic, Woodland Community College and Yuba College aggressively converted face-to-face courses to online or alternative formats. This transition was rapidly executed to assure the safety of faculty, staff, employees and students. As documented in the CDC Institutions for Higher Education guidance, the lowest risk learning environments are those where students engage virtually through a distance education modality. Two major challenges emerged during the transition to remote education: 1) hard-to-convert courses and 2) students with no or limited access to technology.

Hard-to-Convert Courses

As noted above, community colleges deliver extensive career and technical education and workforce training. These courses often have practicum and/or lab components that require instruction and practice on complex equipment that is difficult to transition to a virtual platform. Some instructional programs, such as Nursing, Radiologic Technology and Administration of Justice Academies, have accreditation and regulation requirements that mandate instruction and clinical hours be done concurrently and in a face-to-face instructional setting. For example, the California Board of Registered Nursing (BRN) requires 75 percent of clinical hours be in direct patient care. Due to the emergency conditions brought about by the COVID-19 crisis, the Department of Consumer Affairs issued [Waiver DCA-20-03](#) (guidance on Waiver of Restrictions on Nursing Student Clinical Hours). Under the DCA Waiver, portions of the requirements of California Code of Regulations, Title 16, Sections 1426 and 1427 were waived and the BRN provided an exemption to the 75 percent requirement of clinical hours in direct patient care, reducing it to 50 percent for programs affected by an emergency or extraordinary condition.

Another instructional area challenged by the rapid transition to distance education was Cooperative Work Experience Education (CWEE). CWEE programs provide hand-on work-based learning opportunities coordinated by colleges for students and employers. Due to the COVID-19 emergency, many students in the CWEE program lost their jobs or had their hours reduced. On May 21, 2020, the California Community Colleges Chancellor's Office published Memorandum 20-20 providing guidance related to CWEE instructional programs. [Executive Order 2020-07](#) temporarily suspends Cal. Code Regulations Section 55256.5 allowing expanded use of classroom instruction to fulfill the learning objectives of Cooperative Work Experience Education courses and temporarily alleviates the requirement to meet those objectives with a specific number of work experience hours. Districts may use instructional hours to meet remaining on-the-job learning objectives by embedding professional development into classroom instruction, to assist students in acquiring the designated on-the-job learning objectives including core workplace habits, culture and career awareness. The memo also clarifies that required consultations with employers and students that usually must occur in person, per regulation, may be conducted virtually.

On March 20, 2020, the California Community Colleges Chancellor's Office published [Memorandum ES 20-09](#), that provided guidance for hard-to-convert courses. In this memorandum, the Chancellor's Office stated: "We strongly recommend that colleges work to sustain courses that directly support the essential infrastructure sectors, especially healthcare and first responders. Criteria for assessing the viability of a course continuing should include elements related to the Vision for Success such as the following:

- Impact to student's ability to graduate or complete a certificate
- Student accessibility to required materials or equipment
- Relationship or contributions to state's essential infrastructure sectors
- Immediate near-term impact to the local community needs
- Viability of employment post course program completion in light of the current economic context"

Students with Limited Access to Technology

The other major challenge encountered during the rapid transition to distance education was that not all students had access to high-speed internet or a computer at home. A survey was administered to students in mid-March to collect data on this issue. A total of 344 students responded to the Woodland Community College survey (9% response rate) and 1,925 students responded from the Yuba College survey (31% response rate). For Woodland Community College, 11% of students responded “no” or “sometimes” to whether they had access to a computer at home. For students attending the Lake County Campus, 21% of students responded “no” or “sometimes” to whether they had access to a computer at home. At Yuba College, 11% of students responded “no” or “sometimes” to whether they had access to a computer at home. In regard to internet access, 11% of Woodland Community College students said they did not have access to high-speed internet, and 6% Yuba College students indicated they did not have access.

Emergency Temporary Distance Blanket Addendums

Both colleges have submitted to the CCC Chancellor’s Office an Emergency Temporary Distance Education Blanket Addendum request for the summer term and will be submitting a request for the fall term by the deadline of July 1, 2020. As of the date of the Chancellor’s Office Memorandum ES 20-12, the US Department of Education had not provided guidance or flexibility regarding Distance Education for academic terms beyond spring 2020. Per the state Chancellor’s Office, it is not anticipated that the blanket addendum/waiver process will continue into 2021. The summer 2020 Emergency Temporary Distance Education Blanket Addendum included:

- All courses covered by the addendum
- A plan for obtaining local approval for all courses included in the submission by December 30, 2020
- All programs transitioning to more than 50% online

Planning for Summer 2020 Term

In line with the CDC guidelines for Institutions of Higher Education, issued on May 21, 2020, both Woodland Community College and Yuba College are planning to offer the majority of instruction during the summer term via distance education as this is the lowest risk option for delivery of instruction.

A limited number of face-to-face courses have been scheduled for the summer 2020 term to address hard-to-convert courses and courses that need to be delivered face-to-face for regulatory compliance. Both colleges are offering some limited on-campus student services. These courses and services will only be offered if health conditions allow. In preparation for the limited number of face-to-face offerings, additional safety procedures and protocols have been identified and are documented in this plan. Social distancing, face coverings, increased cleaning, enhanced ventilation, modified layouts and symptom checks are some of the safety enhancements that have been/will be implemented.

If face-to-face courses are not able to be offered with social distancing protocols, student progression in allied health, public safety and some CTE courses will be impacted. If labs and clinical courses cannot be offered, academic administrators would need to determine if critical courses should be suspended or cancelled. As noted above, the CCC Chancellor's Office guidance (ES 20-19) "strongly recommends that colleges work to sustain courses that directly support essential infrastructures, especially healthcare and first responders."

Based on guidance from local public health officials, colleges may need to convert the on-campus courses to online format. For the summer term, that decision was made on June 1, two weeks prior to the term. For the fall semester, the decision will also be made two weeks prior to the start of the semester.

No full-sized, face-to-face classes, activities or events are planned for the summer term.

Notification of Return to Work on Campus or District Office

As noted above, the District anticipates a phased re-opening based upon the evolving and dynamic health environment. The District will actively monitor federal, state and local conditions as long as the pandemic persists and is following all guidelines from the state and local health offices. Employees asked to return to work on campus or at the district office may request accommodations and are encouraged to contact their manager and Human Resources for more information.

Section 2: Promoting Behaviors that Reduce Spread

Coronavirus (COVID-19) is a respiratory disease caused by the SARS-CoV-2 virus. The virus can cause illness ranging from mild to severe and, in some cases, can be fatal. Symptoms typically include fever, cough, and shortness of breath. However, some people infected with the virus reported experiencing other non-respiratory symptoms and asymptomatic cases, have experienced no symptoms at all (OSHA Guidance on Preparing Workplaces for COVID-19). According to the CDC, symptoms of COVID-19 may appear in as few as 2 days or as long as 14 days after exposure. Per the Occupational Safety and Health Administration, risk of occupational exposure to COVID-19 varies from very high to lower risk. The "level of risk depends in part on the industry type, need for contact within six feet of people known to be, or suspected of being infected with COVID-19, or requirement for repeated or extended contact with people known or suspected to be infected." They note that most American workers fall into the lower- or medium-exposure risk level categories. Risk can be mitigated through the implementation of safety and health practices.

From the very early stages of the pandemic and before any local county health orders being issued, Yuba Community College District has been proactive in implementing strategies to encourage positive behaviors on the part of our students and employees focused on [reducing the spread](#) of COVID-19. Early in March, the District launched a COVID-19 section of its website to provide information, document recommended practices and procedures, and to serve as a resource for the benefit of everyone in the District.

The District has continually monitored practices to ensure they are in compliance with health official's guidance. As we prepare for the return of limited classes, the District will remain committed to these practices, as well as implementing additional measures to reduce the spread of COVID-19. As we learn more about the COVID-19 virus during these extraordinary times, we must remain fluid and diligent in assessing safety precautions for our entire community. It is also critical that faculty, staff and students assume personal responsibility in ensuring that we maintain a safe environment at all of our physical locations.

These guidelines and restrictions will be re-evaluated on a monthly basis in consultation with County Health Officers.

2A. Staying Home or Self-Isolating when Appropriate

The District has utilized multiple communication channels for communicating District policies for when employees and students should stay home or self-isolate. This includes formal human resource policies, email communication, web-site information and social media outreach. For example, our college's apps detail what an individual should do if they believe they have COVID-19 symptoms. Similar information can also be found on the [Prevention, Symptoms and Resources](#) section of our website. Specifically, it addresses when to:

- Stay at Home and seek medical assistance
- Contact your health care provider or the county public health office
- Separate from other people and animals in your home
- Wear a facial covering
- Follow recommended preventative measures
- Monitor your symptoms

Students and district employees are required to stay at home and self-isolate if they test positive for COVID-19 or were potentially exposed to someone with COVID-19. Information reinforcing this action is posted throughout our campuses, online and shared through regular communications with students and employees. The information that is shared in regard to self-isolation is based on the guidance from the CDC, which can be found here: [CDC Self-Isolate or Stay Home](#).

Prior to transitioning spring 2020 classes to an online format, the District encouraged students and employees that believed they may have COVID-19, or have come into contact with someone that had COVID-19, to share that information with local campus leadership. Upon notification, the District ensured that they got the medical assistance needed, notified county health officials, and provided additional cleaning resources in the facilities that the student or employee had used. A protocol document was prepared: [Protocol for Faculty & Staff when a Student discloses they are Experiencing COVID-19 Symptoms](#) and distributed widely. With the potential return to on-campus classes, this document has been updated to ensure it provides the latest information available and is in compliance with local county health requirements.

Once on-campus classes resume, the District will continue to actively encourage students, faculty, and staff who are sick or have recently had close contact with a person with COVID-19 to stay home. Current District protocols ensure confidentiality and require that instructors and employee supervisors make accommodations, without reprisals, to ensure that the individual can continue with course work, or their employment responsibilities.

- Since mid-March, a majority of district employees have telecommuted, and procedures were established to support employees telecommuting. Those same procedures will be utilized if an employee needs to self-isolate.
- Students who need to self-quarantine are directed to immediately contact their instructor. Faculty work with students on an individual basis regarding make-up work consistent with the policies in their syllabi. Faculty are aware of the emergency and extenuating circumstances and work to support students during this challenging time. Administrative Procedure [4230](#), Grading Symbols, outlines grading options including Incomplete and Excused Withdrawal.
- In developing protocols, the following CDC guidance were used: [What to Do If You Are Sick](#) and [Quarantine and Isolation](#).

2B. Hand Hygiene and Respiratory Etiquette

- The District recommends and reinforces the importance of handwashing with soap and water for at least 20 seconds, as outlined in CDC guidelines. In addition, the District has switched to an antimicrobial soap in all facilities. Since early March, CDC Handwashing posters have been posted prominently in restrooms, break rooms, kitchens and other spaces throughout all District facilities.
- The District has installed 150 hand sanitizing stations to dispense hand sanitizer with at least a 60% alcohol content. The District has ordered an additional 350 hand sanitizing stations and will install them in every classroom and campus common area, as they become available. Classrooms scheduled for use by the limited number of summer term face-to-face classes will have dispensers installed before the start of instruction.
- Signs are posted throughout District and campus facilities to encourage best practice hygiene protocols. The District encourages students, faculty, and staff to cover coughs and sneezes with a tissue or use the inside of their elbow. Students and employees are directed to throw used tissue in the trash and wash their hands immediately with soap and water for at least 20 seconds. Tissues are available in common areas, conference rooms, and offices.
- If soap and water are not readily available, employees are directed to use hand sanitizer that contains at least 60% alcohol.
- The District/Colleges have encouraged staff to refrain from the use of handshakes in traditional greetings and to replace it with vocal greetings.

2C. Face Coverings

- The District and its campuses are committed to following all local county and state public health guidance regarding the use of face coverings. Recent information has indicated that covering your face can slow the spread of COVID-19, as individuals can be contagious several days before the onset of symptoms. Research indicates that face coverings are effective in slowing the spread of the disease.
- The District recommends staff and students provide their own face coverings and wear them on District campuses within the affected county, especially when social distancing requirements cannot be maintained. Acceptable, reusable face covering options include: bandanas, scarfs, homemade face coverings, and surgical masks.
- The District provides masks to all maintenance and operations staff as needed when conducting cleaning, disinfecting, and sanitizing assignments.
- The District will provide a mask for students and employees who forget a face covering for one class session or for any work period. If a student does not have a facial covering, the instructor should give the student a mask and inform the student that they must wear one during the current class and all future class sessions per the relevant county health directive. Discipline for violating the County Health Directive will follow YCCD Administrative Procedure [5520](#), Student Discipline Procedures and the [Student Code of Conduct](#).
- The District encourages staff, faculty, and students to use proper methods, means, and frequencies to care for their respective cloth face coverings. Face coverings should be washed after each work shift, and face coverings must cover the nose and mouth.
- A face covering should be worn when on any District property and working in close proximity to other people or when in a vehicle with another person.
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment.
- The District/Colleges encourage the proper use of cloth facial coverings with the following exceptions:
 - Cloth face coverings should not be placed on anyone who has trouble breathing or is unconscious or on anyone who is incapacitated or otherwise unable to remove the cover without assistance.

2D. Ensuring Adequate Supplies

- The District has purchased and stocked all cleaning, sanitizing, and disinfecting chemicals and supplies needed to support healthy hygiene behaviors. Items such as soap, hand sanitizer containing at least 60 percent alcohol, paper towels, tissues, disinfectant wipes, disposable face coverings and Blood Borne Pathogen kits. Disposable face coverings are being used and made available on a daily basis. The District has maintained an inventory of protective equipment, which includes masks. Masks are available at all District and campus locations.
- Since mid-March, the District has been aggressively procuring supplies to support the healthy hygiene behaviors recommended for students and employees.

2E. Signage and Messaging

- The District and campuses have posted [signs](#) in highly visible locations (e.g., building entrances, restrooms, break room and vending machine areas) that [promote everyday protective measures](#) and describe how to [stop the spread](#) of germs (such as by [properly washing hands](#) and [properly wearing a cloth face covering](#)).
- In addition to signage, the district has secured floor stickers to promote social distancing in high traffic areas where lines usually form. Those stickers will be installed prior to the return of on-campus classes.
- The District currently uses SARS Anywhere software to allow students to schedule appointments online and interact with the registration system via SMS text messaging. The District is expanding that implementation to provide virtual waiting lines and a check-in kiosk at student services counters to reduce the number of students standing in line. When students are called back to the counter, there is a line with spacing aligned with local current social distancing guidelines.
- Information about preventing the spread of COVID-19 is being communicated to faculty, staff, and students through campus websites, social media accounts, college mobile apps, and email communications.

2F. Remote Student Access

- To address the technology gap for students with limited access to computers at home YCCD immediately pulled all laptops from across the District instructional areas and prepared them for long-term checkout through the libraries. The District made available 250 laptops for student checkout directly through our student services programs, and the library and an additional 160 have since been ordered for checkout to be prepared for summer instruction. As part of this plan, categorical programs with laptops for short-term checkout also moved to a long-term checkout model to ensure students did not have to return to campus unless necessary.

- Since many of these same students do not have internet connectivity at home, we increased our Wi-Fi access in parking lots across the District so students can drive in, park, and continue to have access to instruction from the safety of their vehicle. We also started distributing information about Comcast Internet Essentials, which provides 25 Mbps download and 3 Mbps upload speeds. This service has been made available free for 60 days through June 30, 2020. After the 60 days, students can either continue the service for \$9.95 per month plus taxes or cancel without penalty.
- The District is in the process of implementing 600 licenses of Virtual Desktop Infrastructure (VDI) to allow students to access virtual computers, with all of the necessary software for their courses, from any browser. This will enable students on a laptop, tablet, or even phone to have access to software and document storage for their classes.
- We have increased capabilities for instructors in providing online education, including adding tools like Labster to allow science courses to move their physical labs to virtual labs. A significant focus has gone into professional development for instructors on how to move traditional face-to-face courses to online instruction. We have implemented Blackboard Ally to assist in ensuring all classes and their attached documents are ADA compliant. We have also implemented Proctorio and improved Respondus to allow for extended online exam proctoring.

2G. CTE Program Protocol

- Many CTE programs have unique requirements mandated by various State and Federal certification agencies. Program plans must comply with CDC best practices, the appropriate County Health guidelines, as well as the protocols of the accrediting agencies. Program faculty will work with instructional deans to maintain and regularly update these plans to ensure they reflect the current state, local and federal guidance.

Section 3: Maintaining Healthy Environments

Yuba Community College District has implemented procedures and protocols to maintain a [safe and healthy campus environment](#). These guidelines and restrictions will be re-evaluated on a monthly basis in consultation with County Health Officers.

3A. Cleaning and Disinfection

- The Maintenance and Operation Department (M&O) of the District has implemented expanded cleaning and disinfecting schedules in response to COVID-19. While the campuses have been closed, campus facilities were deep cleaned and disinfected. When on-campus instruction resumes, M&O will continue an expanded cleaning schedule. The focus will be on frequently touched surfaces (e.g., door handles, sink handles, drinking fountains, grab bars, hand railings, and bathroom stalls) and shared objects (e.g., lab equipment, computer equipment, and desks). Following CDC guidance for Institutions of Higher Education, frequently touched areas will be disinfected multiple times throughout the day.
- The District has hired additional janitorial staff and developed a schedule that focuses on the cleaning and disinfecting of high touch and high use areas.
- Nightshift custodians will be assigned specific zones, with a daily focus on deep cleaning facilities, and an additional focus on the cleaning and disinfecting of high touch surfaces.
- Dayshift custodians will clean and disinfect high traffic and common areas such as restrooms, lobbies, elevators, entrances and exits. For example, at Yuba College the schedule calls for two crews on a daily basis, rotating throughout the campus with repeated cleaning and disinfecting of areas multiple times per day.
- The M&O staff have stringent protocols to ensure safe and correct use of cleaning products. All M&O staff are trained on the correct use and storage of cleaners and disinfectants. Products are stored in safe and secured areas on the campuses.
- The disinfecting product used by the District is Alpha HP, provided by Diversey. Alpha HP is a Multi-Surface Disinfectant Cleaner. It is registered with the EPA, and its approval number is 70627-62. Alpha HP comes in a concentrated form that is diluted using specialized equipment to ensure a consistent mixture.
- Staff are trained on the proper use of the equipment needed to prepare Alpha HP. As of May 22, the District has a large supply of Alpha HP in our warehouse.
- Chemicals and cleaning supplies are securely stored in custodial closets in each building and at centralized locations on each campus.
- Students, faculty, and staff are encouraged keep personal items (e.g., cell phones, other electronics) and personal work and study areas clean. Students, faculty and staff are encouraged to use disinfectant wipes to wipe down desks, lab equipment and other shared objects and surfaces.

- The District has a limited supply of disinfectant wipes with additional quantities on back order. Products are distributed as they arrive. The District has a sufficient supply for the limited number of classes being proposed to return to campus. In addition to wipes, the District has provided each classroom and lab with sufficient paper towels and disinfecting spray to clean high use areas.
- The District is increasing outside air percentages to improve ventilation and reduce the smells associated with cleaning products.

3B. Shared Objects

- The District encourages minimizing of the use of shared high-touch materials and makes allowances for individual materials to the extent possible (e.g., assigning students their own art supplies, lab equipment, computers); or limit use of supplies and equipment to individuals students one at a time and allowing time between uses to clean and disinfect the material.
- The District encourages only the use of items that can be cleaned and disinfected to be shared, and discourages sharing of electronic devices, books, pens, and other learning aids unless they can be first cleaned and disinfected.
- The District is in the process of equipping all campus classrooms with spray disinfectant and a paper towel dispenser. This will allow students and employees to clean spaces that they will occupy when/if there is a perceived need to sanitize or clean surfaces. Additionally, every classroom will be equipped with a hand sanitizer dispenser.
- Signage will be posted reminding students, faculty and staff that all equipment (keyboards, copiers, etc.) and other shared objects should be cleaned prior to and after each use.
- Maintenance and Operations maintains a robust inventory of cleaning, disinfecting and personal protective equipment on-hand to replenish any classroom with supplies if they run low between daily cleanings.
- Faculty should encourage students to use the hand sanitizer station before starting class and they should recommend students use the paper towels and disinfectants to clean their work/desk area.
- The District recommends that faculty use Canvas for electronic submission of homework assignments to minimize handling of paper.

3C. Ventilation

- All HVAC economizers will be adjusted to a minimum of 25% outside air volume, and doors and windows may be left open at the discretion of the faculty and staff. The air filtration system will be upgraded to provide the characteristics of a MERV 13 rating. Filter performance will be monitored and replacement filters are kept in supply to promote rapid replacement in the event that an HVAC unit performance is affected due to the high density of these filters. On days that exceed 90 degrees, some of these changes may need to be adjusted to maintain a comfortable learning environment.
- Doors and windows can be left open at the discretion of the faculty and staff.

3D. Water Systems

- Although District facilities have been closed, the majority of District and campus buildings have continued to be cleaned daily with sinks and drinking fountains flushed out.
- Prior to reopening facilities, all faucets, fixtures, sinks, and fountains will be turned on multiple times to clear the plumbing of any stagnant water that may have developed over the period of the shutdown. Fountains and sinks are cleaned as part of daily cleaning and disinfecting routines. Periodically repeating the process will reduce the opportunity for any issues associated with water quality and disease.

3E. Modified Layouts

- For each office or campus space, the District is committed to meeting all the required local County Public Health Department requirements associated with social distancing.
- District maintenance and operations staff may remove furnishings from a space to help maintain social distancing requirements. In many cases, this will not be possible so the use of signs and taped off chairs will be utilized. For example, tape will be used in any large lecture hall with fixed furniture to restrict seating by taping off seats to ensure 6 feet between each seat/desk.
- In shared computer lab spaces, including the library, tutoring center, and instructional computer labs, computer monitors and systems are removed or unplugged and signs posted on the remaining monitors to ensure social distancing requirements are maintained. Like other courses, we are preparing to have dedicated additional overflow classroom space already determined for point-to-point synchronous instruction.
- When possible, classes will be moved to larger rooms to allow more space for social distancing.

- Technology will be utilized, when appropriate, to ensure social distancing requirements are maintained. The campuses are creating contingency plans that allow for scheduled face-to-face courses to be transitioned to distance education should that be necessary.
- Class times will be staggered when possible to ensure social distancing when students are entering or exiting a classroom
- Hallways will indicate, through signage and floor markings, foot traffic flow for entry and exit to maintain social distancing. The District is considering “one-way” traffic hallways in buildings with narrow corridors and hallways that preclude maintaining a six-foot social distance requirement.

Seating Chart

- All instructors will create seating charts and students will be “assigned” to a specific desk or table for the duration of the academic term. This is to ensure social distancing requirements, but also provides a means of contact tracing of students in close proximity to any student that may test positive for COVID-19.
- Instructors take daily attendance and should report any increase in absences to their Division Office.

Classroom Entry/Exit Procedures

- For face-to-face courses, instructors are issued keys for the instructional room and/or building where the course is held. For classrooms with multiple doors, designate one door for entry and the other for exit.
- To eliminate multiple students coming in contact with door handles, the instructors will be directed to unlock and open the door and to utilize a floor wedge to keep the door open until the start of the class.
- At the conclusion of each class session, the instructor will utilize the floor wedge to keep the exit area open until all students depart to minimize contact with the door handle.
- The instructor will then lock the door and wipe the handle down with a disinfecting wipe upon departure. Signs will be posted on doors instructing students that the door is locked and to not touch the door handle.
- Instructors are asked to end class on time or a few minutes early so that the next class of students do not congregate outside the door. Instructors will remind students to promptly exit the room upon dismissal.
- At the discretion of the instructor, students may be dismissed in small groups at staggered intervals.

3F. Physical Barriers and Guides

- The District is installing physical barriers, such as sneeze guards, in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., student services, financial aid, counseling, cash registers, conference rooms, etc.). The District/Colleges are planning similar physical barriers at high traffic points similar to “best practices” used in commercial businesses.
- A total of 200 free standing (36” high x 30” wide with a 12” pass thru) sneeze guards have been ordered and are/have been installed across the District.
- The District has also ordered and is installing floor stickers that promote social distancing. These will be/have been placed in areas that typically require students to stand in line. In addition, additional signage has been placed throughout the campuses, on doors, bulletin boards, etc. reminding people about the importance and benefits of social distancing.
- The District is installing physical guides, such as floor stickers, or tape, and signs on walls/doors/windows, or sandwich board signs to ensure that individuals maintain the required social distancing of at least 6 feet apart in lines and at other times.
- “Out of Service, Do Not Use” caution tape with signs, will be used on student workstations that are taken out of use in lecture and lab classrooms to provide needed space separation to maintain social distancing requirements. This same approach will be used in lobby areas to take some seating “out of service” and provide needed separation spaces.

3G. Communal Spaces

- Prior to the return of students to campus, most communal spaces will be closed, and those that will be open for access will be altered to provide a safe environment. For the summer term, the only communal spaces that will be available are the library and the cafeteria (without any food service).
- Furniture in communal areas that are open will be separated at a distance of no less than six feet apart. In some instances, furniture will be removed, while in facilities where furniture cannot be removed, it will be taped off to ensure six-foot distance between seating areas.
- Communal areas will only be available for food preparation and not for congregating in during breaks. The number of people allowed in the room at the same time will be based on the size of the break room to ensure social distancing is maintained.
- Signs will be/are posted outlining social distancing requirements.
- Conference room furniture will be configured to maintain distancing requirements.
- There will be an increased level of cleaning in these areas in compliance with CDC recommendations.

- Cleaning supplies will be available in each communal area and signage will encourage students, faculty and staff to use disinfectant wipes and other cleaning supplies on tables and other shared objects between use.
- The District and campuses will be disconnecting water and placing “Out of Service/Do Not Use” signs on every other restroom sink and urinal to provide proper social distancing spaces.
- The District is considering adding plastic screens between bathroom sinks and urinals when they cannot be at least 6 feet apart.
- Elevator usage should be limited to two people maximum and face coverings must be worn in elevators at all times. Signs will be posted regarding this policy at all elevator entry points.
- Yuba Community College District does not provide any housing services so CDC guidance in this area is not applicable.

3H. Faculty Office Hours

- Faculty will hold office hours electronically or in a well-ventilated location where social distancing protocols can be maintained. If faculty want to hold face-to-face office hours, they should work with their division dean to identify an appropriate location that is large enough to allow for social distancing. If faculty are in close proximity with students in a conference room or office, face coverings must be worn by all individuals.

3I. Food Service

- The only food service currently provided is through campus food pantries, which serves students in need. All food pantry items are “grab and go” and are provided in an area that will allow compliance with social distancing guidelines.
- Pre-packaged snacks (candy bars, cookies, chips, etc.) and bottled or canned drinks are available in the campus bookstores.
- Vending machines will be temporarily removed from service.
- Potluck events, birthday celebrations, working lunches, etc. are prohibited until further notice.

Section 4: Maintaining Healthy Operations

Yuba Community College District has implemented strategies to maintain healthy operations.

4A. Protections for Students, Faculty, and Staff at Higher Risk for Severe Illness from COVID-19

- Since early March, the District has actively followed the guidance of local and state public health officials regarding minimizing exposure to COVID-19 for our students, faculty and staff. The District has continually reinforced the message that the best way to prevent infection is to avoid being exposed to the virus through health, safety, and effective mitigation practices. We continue those efforts to provide students, staff, and faculty a safe and healthy environment in which to learn and work.
- The District implemented emergency telecommuting protocols for employees to encourage as many faculty and staff as possible, especially employee's at [higher risk for severe illness from COVID-19](#) to work from home. In some instances, this was done with modified responsibilities. Employees who need accommodations are encouraged to contact Human Resources and/or their supervisor.
- All in-person meetings were replaced with virtual or telephonic meetings. This practice will continue.
- During the spring semester, course instruction and student services were transitioned to remote/online formats so students would not need to be on campus.

4B. Regulatory Awareness

- The College Presidents and the Vice Chancellor of Education and Planning will maintain regulatory awareness through regular consultation with County Health Officers, California Community College guidance and updates, and through consultation with District legal advisors. The Occupational Safety and Health Administration, CDC and National Institute for Occupational Safety and Health websites will also be regularly monitored. Information will be shared through Chancellor's Cabinet, governance bodies, and written updates and communications (See section 4H - Communication Systems).
- College Presidents and center deans will maintain regular contact with their County Health Officers to ensure that local guidance relevant to their facility is communicated and incorporated into their planning and processes as appropriate.

4C. Gatherings

- As of April 1, 2020, the college campuses and District Office have been closed to all nonessential visitors. Only students, employees and vendors are allowed on District sites during this pandemic event. This restriction will be re-evaluated on a monthly basis in consultation with County Health Officers.

- No non-essential events are allowed on District sites at this time. This restriction will be re-evaluated on a monthly basis in consultation with County Health Officers. Essential events may be allowed, but only small gatherings and only if all social distancing requirements can be maintained at all times.
- As of April 1, 2020, college sporting, instructional, and cultural events have been suspended. This suspension will be re-evaluated on a monthly basis in consultation with County Health Officers.

4D. Telework and Virtual Meetings

- Since March 19, 2020 the majority of faculty and staff of the Yuba Community College District have performed their work responsibilities via telecommuting. Educational employees were considered essential under Governor Newsom's [Executive Order No. N-39-20](#). While recognizing the status of higher education personnel as essential workers as defined by the state, the District determined that the majority of work-related activity could be accomplished in a virtual format. We encouraged employees to take advantage of that, especially if they were considered high risk of contracting COVID-19. That practice will continue through the summer of 2020.
- In March, the District implemented [Telecommuting Protocols](#) to ensure that essential District functions continue to be performed at an alternative location.
- Meetings of the District, both Brown Act regulated and non-Brown Act regulated have been held in a virtual format, primarily utilizing Zoom since March 19, 2020. This practice will continue until we have received guidance authorizing us to meet safely in a more traditional format.
- In addition to the transition of instructional services to a virtual modality, student services also transitioned to a virtual format during the spring 2020 semester. The majority of those services will continue to be delivered virtually. However, to meet student needs in essential areas, the colleges are planning to offer limited face-to-face services, if conditions allow during the summer and fall semesters.

4E. Other Technology Considerations

- YCCD has been providing point-to-point synchronous video instruction for over 20 years. With social distancing requirements in place, IT has extended capabilities in 8 rooms to allow for social distancing requirements and students in the same course to be spread across two classrooms with instruction being broadcast in both places. Preparing for Summer and Fall, we are adding technology into classrooms currently scheduled for face-to-face instruction to allow students to attend via Zoom. If permitted, students will have the option to join the class in person or via Zoom with dedicated additional overflow classroom space already determined.

- In shared computer lab spaces, including the library, tutoring center, and instructional computer labs, we are providing for six feet of space between student work stations. Like other courses, we're preparing to have dedicated additional overflow classroom space already determined for point-to-point synchronous instruction.
- YCCD currently uses SARS Anywhere to allow students to schedule appointments online and interact with the registration system via SMS text messaging. The district is expanding that implementation to provide virtual queueing and a check-in kiosk at student services counters to reduce the number of students standing in line. When students are called back to the counter, there is a line with spacing aligned with local current social distancing guidelines.

4F. Travel and Transit

- Non-essential District travel is not allowed by faculty, staff or students. This restriction will be re-evaluated on a monthly basis in consultation with County Health Officers.

4G. Designated COVID-19 Point of Contact

- District Contact: Dr. Sonja Lolland, Vice Chancellor of Education and Planning
slolland@yccd.edu, (530) 741-6793
- Woodland Community College Contact: Dr. Art Pimentel, President
apimentel@yccd.edu, (530) 661-5710
- Yuba College Contact: Dr. Tawny Dotson, President
tdotson@yccd.edu, (530) 741-6707

4H. Communication Systems

- Consistent with applicable law and privacy policies, the District will ask students, faculty and staff to inform their instructor or supervisor if they have symptoms of COVID-19, had a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 days. The instructor or supervisor is then asked to follow the steps outlined in [Protocol for Faculty & Staff when an Individual Exhibits Symptoms or Discloses they are Experiencing COVID-19 Symptoms](#).
- Utilizing all District communication vehicles – email, instant messaging, college mobile apps, social media and website, the district will notify faculty, staff, students, and the public of closure of any campus location and any restrictions in place to limit COVID-19 exposure (e.g., limited hours of operation).

4I. Leave (Time Off) and Excused Absence Policies

- The District has implemented [sick leave policies and practices](#) that enable faculty, staff, and students to stay home or self-isolate when they are sick. The District is allowing flexibility to employees in using sick leave, FMLA, and the [Families First Coronavirus Response Act](#) (FFCRA). Information has been communicated to employees via email, through virtual Town Halls and posted on the District website. Leave and excused absence policies should be flexible, not be punitive to people for taking time off and should allow sick employees and students to stay home and away from others. Leave and excused absence policies should also account for employees and students who need to stay home with their children if there are school or childcare closures, or to care for sick family members.
- Policies for returning to classes or work at the District Office or on campus, following a COVID-19 illness will follow CDC guidance. CDC's criteria for when to discontinue home isolation and quarantine has been used to inform our procedures.

4J. Back-Up Staffing Plan

- Instructors and supervisors should monitor absenteeism of employees and students. Increases in student absenteeism should be reported by faculty to the appropriate Division Office. Supervisors managing District and college staff should monitor absences and report increases to the Chief Human Resources Officer.
- As in normal, non-emergency conditions, managers should continue to execute cross-training plans, and maintain a roster of trained back-up staff.
- If temporary staffing is needed to maintain essential operations, managers should contact Human Resources.
- Division Offices maintain a list of substitute instructors that meet minimum qualifications in the event a long-term faculty substitute is needed. Instructional deans should ensure load limits for part-time faculty are not exceeded.

4K. Staff Training

- All District employees will be trained on COVID-19 prevention policies. This includes temporary, contract, student, and volunteer workers. Training for supervisors will focus on how to communicate policies, how to answer and respond to employee questions, and the processes for promoting compliance with safety rules. Training for all employees will focus on COVID-19 risk factors, protective behaviors, how to use PPE, and other relevant topics. For faculty that provide face-to-face instruction, training will be provided on procedures specific to classroom operations and safety compliance in the classroom.
- Training will be conducted virtually to ensure social distancing is maintained.

4L. Recognize Signs and Symptoms

- Prior to arriving at work each day, every YCCD employee should take the responsibility to conduct a self-check and determine if they are showing any COVID-19 symptoms.
- When employees arrive at the District Office signage will be at the main entrance requiring employees to conduct a symptom check prior to entering the District Office. Entry will be an acknowledgement that each employee completed their symptom check and is symptom free. Other campus locations will create protocols for symptom checks tailored to their locations.
- Employees and students who have symptoms when they arrive at work or become sick during the day should immediately be separated from other individuals and sent home. Employees and students who develop symptoms outside of work should notify their supervisor or instructor and stay home.
- Screenings will be conducted safely and respectfully and in accordance with any applicable federal or state privacy and confidentiality laws and regulations. Faculty, staff and students who are sick or exhibiting symptoms of COVID-19, or who have family members who are ill, will be requested to stay home.
- Instructors teaching face-to-face classes should conduct a daily, [verbal symptom check](#) with their class prior to the start of each class session.
- Each campus should designate a room that can serve as an isolation room until a potentially sick student can leave the campus. Instructors who send a student home should notify their division dean following the protocols outlined in [Protocol for Faculty and Staff when an Individual Exhibits Symptoms or Discloses they are Experiencing COVID-19 Symptoms](#).
- Employees and students are also encouraged to use the online [CDC Symptom Checker](#) to identify and evaluate symptoms prior to coming onto any District location.
- Sick employees should follow [CDC-recommended steps](#). Employees and students should not return to work until they have met the criteria to [discontinue home isolation](#) and have consulted with a healthcare provider and state or local health department.
- The District does not require sick employees or students to provide a COVID-19 test result or healthcare provider's note to validate their illness, qualify for sick leave, or return to work, as healthcare provider offices and medical facilities may be extremely busy and not able to provide such documentation in a timely manner. Given the pandemic emergency, faculty should work to accommodate students who are ill, consistent with their syllabus policies.

- Employees or students may have been exposed if they are a “close contact” of someone who infected, which is defined as being within approximately 6 feet (2 meters) of a person with COVID-19 for a period of 10 minutes or more, or exposures that are less than 10 minutes but are more risky, such as having a cough or sneeze in the face (CDPH Guidelines):
 - Potentially exposed employees or students who have symptoms of COVID-19 should self-isolate and follow CDC recommended steps.
<https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html>
 - Potentially exposed employees or students who do not have symptoms should remain at home or in a comparable setting and practice social distancing for 14 days.

4M. Sharing Facilities

- The District is not allowing any outside organizations to use District facilities at this time. Yuba College occasionally receives requests from outside law enforcement and public safety organizations to use facilities for professional development. Requests to use college facilities by essential service organizations will be reviewed by the appropriate College President and, if approved, those entities will agree through a written memorandum to adhere to campus policies and procedures related to COVID-19 operations.

4N. Support, Coping and Resilience

- The District is creating an Employee Toolkit that will provide support, coping, and resilience resources.

4O. Regular Evaluation of Workplace Compliance

- The District will conduct monthly audits to evaluate whether social distancing and other safety precautions are being observed. A designated administrator will conduct the visual compliance assessment at each District facility. The results of the evaluation will be shared with the District Safety Work Group and other governance bodies.

4P. Plan Updates

- Through the duration of the COVID-19 pandemic, the District will review this plan no less frequently than quarterly. The plan will be regularly updated to incorporate regulatory changes and new guidance from health and regulatory agencies.

Section 5: Preparing for When Someone Gets Sick

On March 14, 2020, the District prepared and distributed [Protocol for Faculty & Staff when an Individual Exhibits Symptoms or Discloses they are Experiencing COVID-19 Symptoms](#) for district employees to follow when an individual notifies us that they have COVID-19 symptoms or may have been exposed to another individual that may have COVID-19. The following is a summary of the protocol. The document has been shared with all employees via email and can be found on the District's website.

The protocol is to be followed when a faculty or staff member identifies an individual that is exhibiting symptoms or an individual discloses that they are experiencing COVID-19 symptoms.

5A. Advise Sick Individuals of Home Isolation Criteria

- When a student or employee is sick, they are asked to leave the campus and advised to go home and to review the symptoms of COVID-19 found in the document, [Information if You May Be Experiencing COVID-19 Symptoms](#), which is available on the District website. The information is based on guidance from the CDC.
- If a student, faculty or staff member experiences symptoms of COVID-19 they are to stay at home, seek medical attention and contact their primary care provider, or make an appointment at any of the widely-available testing sites. Sick faculty, staff, or students should not return to any of the District's facilities, or end isolation until they have met CDC's criteria to discontinue home isolation.
<https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html>.

5B. Clean and Disinfect

- Areas that have been documented as being exposed to a person confirmed to have had COVID 19 will be quarantined for at least 24 hours per CDC guidelines. If possible, a longer quarantine period of up to 72 hours or longer will be used before the disinfecting process begins. Signs will be placed on all entrance doors, and all perimeter spaces will be locked. After the quarantine period is completed, custodial staff, wearing KN95 masks, full-length disposable gowns, will safety glasses, and gloves will enter the space and disinfect commonly used hard surfaces. HVAC systems will bring in maximum outside air to flush the building/spaces. Once disinfecting has been completed, custodial staff will complete a deep cleaning of the spaces.

5C. Notify Health Officials and Close Contacts

- In accordance with applicable federal, state and local laws and regulations, the District, through the designated Point of Contact will notify local health officials.
- If the District is aware of individuals that have had close contact with a person diagnosed with COVID-19, that individual will be instructed to stay home and self-monitor for symptoms, and follow CDC guidance if symptoms develop.

Section 6: Criteria for Reopening and Recommendations

6A. Criteria for Reopening

The Safety Working Group developed a framework to assess progress on preparation and as a decision making tool for analyzing readiness to re-open District facilities. As noted earlier, the District is planning a phased approach to re-opening, focused on initially offering a limited number of hard-to-convert courses/other courses identified by the colleges and critical student services when health conditions allow and mitigation plans are in place. The decision making tool was based upon CDC re-opening flow charts for childcare programs and K-12 institutions. The framework assesses progress on thirteen metrics including safe health conditions and approval of county health officers, social distancing, symptom checks, regular monitoring of conditions, resources, policy, cleaning and sanitation, communication and contact tracing. A “yes”/ “no” assessment is conducted for each metric to determine progress and readiness to reopen. See Appendix A.

6B. Recommendations

The Faculty Association of Yuba Community College District (FAYCCD) presented the District with a series of recommendation from their COVID Pandemic Decision Brief and Recommendation Document. The District looks forward to having further dialogue with all constituent groups to evaluate these recommendations and identify next steps.

- Make every decision based on the health and safety of students and employees.
- The default mode of instruction and services should be distance education and virtual services until county and state guidelines indicate that it is safe for faculty to resume normal operations and the District/Colleges can provide the necessary safety conditions as outlined by the guidelines. CTE and hard to convert instructional courses will be offered in the safest manner possible and offered face to face only when law or accreditations standards require and/or when no other option is viable.
- Continue to offer professional development training for distance education to faculty in order to improve the overall quality of online instruction.
- Continue to improve student ability to navigate distance education and services. Incorporate training for distance education into online orientation, offer additional classes during the summer, and fall to aid students.
- Invest in online peer tutoring, peer counseling and other forms of embedded peer support.
- Include all stakeholders including full-time faculty, part time faculty, classified employees, students and administrators in creating plans to further respond to the pandemic crisis; including creating plans for eventual return of “normal” services.

- Create a communication plan that is widely distributed to the college community and the communities we serve to allow for preparation for the upcoming semesters. This communication should give faculty time to prepare their courses as well as student's time to decide which course to enroll in based on their particular needs.
- Base all decisions on the most current scientific information and guidelines from local and state health agencies.

Section 7: Other Resources

Federal Guidance

- [CDC Communication Resources](#)
- [CDC Considerations for Institutes of Higher Education](#)
- [Cleaning and Disinfection](#)
- [Community Mitigation](#)
- [COVID-19 Frequently Asked Questions](#)
- [COVID-19 Prevention](#)
- [Face Coverings](#)
- [Guidance for Business and Employers](#)
- [Guidance for U.S. Healthcare Facilities](#)
- [Handwashing Information](#)
- [HIPAA and COVID-19](#)
- [Latest COVID-19 information](#)
- [Managing Stress and Coping](#)
- [OSHA Guidance on Preparing Workplaces for COVID-19](#)
- [People at Higher Risk](#)
- [Shared and Congregate Housing](#)
- [Social Distancing](#)

California Guidance

- [ES 20-09 Preliminary Guidance for Converting Hard-to-Convert Courses](#)
- [ES 20-11 Online Student Tutoring Guidance](#)
- [ES 20-12 Temporary Distance Education Blanket Addendum – Summer or Fall 2020](#)
- [ES 20-16 Support for Students with Disabilities Guidance Memo](#)
- [ES 20-20 Emergency Guidance for Cooperative Work Experience Education](#)
- [ES 2020-07 Executive Order re Cooperative Work Experience Education](#)
- [Executive Order N-39-20, Waiver of professional Licensing Requirements Related to Healing Arts](#)
- [Guidance for the Use of Face Coverings](#)
- [Guidance on BRN Requirements for Nursing Clinical Hours](#)
- [Guidance on BRN Requirements for Nursing Clinical Hours REVISED](#)
- [Order Waiving Restrictions on Nursing Student Clinical Hours](#)

District Resources

- [Administrative Procedure 3505, Emergency Response Plan](#)
- [Administrative Procedure 4230, Grading Symbols](#)
- [Administrative Procedure 5520, Student Discipline Procedures](#)
- [Board Policy 3505, Emergency Response Plan](#)
- [Families First Coronavirus Response Act](#)
- [Information If You May Be Experiencing COVID-19 Symptoms](#)
- [Prevention, Symptoms and Resources](#)
- [Protocol for Faculty & Staff When a Student Discloses They Are Experiencing COVID-19 Symptoms](#)
- [Protocol for Faculty & Staff When an Individual Exhibits Symptoms or Discloses They Are Experiencing COVID-19 Symptoms](#)
- [Sick Leave Policies and Practices](#)
- [Student Code of Conduct](#)
- [Telecommuting Protocols](#)
- [Verbal Symptom Check](#)
- [YCCD COVID-19 Resources](#)
- [YCCD Guide for Emergency Operations](#)

Section 8: Appendices

- Appendix A:** YCCD COVID-19 Response Plan
- Appendix B:** Protocol for Faculty and Staff When an Individual Exhibits Symptoms or Discloses They Are Experiencing COVID-19 Symptoms
- Appendix C:** Information if You May Be Experiencing COVID-19 Symptoms
- Appendix D:** Verbal Symptom Check Questions
- Appendix E:** Preventative Health Measures to Keep Employees Safe
- Appendix F:** Interaction Reminders
- Appendix G:** Essential Critical Infrastructure
- Appendix H:** COVID-19 Safety Tips for Instructors



Appendix A: YCCD COVID-19 Response Plan

5/21/2020

Note: The general definitions below are from California Department of Health guidance (3-7-20). These are general recommendations to be taken for each phase. Other actions may be taken if conditions in adjacent counties indicate it is prudent to do so. Consideration will also be given to response by other area educational institutions. Actions taken for each district facility will be based upon the conditions at each location.

Decision		Decision Date
•	Transition all Summer Term F-2-F courses to distance education if health conditions do not allow on campus interaction per County Health Officers	Monday, June 1st
•		

Phase I: PLANNING & INFECTION CONTROL

General Definition: Infection control measures and planning already underway to prevent the spread of COVID-19.

- Prepare/update college Pandemic Response Plan (College)
- Colleges request Temporary Distance Education Blanket Addendum from Chancellor's Office (College)
- Notify ACCJC of expansion of distance education offerings by May 8, 2020 (College)
- Colleges prepare resource list and training materials for faculty to prepare for transition to remote education if needed
- Distribute remote education resource lists and support information (College)
- Prepare infection control emails/stay at home if ill directive/support for employees and students (HR)
- Create list of all upcoming events that may need to be cancelled by college and district locations (Colleges)
- President cancels events and travel on a case-by-case basis or as per CDPH Guidance (College)
- Review media protocols in AP 2434 and establish a media team (District/College)
- Distribute and post infection control posters (M&O)

- Prepare fact sheets and update websites (Colleges and District)
 - Colleges identify a space that can be used to separate sick students or staff if they cannot leave campus immediately (College)
 - Review/update Child Development Center pandemic protocols (College)
 - Plan for interruption of public safety programs (College)
 - Plan for interruption of allied health program clinical training (College)
 - Plan for cancellation of international student program (College)
 - Determine protocol for vet tech animals if campus closure (College)
 - Review, research, and develop employee and student sick leave policies unique to pandemic (HR)
 - Develop telecommute policy (HR)
 - Research CDC procedure on how to disinfect and deep clean an ill faculty, staff or administrator's office (M&O)
 - Contact area internet providers to request emergency support for students in their service areas (District)
 - Hire temporary custodial staff and increase frequency of cleaning (M&O)
 - Establish communication protocol with local agencies, school districts and colleges (District/College)
 - Develop a continuity of operations plan for maintaining essential operations including: payroll, ongoing communication, security, etc. (District/College)
 - Encourage faculty, staff and students to make travel decisions based upon personal health (HR/College)
 - Execute communication plan per AP 2434 (College and District)
 - Identify and provide resources to help students and faculty with stress and anxiety (HR/College)
 - Prepare to convert face-to-face instruction to emergency remote education (College)
 - a. Provide training and support for faculty to transition courses to remote education
 - b. Laptops, cameras and other equipment staged for remote operation
 - c. Plan for moving labs, practicums and academy courses to other non-impacted campus if possible and needed
 - Prepare to offer student services online
 - Monitor student absences (Colleges)
 - Communicate with unions (District)
 - Survey students and faculty on technology needs (Colleges)
-

Phase II: IMPLEMENTATION OF REMOTE EDUCATION AND PROVISION OF ESSENTIAL SERVICES AT COLLEGES/DISTRICT

General Definition: Measures to be taken if there are two or more community transmission cases of COVID-19, but no staff or students test positive.

- Activate "Emergency Status" to authorize faculty to utilize remote education for instructional continuity (Chancellor)
- Implement remote education and remote student services (Colleges)
- Cancel community education courses (College)
- Limit visitors to campus (College)
- Monitor student absences (Colleges)
- Cancel nonessential travel (District and College)
- Meet and Confer with all unions (District)
- Cancel large college events (College)
- Provide access to community resources and support for anxiety, fear and stress (College/HR)
- Cancel community events (College)
- Cancel athletic events (College)
- Plan for how to provide essential services online if campus/district closure (College/District)
- Extend hours of the library, tutoring, computer labs and other services as needed (College)
- Send out communication for this phase (College/District)

Phase III: TRANSITION ESSENTIAL SERVICES ONLINE AS POSSIBLE AND TRANSITION TO CLOSED CAMPUS & DISTRICT AS PER DIRECTION OF HEALTH OFFICER

General Definition: Measures to be taken if one student, teacher or staff member tests positive for COVID-19 and exposed others on campus..

- Consult with County Health Office and reduce essential service levels or close the campus as recommended by the County Health Officer (College/District)
- Implement additional cleaning as per CDC cleaning protocols (M&O)
- Monitor student absences in remote education environment (College)
- Transition essential services online if needed (College/District)
- Solicit feedback from faculty on what additional supports they need in remote education & online student services environment (College)
- Provide ongoing support and training for faculty if remote education continues so faculty can learn to use more distance education tools (College/District)
- Coordinate with Public Health Department on a re-open date if campus closed (College/District)
- Review recruitments in process and consider extensions (HR)

- Provide access to community resources and support for anxiety, fear and stress (College/HR)
- Secure the campus/district facilities if closed (College/District)
- Send out communication for this phase (regular communication from President and Chancellor)

Phase IV: MAINTENANCE OF SERVICES WHILE CAMPUS AND/OR DISTRICT LOCATIONS ARE CLOSED.

General Definition: Measures to be taken if multiple students, faculty or staff members tests positive for COVID-19 and exposed others on campus.

- Consult with County Health Office and close the campus as recommended by the County Health Officer
- Implement additional cleaning as per CDC cleaning protocols (M&O)
- Implement emergency remote instruction and online student services (College)
- Review recruitments in process and consider extensions (HR)
- Essential staff work from home to maintain critical operations
- Secure the campus/district locations
- Send out communication for this phase

Phase V: TRANSITION BACK TO "NORMAL" OPERATIONS AND FOLLOW-UP WORK.

General Definition: Measures to be taken in preparation for post-pandemic period and resumption of operations.

- June 1: Target date to open campuses to students/employees/vendors with essential services if health conditions allow
- June 1: Target date to open child development centers districtwide if demand and safety conditions allow
- June 1: Determine if scheduled face-to-face courses will be offered remotely
- Identify areas that need daily intense cleaning (childcare centers, athletic facilities, CTE labs, common areas, etc.)
- Deep clean facilities prior to re-opening
- Send out communication for this phase
- Social distancing: Sneeze Guard Installation
- Social distancing: Marking on floors for line management
- Social distancing: Update course caps as needed
- Research and implement queue software
- Explore streaming of events if social distancing continues
- Maintain adequate inventory of PPE, cleaning supplies, etc.
- Order IT supplies

- Research and implement queue software
- Publish updated policies for events
- Evaluate if Colleges or District should stagger working hours of employees
- Complete Summer and Fall request for blanket DE Addendum
- Update curriculum system to add new modalities as per DCAS
- Post and communication updated CDC guidance on masks, testing, etc.
- Re-install doc cams, monitors, labs, etc.
- File FEMA paperwork
- Distribute CARES Act funding
- Identify and offer ongoing professional development & support for employees
- Evaluate if there are any emerging issues that need to be bargained

AFTER ACTION:

- Ensure critical documents are available on OneDrive
- Conduct After Action Review
- Add information on public service under emergency circumstances to New Employee Orientation (CHRO)

PHASE 5 CRITERIA						
YES/NO	Re-open Criteria	Responsible Party	Primary College or District	Date Completed	Phase	Notes
	SAFE HEALTH CONDITIONS: Local conditions allow safe opening per county health officer guidance		College/District		5	
	SOCIAL DISTANCING: Social distancing facilities/IT improvements implemented		Location Specific		5	
	SOCIAL DISTANCING: Training, classroom procedures, communication & enforcement protocols in place		College/District		5	
	HEALTH CHECKS: Process and protocol for health checks per county health guidance for higher education		College			
	MONITORING: Illness reporting/absenteeism tracking protocols created and in place		College/District		5	
	MONITORING: Information sharing protocol in place with local health officers to monitor local ongoing conditions		College/District		5	
	RESOURCES: Tool kit for employees		District		5	
	RESOURCES: Tool kit for students		College		5	
	RESOURCES: Training and communication in place for re-opening		Location Specific		5	
	POLICY: Leave/Illness/Accommodations, etc. in place		District		5	
	CLEANING/SANITATION: Elevated cleaning and sanitation, disinfection and ventilation in place		District		5	
	HEALTH & SAFETY: Hygiene practices in place		District/College		5	
	COMMUNICAION: Communication protocol in place to distribute accurate and timely health information		District/College			
	PPE: Adequate PPE on hand and supply chain providing replenishment		District			
	CONTACT TRACING: Protocol for informing and working with county contract tracers		District		5	
	STATE/LOCAL HEALTH REQUIREMENTS: All guidance for higher education institutions implemented		College		5	
	EXPOSURE PROTOCOL PROCESS (in alignment with health officer guidance)		College/District			

Appendix B: Protocol for Faculty & Staff When an Individual Exhibits Symptoms or Discloses They Are Experiencing COVID-19 Symptoms

(Version 5.0 – 05.25.2020)

The following protocol is to be followed when a faculty or staff member identifies an individual that is exhibiting symptoms or an individual discloses that they are experiencing COVID-19 symptoms.

According to the CDC, individuals with COVID-19 have had a wide range of symptoms – ranging from mild to severe illness. Symptoms may appear **2-14 days after exposure to the virus**. People with these symptoms may have COVID-19: fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, diarrhea.

What to do if an individual at the district office or on a campus exhibits symptoms?

Whether it is an employee or a student, any individual on district property that is sick or exhibiting symptoms of COVID-19 should be sent home.

The following steps are to be followed if an individual discloses to a faculty or staff member that they are experiencing symptoms or may have been exposed to COVID-19.

Steps 1 through 6 are to be followed by the faculty or staff member that receives the notification from an individual.

Step 1: Thank the individual for coming forward and notifying you. **If they are on campus at the time of notification, inform them that they must go home.**

Step 2: **Ask if they have sought medical care. If they have not, refer them to the document: *Information If You May Be Experiencing COVID-19 Symptoms*.** This included notifying the local county public health office to arrange a COVID-19 test. A copy of that document is attached to this protocol, and can be found on the Coronavirus Update section of the district's website: www.yccd.edu.

Step 3: Let them know that you will be contacting your Dean or Supervisor to make them aware of the situation. Let them know that either the Dean or another Administrator will be contacting them by the end of the day for follow-up.

Ensure them that their disclosure is confidential and will only be shared with College administration to ensure student safety.

Please note: Legal counsel has advised us that under no circumstances should faculty, administrators, or staff disclose the name of a student who has self-diagnosed or has a confirmed case of COVID-19 to other students or members of the public, and disclosure should be on a need to know basis with respect to sharing with college or district employees.

Step 4: If a student, immediately notify the Dean of Student Services. Please have the student's full name and ID available for the Dean.

Step 5: If the individual notified you in person (face-to-face) inform the Dean of Student Services, or your supervisor, leave the campus and start self-quarantine according to public health guidelines or until informed that the individual has been cleared through testing.

If you are notified over the phone or by email this step is not necessary.

Step 6: Document the activity that took place during Steps 1 through 5 and send it via email to Vice Chancellor Lolland at slolland@yccd.edu.

Steps 7 through 11 are for the Dean of Student Services

Step 7: Thank the faculty or staff member for contacting you. Let them know that you will be reporting it to the President's Office, and through the President's Office it will be reported to county public health officials.

Step 8: Document the student's name, and College ID number

Step 9: If a student, obtain a copy of their class schedule and then notify the student's other instructors that, for personal reasons, the student will be absent from class for the immediate future.

Step 10: Contact M&O to let them know a classroom has been/or may have been exposed to COVID-19 so additional cleaning can be undertaken.

Step 11: Document the activity that took place during Steps 8 through 11 and send it via email to Vice Chancellor Lolland at slolland@yccd.edu. Please copy the faculty or staff member that was initially contacted and your College President.

The remaining steps are for the College President or their designee

Step 12: Call the student and confirm the information that was received. Let the individual know you will be contacting the County Department of Public Health.

Step 13: Remind the student that they need to stay at home until they have been cleared by a doctor. When they return to campus they should bring documentation indicating that they have been cleared to return. Documentation should be provided to their instructor.

Let them know that all of their instructors have been informed that they will not be in attendance for personal reasons.

Ask to be kept informed of their status as they go through a self-quarantine period and/or recover from their symptoms.

Step 14: Contact the Public Health Department to notify them of the Student's name and contact information to ensure they are aware.

Step 15: Document the activity that took place during Steps 12 through 13 and send it via email to Vice Chancellor Lolland at slolland@yccd.edu, and copy CHRO Donald Grady at dgrady@yccd.edu.

The designated point of contact with County Health Officials are Dr. Pimentel for Yolo, Colusa and Lake Counties and Dr. Lolland for Yuba and Sutter Counties. All communication with county health officials need to go through them.

Appendix C: Information if You May Be Experiencing COVID-19 Symptoms

(Version 3.0 – 05.25.2020)

According to the CDC, individuals with COVID-19 have had a wide range of symptoms – ranging from mild to severe illness. Symptoms may appear 2-14 days after exposure to the virus. Symptoms of COVID-19 may include:

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

If you are experiencing COVID-19 symptoms, please be advised to do the following:

- 1) **Stay home, monitor your symptoms and if necessary seek medical assistance.**
 - a. Contact your health care provider by phone for assessment. It is recommended that you call ahead and not just show up at their offices.
 - b. If you do not have a health care provider, contact the college health services office by telephone.
 - Woodland Community College: (530) 661-7758
 - Yuba College: (530) 740-1749
 - c. If the college health services office is not available, you should contact the public health office for the county in which you reside.
 - Colusa County Public Health: (530) 458-0250
 - Glenn County Public Health: (530) 934-6588
 - Lake County Public Health: (707) 263-1090
 - Sutter County Public Health: (530) 822-7215
 - Yolo County Public Health: (530) 666-8643
 - Yuba County Public Health: (530) 749-6311
- 2) **Separate yourself from other people and animals in your home**

- a. **As much as possible, stay in a specific room** and away from other people and pets in your home. If possible, you should use a separate bathroom. If you need to be around other people or animals in or outside of the home, wear a cloth face covering.

3) **Monitor Symptoms**

- a. Follow care instructions from your healthcare provider and local health department. Your local health authorities may give instructions on checking your symptoms and reporting information.
- b. When to Seek Emergency Medical Attention: Look for emergency warning signs for COVID-19. If you are showing any of these signs, seek emergency medical care immediately: Trouble breathing; Persistent pain or pressure in the chest; New confusion; Inability to wake or stay awake; Bluish lips or face. **This list is not all possible symptoms. Please call your medical provider for any other symptoms that are severe or concerning to you.*

4) **Wear a facemask when you are around other individuals**

5) **Continue to follow the recommended prevention measures**

- a. Wash your hands often with soap and water for at least 20 seconds. Use an alcohol-based hand sanitizer that contains at least 60% alcohol if soap and water are not available.
- b. Avoid touching your eyes, nose, and mouth with unwashed hands.
- c. Avoid close contact with people who are sick.
- d. Stay home when you are sick.
- e. Cover your cough or sneeze with a tissue, then throw the tissue in the trash.
- f. Clean and disinfect frequently touched objects and surfaces using a regular household cleaning spray or wipe.
- g. Avoid sharing personal household items – dishes, cups, towels, bedding, etc...
- h. Clean all “high-touch” surfaces everyday

Source: Center for Disease Control



Appendix D: Verbal Symptom Check Questions

Instructions: At the start of each class session, please remind students that they should not attend class if they answer yes to any of the following questions. Students do not need to respond verbally or in writing to any of the questions, rather the questions are a prompt to remind students when they should go home to ensure the safety of the campus community.

1. Are you ill or caring for someone who is ill?
2. In the last two weeks, did you care for or have close contact with someone diagnosed with COVID-19?
3. Are you experiencing any of the following 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

NOTES

- If any employee or student indicates they have any of the above symptoms, they might have COVID-19. Follow the steps in [*Protocol for Faculty & Staff when an Individual Exhibits Symptoms or Discloses they are Experiencing COVID-19 Symptoms*](#).
- When a student or employee is sick, they should immediately leave the campus/district office and be advised to go home and to review the symptoms of COVID-19, which are found in the document: [*You May Be Experiencing COVID-19 Symptoms*](#).

- Most people have mild illness and are able to recover at home. If an employee or student thinks they may have been exposed to COVID-19, they should contact their healthcare provider.
- It is important to remember that anyone who has close contact with someone with COVID-19 should stay home for 14 days **after exposure** based on the time it takes to develop illness.
- Employees or students may have been exposed if they are a “close contact” of someone who infected, which is defined as being within approximately 6 feet (2 meters) of a person with COVID-19 for a prolonged period of time:
 - Potentially exposed employees who **have** symptoms of COVID-19 should self-isolate and follow [CDC recommended steps](#).
 - Potentially exposed employees who **do not have** symptoms should remain at home or in a comparable setting and practice social distancing for 14 days.

SOURCE: Center for Disease Control, 5-26-2020

Appendix E: Preventative Health Measures to Keep Employees Safe



COVID-19: Return to Work

PREVENTATIVE HEALTH MEASURES TO KEEP EMPLOYEES SAFE

FACE COVERINGS MUST:



- Be worn when within six (6) feet of other employees, students or the public **and** in common spaces like hallways, break rooms etc.
- Fit snugly but comfortably against the side of the face
- Be secured with ties or ear loops
- Include multiple layers of fabric
- Allow for breathing without restriction
- Be launderable and machine dried as needed without damage or change to its shape

PRACTICE SOCIAL DISTANCING AND PREVENTATIVE MEASURES, LIKE:



- Maintaining 6 feet of distance from others
- Washing hands frequently or using hand sanitizer when handwashing is not practical
- Sneezing or coughing into their elbow or a tissue, and disposing of the tissue properly
- Wiping down surfaces with disinfecting wipes
- Not coming to work sick

EMPLOYEES WHO INTERACT WITH THE PUBLIC SHOULD:



- Wear a covering and ask the public to wear a face covering in accordance with the County Public Health Officer's Order.
- Wash hands immediately following the interaction. Use hand sanitizer with at least 60% alcohol if soap and water are not available.
- Sanitize any items that were used during the interaction.
- Closely self-monitor for symptoms.

KEEP YOUR DISTANCE.

Employees should wear face coverings in accordance with the Health Order AND adhere to the 6 ft of social distancing until further notice. Conference rooms should have only the proper number of seats to allow for social distancing. Consider floor markings and signs to create physical distance in areas where people tend to congregate or queue. Encourage web meetings whenever possible.

PRACTICE GOOD HYGIENE.

When possible and supplies are available, consider reinforcing good hygiene practices with well-stocked restrooms that have touchless soap and anti-viral cleaning supplies. No touch paper towel dispensers are also ideal. No-touch garbage and recycling receptacles are preferable. Door pulls, badge readers, and common areas should be disinfected throughout the day. Consider signs to remind staff to use sanitizer after contact with high-touch surfaces.

MORE CLEANING PROTOCOLS.

Employee health depends on a safe and clean work environment. Departments should consider implementing additional cleaning protocols for workstations, break rooms, meeting rooms, common areas, reception desks, and other common areas at regular intervals throughout the day, beyond what is provided by janitorial. Hand sanitizers and disinfectant wipes should be available throughout the office – especially in shared areas.

Source: Yolo County Health & Human Services

Appendix F: Interaction Reminders

 <h1>COVID-19: Return to Work</h1> <h2>CUBICLE & INTERACTION REMINDERS</h2>			
FACE COVERINGS	 <p>Talking to a coworker in a cubicle/office?</p> <p>WEAR a face covering.</p>	 <p>Talking to a student or employee in person?</p> <p>WEAR a face covering.</p>	 <p>Going on a break or to lunch?</p> <p>WEAR a face covering.</p>
	 <p>Working outside of the office?</p> <p>KEEP 6 feet distance if NOT wearing facial covering.</p>	 <p>Meeting in a conference room?</p> <p>KEEP 6 feet distance if NOT wearing facial covering.</p>	 <p>Standing in line at a business or store?</p> <p>KEEP 6 feet distance if NOT wearing facial covering.</p>
	 <p>Working at the front counter?</p> <p>DISINFECT surfaces.</p>	 <p>Using shared office equipment/items?</p> <p>DISINFECT surfaces.</p>	 <p>Coughing or sneezing in the office?</p> <p>DISINFECT surfaces.</p>

Source: Yolo County Health & Human Services

Appendix G: Essential Critical Infrastructure

April 28, 2020

ESSENTIAL WORKFORCE

On March 19, 2020, Governor Newsom issued Executive Order N-33-20 directing all residents immediately to heed current State public health directives to stay home, except as needed to maintain continuity of operations of essential critical infrastructure sectors and additional sectors as the State Public Health Officer may designate as critical to protect health and well-being of all Californians.

In accordance with this order, the State Public Health Officer has designated the following list of “Essential Critical Infrastructure Workers” to help state, local, tribal, and industry partners as they work to protect communities, while ensuring continuity of functions critical to public health and safety, as well as economic and national security.

Sector Index:

1. [Health and Public Health Sector](#)
2. [Emergency Services Sector](#)
3. [Food and Agriculture Sector](#)
4. [Energy Sector](#)
5. [Water and Wastewater Sector](#)
6. [Transportation and Logistics Sector](#)
7. [Communications and Information Technology Sector](#)
8. [Government Operations and Other Community-Based Essential Functions](#)
9. [Critical Manufacturing Sector](#)
10. [Financial Services Sector](#)
11. [Chemical Sector](#)
12. [Defense Industrial Base Sector](#)
13. [Industrial, Commercial, Residential and Sheltering Facilities and Services](#)

Relevant Guidance For All Sectors:

- [Face Coverings Guidance](#)
 - [Orientación Sobre el Uso de Mascarillas de Tela](#)
- [Self-Isolation for Older Adults and Those Who Have Elevated Risk](#)
 - [Aislamiento para Adultos Mayores y Personas que Tienen un Riesgo Elevado](#)
- [Employers, health care workers and workers in general industry](#)

1. HEALTHCARE / PUBLIC HEALTH

Sector Profile

The Healthcare and Public Health (HPH) Sector is large, diverse, and open, spanning both the public and private sectors. It includes publicly accessible healthcare facilities, research centers, suppliers, manufacturers, and other physical assets and vast, complex public-private information technology systems required for care delivery and to support the rapid, secure transmission and storage of large amounts of HPH data.

Essential Workforce, if remote working is not practical:

1. Health care providers and caregivers (including physicians, dentists, psychologists, mid-level practitioners, nurses, assistants, and aids; infection control and quality assurance personnel; pharmacists; physical, respiratory, speech and occupational therapists and assistants; social workers and providers serving individuals with disabilities including developmental disabilities; optometrists; speech pathologists; chiropractors; diagnostic and therapeutic technicians; and radiology technologists).
2. Workers required for effective clinical, command, infrastructure, support service, administrative, security and intelligence operations across the direct patient care and full healthcare and public health spectrum, including accounting, administrative, admitting and discharge, engineering, accrediting, certification, licensing, credentialing, epidemiological, source plasma and blood donation, food service, environmental services, housekeeping, medical records, information technology and operational technology, nutritionists, sanitarians; emergency medical services workers; prehospital workers including but not limited to urgent care workers; inpatient and hospital workers; outpatient care workers; home care workers; workers at long-term care facilities, residential and community-based providers; workplace safety workers).
3. Workers needed to support transportation to and from healthcare facilities and provider appointments.
4. Workers needed to provide laundry services, food services, reprocessing of medical equipment, and waste management.
5. Vendors and suppliers (including imaging, pharmacy, oxygen services, durable medical equipment)
6. Workers who perform critical clinical research, development, and testing needed for COVID-19 response.
7. Workers in other medical and life science facilities (including Ambulatory Health and Surgical, Blood Banks, Clinics, Community Mental Health, Comprehensive Outpatient rehabilitation, End Stage Renal Disease, Health Departments, Home Health care, Hospices, Hospitals, Long Term Care, Organ Pharmacies, Procurement Organizations, Psychiatric, Residential, Rural Health Clinics and Federally Qualified Health Centers, and retail facilities specializing in medical goods and supplies, including cannabis).
8. Workers for health manufacturing (including life science companies, and companies that have shifted production to medical supplies), materials and parts suppliers, technicians, logistics and warehouse operators, printers, packagers, and distributors of medical equipment (including those who test and repair), personal protective equipment (PPE), isolation barriers, medical

- gases, pharmaceuticals (including materials used in radioactive drugs, and cannabis products), dietary supplements, blood and blood products, vaccines, testing materials, laboratory supplies, cleaning, sanitizing, disinfecting or sterilization supplies, personal hygiene products, and tissue and paper towel products.
9. Public health / community health workers, including those who compile, model, analyze and communicate public health information.
 10. Behavioral and mental health workers responsible for coordination, outreach, engagement, and treatment to individuals in need of mental health and/or behavioral services.
 11. Donors of blood bone marrow, blood stem cell, or plasma and the workers of the organizations that operate and manage related activities.
 12. Workers that manage health plans, billing, and health information.
 13. Workers who conduct community-based public health functions, conducting epidemiologic surveillance, compiling, analyzing and communicating public health information.
 14. Workers performing IT and cybersecurity functions at healthcare and public health facilities.
 15. Workers performing security, incident management, and emergency operations functions at or on behalf of healthcare entities including healthcare coalitions.
 16. Pharmacy employees, including workers necessary to maintain uninterrupted prescription filling.
 17. Workers in retail facilities specializing in medical goods and supplies.
 18. Public health and environmental health workers, including workers specializing in environmental health that focus on implementing environmental controls, sanitary and infection control interventions, healthcare facility safety and emergency preparedness planning, engineered work practices, and developing guidance and protocols for appropriate PPE to prevent COVID-19 disease transmission; Public health/ community health workers (including call center workers) who conduct community-based public health functions, conducting epidemiologic surveillance and compiling, analyzing, and communicating public health information.
 19. Mortuary services providers, including workers performing mortuary, funeral, cremation burial, cemetery, and related services, including funeral homes, crematoriums, cemetery workers and coffin makers.
 20. Workers who coordinate with other organizations to ensure the proper recovery, handling, identification, transportation, tracking, storage, and disposal of human remains and personal effects; certify cause of death; and facilitate access to behavioral and mental health services to the family members, responders, and survivors of an incident.
 21. Workers supporting veterinary hospitals and clinics.

Relevant Sector Guidance:

- [All Facility Letters for health care facilities, including long-term care facilities](#)
- [Health care facilities, Skilled Nursing Facilities](#)
- [Individuals with Access and Functional Needs](#)
- [Medical Waste Management - Interim Guidelines](#)
- [Outpatient Healthcare Facility Infection Control Recommendations for Suspect COVID-19 Patients](#)
- [Prioritization of Patients for Laboratory Testing for COVID-19](#)
- [Veterinary Professionals and Premises](#)
- Regional Centers:
 - [Visits to Licensed Residential Facilities](#)
 - [Risk Mitigation Strategies for ARFPSHN, ICF/DD-CN](#)
- [Adult and Senior Care Facilities](#)

April 28, 2020

- [Cuidado a los Adultos Mayores](#)
- [Community care facilities, including assisted living facilities and child care](#)
- [Medi-Cal Managed Care Health Plans: COVID – 19 Screening and Testing](#)
- [Coverage Options Fact Sheet](#)
 - [Opciones De Cobertura](#)
- [Department of Managed Health Care All Plan Letter](#)
- [California Department of Insurance Bulletin](#)

2. EMERGENCY SERVICES SECTOR

Sector Profile

The Emergency Services Sector (ESS) is a community of highly-skilled, trained personnel, along with the physical and cyber resources, that provide a wide range of prevention, preparedness, response, and recovery services during both day-to-day operations and incident response. The ESS includes geographically distributed facilities and equipment in both paid and volunteer capacities organized primarily at the federal, state, local, tribal, and territorial levels of government, such as city police departments and fire stations, county sheriff's offices, Department of Defense police and fire departments, and town public works departments. The ESS also includes private sector resources, such as industrial fire departments, private security organizations, and private emergency medical services providers.

Essential Workforce, if remote working is not practical:

1. Public, private, and voluntary personnel (front line and management) in emergency management, law enforcement, fire and rescue services, emergency medical services, corrections, rehabilitation and reentry, search and rescue, hazardous material response, and technicians supporting maritime and aviation emergency response.
2. Public Safety Answering Points and 911 call center employees; personnel involved in access to emergency services including the emergency alert system and wireless emergency alerts.
3. Fusion Center employees
4. Workers who support weather disaster / natural hazard monitoring, response, mitigation, and prevention, including personnel conducting, supporting, or facilitating wildfire mitigation activities
5. Workers -- including contracted vendors -- who maintain, manufacture, or supply equipment and services supporting law enforcement, fire, EMS, and emergency service response operations (including safety equipment, electronic security, and uniforms)
6. Workers responding to abuse and neglect of children, elders and dependent adults.
7. Animal control officers and humane officers
8. Security staff to maintain building access control and physical security measures
9. Workers and contracted vendors who maintain and provide services and supplies to public safety facilities, including emergency communication center, public safety answering points, public safety communications centers, emergency operation centers, fire and emergency medical services stations, police and law enforcement stations and facilities.

Relevant Sector Guidance:

- [Public Health Guidance about COVID-19 for California State Prisons](#)
- [First responders, including paramedics and EMTs](#)

3. FOOD AND AGRICULTURE

Sector Profile

The Food and Agricultural (FA) Sector is composed of complex production, processing, and delivery systems and has the capacity to feed people and animals both within and beyond the boundaries of the United States. Beyond domestic food production, the FA Sector also imports many ingredients and finished products, leading to a complex web of growers, processors, suppliers, transporters, distributors, and consumers. This sector is critical to maintaining and securing our food supply.

Essential Workforce, if remote working is not practical:

1. Workers supporting groceries, pharmacies, convenience stores, and other retail that sells food or beverage products, and animal/pet food, retail customer support service, information technology support staff, for online orders, pickup/takeout or delivery.
2. Workers supporting restaurant carry-out and quick serve food operations, including food preparation, carry-out and delivery food employees.
3. Food manufacturer employees and their supplier employees to include those employed in food ingredient production and processing-facilities; aquaculture and seafood harvesting facilities; livestock, poultry, seafood slaughter facilities; pet and animal feed processing facilities; human food facilities producing by-products for animal food; beverage production facilities; and the production of food packaging, including recycling operations and processing.
4. Farmers, farm and ranch workers, and agribusiness support services to include those employed in auction and sales; grain and oilseed handling, storage, processing and distribution; animal food, feed, and ingredient production, packaging, and distribution; manufacturing, packaging, and distribution of veterinary drugs; truck delivery and transport.
5. Farmers, farm and ranch workers, support service workers and their supplier employees producing food supply domestically and for export to include those engaged in raising, cultivating, harvesting, packing, storing, or delivering to storage or to market or to a carrier for transportation to market any agricultural or horticultural commodity for human consumption; those engaged in producing and harvesting field crops; cannabis growers; agricultural and commodity inspection; fuel ethanol facilities; storage facilities; biodiesel and renewable diesel facilities; and other agricultural inputs
6. Employees and firms supporting food, feed, and beverage distribution and ingredients used in these products including warehouse workers, vendor-managed inventory controllers, and blockchain managers.
7. Workers supporting the sanitation of all food manufacturing processes and operations from wholesale to retail.
8. Workers supporting the growth and distribution of plants and associated products for home gardens.
9. Workers in cafeterias used to feed workers, particularly worker populations sheltered against COVID-19
10. Workers in animal diagnostic and food testing laboratories
11. Workers essential for assistance programs and government payments
12. Government, private, and non-governmental organizations' workers essential for food assistance programs (including school lunch programs) and government payments.

13. Employees of companies engaged in the production, storage, transport, and distribution of chemicals; medicines, including cannabis; vaccines; and other substances used by the food and agriculture industry, including seeds, pesticides, herbicides, fertilizers, minerals, enrichments, and other agricultural production aids.
14. Animal agriculture workers to include those employed in veterinary health (including those involved in supporting emergency veterinary or livestock services); raising of animals for food; animal production operations; livestock markets; slaughter and packing plants, manufacturers, renderers, and associated regulatory and government workforce.
15. Transportation supporting animal agricultural industries, including movement of animal medical and reproductive supplies and material, animal vaccines, animal drugs, feed ingredients, feed, and bedding, live animals, animal medical materials; transportation of deceased animals for disposal; and associated regulatory and government workforce
16. Workers who support sawmills and the manufacture and distribution of fiber and forest products, including, but not limited to timber, paper, and other wood and fiber products
17. Employees engaged in the manufacture and maintenance of equipment and other infrastructure necessary to agricultural production and distribution
18. Workers at animal care facilities that provide food, shelter, veterinary and/or routine care and other necessities of life for animals.

Relevant Sector Guidance:

- [Food, Beverage, Other Services](#)
 - [Alimentos, Bebidas y Otros Sitios de Servicios Relacionados](#)
- [Food Industry and Food Supply Chain](#)

4. ENERGY

Sector Profile

The Energy Sector consists of widely diverse and geographically dispersed critical assets and systems that are often interdependent of one another. This critical infrastructure is divided into three interrelated segments or subsectors—electricity, oil, and natural gas—to include the production, refining, storage, and distribution of oil, gas, and electric power. The Energy Sector supplies fuels to the transportation industry, electricity to households and businesses, and other sources of energy that are integral to growth and production across the Nation. In turn, it depends on the Nation's transportation, information technology, communications, finance, water, and government infrastructures.

Essential Workforce, if remote working is not possible:

1. Workers supporting the energy sector, regardless of the energy source, segment of the system, or infrastructure the worker is involved in, or who are needed to monitor, operate, engineer, and maintain the reliability, safety, environmental health, physical and cyber security of the energy system, including power generation, transmission and distribution.
2. Workers supporting the energy sector, regardless of the energy source, needed for construction, manufacturing, transportation and logistics, maintenance, and permitting.
3. IT and OT technology for essential energy sector operations including support workers, customer service operations, call centers, and emergency response and customer emergency operations; energy management systems, control systems, Supervisory Control and Data Acquisition SCADA systems, and energy sector entity data centers; cybersecurity engineers; and cybersecurity risk management.
4. Workers providing services related to energy sector fuels and supply chains, supporting the procurement, mining, drilling, processing, refining, manufacturing, refueling, construction, logistics, transportation (including marine transport, terminals, rail and vehicle transport), permitting operation and maintenance, security, waste disposal, storage, and monitoring of support for resources;
5. Workers supporting environmental remediation and monitoring.
6. Workers supporting manufacturing and distribution of equipment, supplies, and parts necessary to maintain production, maintenance, restoration, and service at energy sector facilities across all energy sectors, and regardless of the energy source.
7. Workers at Independent System Operators and Regional Transmission Organizations, and Network Operations staff, engineers and technicians to manage the network or operate facilities.
8. Workers at Reliability Coordinator, Balancing Authorities, and primary and backup Control Centers, including but not limited to independent system operators, regional transmission organizations, and balancing authorities; and workers involved in energy commodity trading and scheduling.
9. Mutual assistance personnel, which may include workers from outside of the state or local jurisdiction
10. Retail fuel centers such as gas stations and truck stops, and the distribution systems that support them.

5. WATER AND WASTEWATER

Sector Profile

The Water and Wastewater Sector is a complex sector composed of drinking water and wastewater infrastructure of varying sizes and ownership types. Multiple governing authorities pertaining to the Water and Wastewater Sector provide for public health, environmental protection, and security measures, among others.

Essential Workforce, if remote working is not practical:

Employees needed to operate and maintain drinking water and wastewater/drainage infrastructure, including:

1. Operational staff at water authorities
2. Operational staff at community water systems
3. Operational staff at wastewater treatment facilities
4. Workers repairing water and wastewater conveyances and performing required sampling or monitoring
5. Operational staff for water distribution and testing
6. Operational staff at wastewater collection facilities
7. Operational staff and technical support for SCADA Control systems
8. Chemical disinfectant suppliers for water and wastewater and personnel protection
9. Workers that maintain digital systems infrastructure supporting water and wastewater operations

6. TRANSPORTATION AND LOGISTICS

Sector Profile

The Transportation Systems Sector consists of seven key subsectors, or modes:

- Aviation includes aircraft, air traffic control systems, and airports, heliports, and landing strips. Commercial aviation services at civil and joint-use military airports, heliports, and sea plane bases. In addition, the aviation mode includes commercial and recreational aircraft (manned and unmanned) and a wide variety of support services, such as aircraft repair stations, fueling facilities, navigation aids, and flight schools.
- Highway and Motor Carrier encompasses roadway, bridges, and tunnels. Vehicles include trucks, including those carrying hazardous materials; other commercial vehicles, including bicycles, commercial motor coaches and school buses; vehicle and driver licensing systems; taxis, transportation services including Transportation Network Companies, and delivery services including Delivery Network Companies; traffic management systems; AND cyber systems used for operational management.
- Maritime Transportation System consists of coastline, ports, waterways, and intermodal landside connections that allow the various modes of transportation to move people and goods to, from, and on the water.
- Mass Transit and Passenger Rail includes terminals, operational systems, and supporting infrastructure for passenger services by transit buses, trolleybuses, monorail, heavy rail—also known as subways or metros—light rail, passenger rail, and vanpool/rideshare.
- Pipeline Systems consist of pipelines carrying natural gas hazardous liquids, as well as various chemicals. Above-ground assets, such as compressor stations and pumping stations, are also included.
- Freight Rail consists of major carriers, smaller railroads, active railroad, freight cars, and locomotives.
- Postal and Shipping includes large integrated carriers, regional and local courier services, mail services, mail management firms, and chartered and delivery services.

Essential Workforce, if remote working is not practical:

1. Employees supporting or enabling transportation functions, including truck drivers, bus drivers, dispatchers, maintenance and repair technicians, warehouse workers, truck stop and rest area workers, towing and recovery services, roadside assistance workers, intermodal transportation personnel, and workers that maintain and inspect infrastructure
2. Working supporting or providing services that enable logistics operations for essential sectors, wholesale and retail sale, including warehousing, cooling, storing, packaging, and distributing products for wholesale or retail sale or use.
3. Workers supporting maintenance and operation of essential highway infrastructure, including roads, bridges, and tunnels.

4. Workers of firms providing services, supplies, and equipment that enable warehouse and operations, including cooling, storing, packaging, and distributing products for wholesale or retail sale or use.
5. Mass transit workers providing critical transit services and/or performing critical or routine maintenance to mass transit infrastructure or equipment.
6. Employees supporting personal and commercial transportation services, including taxis, bicycle services, Transportation Network Companies, and delivery services including Delivery Network Companies
7. Workers responsible for operating dispatching passenger, commuter and freight trains and maintaining rail infrastructure and equipment
8. Maritime transportation and inland waterway workers – to include maintenance and repair – including port authority and commercial facility personnel, dredgers, port workers, mariners, ship crewmembers, ship pilots and tugboat operators, ship supply, Chandler, and equipment operators.
9. Workers who support the operation, inspection, and maintenance of essential dams, locks, and levees.
10. Workers who support the inspection and maintenance of aids to navigation and other government-provided services that ensure continued maritime commerce.
11. Workers supporting transportation of chemicals, hazardous, medical, waste and recyclable materials to support critical sectors and infrastructure.
12. Automotive repair, maintenance, and transportation equipment manufacturing and distribution facilities.
13. Transportation safety inspectors, including hazardous material inspectors and accident investigator inspectors
14. Manufacturers and distributors (to include service centers and related operations) of lighting and communication systems, specialized signage and structural systems, emergency response equipment and support materials, printers, printed materials, packaging materials, pallets, crates, containers, and other supplies needed to support manufacturing, packaging staging and distribution operations
15. Postal, parcel, courier, last-mile delivery, and shipping workers, to include private companies who accept, process, transport, and deliver information and goods.
16. Workers who supply equipment and materials for maintenance of transportation equipment.
17. Employees who repair and maintain vehicles, aircraft, rail equipment, marine vessels, bicycles, and the equipment and infrastructure that enables operations that encompass movement of cargo and passengers
18. Workers who support air transportation for cargo and passengers, including operation distribution, maintenance, and sanitation. This includes air traffic controllers, flight dispatchers, maintenance personnel, ramp workers, fueling agents, flight crews, airport safety inspectors and engineers, airport operations personnel, aviation and aerospace safety workers, security, commercial space personnel, operations personnel, accident investigators, flight instructors, and other on- and off-airport facilities workers.
19. Workers critical to the manufacturing, distribution, sales, rental, leasing, repair, and maintenance of vehicles and other transportation equipment (including electric vehicle charging stations) and the supply chains that enable these operations, subject to adhering public health guidance issued by CDPH.
20. Workers who support the operation, inspection, and maintenance of essential public works facilities and operations, including bridges, water and sewer main breaks, fleet maintenance personnel, construction of critical or strategic infrastructure, construction material

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suppliers, traffic signal maintenance, emergency location services for buried utilities, maintenance of digital systems infrastructure supporting public works operations, and other emergent issues

21. Workers who support, such as road and line clearing, to ensure the availability of needed facilities, transportation, energy and communications.

7. COMMUNICATIONS AND INFORMATION TECHNOLOGY

Sector Profile

The Communications Sector provides products and services that support the efficient operation of today's global information-based society. Communication networks enable people around the world to contact one another, access information instantly, and communicate from remote areas. This involves creating a link between a sender (including voice signals) and one or more recipients using technology (e.g., a telephone system or the Internet) to transmit information from one location to another. Technologies are changing at a rapid pace, increasing the number of products, services, service providers, and communication options. The national communications architecture is a complex collection of networks that are owned and operated by individual service providers. Many of this sector's products and services are foundational or necessary for the operations and services provided by other critical infrastructure sectors. The nature of communication networks involves both physical infrastructure (buildings, switches, towers, antennas, etc.) and cyber infrastructure (routing and switching software, operational support systems, user applications, etc.), representing a holistic challenge to address the entire physical-cyber infrastructure.

The IT Sector provides products and services that support the efficient operation of today's global information-based society and are integral to the operations and services provided by other critical infrastructure Sectors. The IT Sector is comprised of small and medium businesses, as well as large multinational companies. Unlike many critical infrastructure Sectors composed of finite and easily identifiable physical assets, the IT Sector is a functions-based Sector that comprises not only physical assets but also virtual systems and networks that enable key capabilities and services in both the public and private sectors.

Essential Workforce – Communications, if remote working is not practical:

1. Maintenance of communications infrastructure- including privately owned and maintained communication systems- supported by technicians, operators, call-centers, wireline and wireless providers, cable service providers, satellite operations, Internet Exchange Points, Network Access Points, back haul and front haul facilities, and manufacturers and distributors of communications equipment.
2. Workers performing functions related to undersea cable infrastructure and support facilities, including cable landing sites, beach manhole vaults and covers, submarine cable depots, and submarine cable ship facilities
3. Government and private sector employees supporting Department of Defense internet and communications facilities.
4. Workers who support radio, television, and media service, including, but not limited to front line news reporters, studio, and technicians for newsgathering, reporting, and publishing news.
5. Network Operations staff, engineers and/or technicians to include IT managers and staff, HVAC & electrical engineers, security personnel, software and hardware engineers, and database administrators that manage the network or operate facilities
6. Workers responsible for infrastructure construction and restoration, including contractors for construction and engineering of fiber optic cables, buried conduit, small cells, other wireless facilities, and other communications sector-related infrastructure. This includes construction of

new facilities and deployment of new technology required to address congestion or customer usage on remote services.

7. Installation, maintenance and repair technicians that establish, support or repair service as needed.
8. Central office personnel to maintain and operate central office, data centers, and other network office facilities, and critical support personnel assisting front line employees
9. Customer service and support staff, including managed and professional services as well as remote providers of support to transitioning employees to set up and maintain home offices, who interface with customers to manage or support service environments and security issues, including payroll, billing, fraud, logistics and troubleshooting
10. Workers providing electronic security, fire, monitoring, and life safety services, and who ensure physical security, cleanliness, and the safety of facilities and personnel, including those who provide temporary licensing waivers for security personnel to work in other States or Municipalities.
11. Dispatchers involved with service repair and restoration
12. Retail customer service personnel at critical service center locations for onboarding customers, distributing and repairing equipment and other supply chain personnel, to support individuals' remote emergency communications needs;
13. External Affairs personnel to assist in coordinating with local, state, and federal officials to address communications needs supporting COVID-19 response, public safety, and national security.
14. Workers responsible for ensuring that persons with disabilities have access to and the benefits of various communications platforms, including those involved in the provision of telecommunication relay services, closed captioning of broadcast television for the deaf, video relay services for deaf citizens who prefer communication via American Sign Language over text, and audio-description for television programming.

Essential Workforce - Information Technology, if remote working is not practical:

15. Workers who support command centers, including, but not limited to Network Operations Command Centers, Broadcast Operations Control Center and Security Operations Command Centers
16. Data center operators, including system administrators, HVAC & electrical engineers, security personnel, IT managers and purchasers, data transfer solutions engineers, software and hardware engineers, and database administrators
17. Workers who support client service centers, field engineers, and other workers supporting critical infrastructure, as well as manufacturers and supply chain vendors that provide hardware and software, support services, research and development, information technology equipment (to include microelectronics and semiconductors), and HVAC and electrical equipment for critical infrastructure and test labs and certification agencies that qualify such equipment for critical infrastructure.
18. Workers needed to pre-empt and respond to cyber incidents involving critical infrastructure,, and entities supporting the functioning of critical infrastructure sectors
19. Suppliers, designers, transporters and other workers supporting the manufacture, distribution, and construction of essential global, national and local infrastructure for computing services (including cloud computing services and teleworking capabilities), business infrastructure, financial transactions, web-based services, and critical manufacturing

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20. Workers supporting communications systems, information technology, and work from home solutions
21. Employees required to support Software as a Service businesses that enable remote working, performance of business operations, distance learning, media services, and digital health offerings, or required for technical support crucial for business continuity and connectivity.

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8. GOVERNMENT OPERATIONS AND OTHER COMMUNITY-BASED ESSENTIAL FUNCTIONS

Essential Workforce, if remote working is not practical.

1. Critical government workers, as defined by the employer and consistent with Continuity of Operations Plans and Continuity of Government plans.
2. County workers responsible for determining eligibility for safety net benefits
3. The Courts, consistent with guidance released by the California Chief Justice
4. Workers who support administration and delivery of unemployment insurance programs, income maintenance, employment service, disaster assistance, workers' compensation insurance and benefits programs, and pandemic assistance
5. Workers to ensure continuity of building functions, including but not limited to security and environmental controls, the manufacturing and distribution of the products required for these functions, and the permits and inspection for construction.
6. Elections personnel
7. Federal, State, and Local, Tribal, and Territorial employees who support Mission Essential Functions and communications networks
8. Trade Officials (FTA negotiators; international data flow administrators)
9. Weather forecasters
10. Workers that maintain digital systems infrastructure supporting other critical government operations
11. Workers who support necessary credentialing, vetting and licensing operations for critical sector workers and operations.
12. Workers who are critical to facilitating trade in support of the national, state, and local emergency response supply chain
13. Workers supporting public and private childcare establishments, pre-K establishments, K-12 schools, colleges, and universities for purposes of distance learning, provision of school meals, or care and supervision of minors to support essential workforce across all sectors
14. Staff at government offices who perform title search, notary, and recoding services in support of mortgage and real estate services and transactions;
15. Workers and instructors supporting academies and training facilities and courses for the purpose of graduating students and cadets that comprise the essential workforce for all identified critical sectors
16. Clergy for essential support and faith-based services that are provided through streaming or other technologies that support physical distancing and state public health guidelines.
17. Human services providers, especially for at risk populations, including home delivered meal providers for older adults, people with disabilities, and others with chronic health conditions; home-maker services for frail, homebound, older adults; personal assistance services providers to support activities of daily living for older adults, people with disabilities, and others with chronic health conditions who live independently in the community with supports and services; home health providers who deliver health care services for older adults, people with disabilities, and others with chronic health conditions who live independently in the community with supports and services.
18. Government entities, and contractors that work in support of local, state, and federal public health and medical mission sets, including but not limited to supporting access to healthcare and associated payment functions, conducting public health functions, providing medical care,

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supporting emergency management, or other services necessary for supporting the COVID-19 response.

Relevant Sector Guidance:

- Schools and institutions of higher education
 - [Guidance for schools \(PDF\)](#)
 - [Directrices para las escuelas sobre el nuevo coronavirus o COVID-19 \(PDF\)](#)
 - [Guidance for colleges and universities](#)
 - [Directrices para las instituciones de educación superior sobre el nuevo coronavirus o COVID-19](#)
- [Guidance for K-12 Schools: Distance Learning, School Meals, Child Care and Student Supervision](#)
- [Guidance for Using Disinfectants at Schools and Child Cares](#)
 - [Recordatorios para el uso de desinfectantes en las escuelas y guarderías](#)
- [Community care facilities, including assisted living facilities and child care](#)

9. CRITICAL MANUFACTURING

Sector Profile

The Critical Manufacturing Sector identifies several industries to serve as the core of the sector: Primary Metals Manufacturing, Machinery Manufacturing, Electrical Equipment, Appliance, and Component Manufacturing, Transportation Equipment Manufacturing Products made by these manufacturing industries are essential to many other critical infrastructure sectors.

Essential Workforce, if remote working is not practical

1. Workers necessary for the manufacturing of metals, industrial minerals, semiconductors, materials and products needed for supply chains of the critical infrastructure sectors.
2. Workers necessary for the manufacturing of materials and products needed to manufacture medical equipment and personal protective equipment
3. Workers necessary for mining and production of critical minerals, materials and associated essential supply chains, and workers engaged in the manufacture and maintenance of equipment and other infrastructure necessary for mining production and distribution.
4. Workers who produce or manufacture parts or equipment that supports continued operations for any essential services and increase in remote workforce, including computing and communication devices, semiconductors, and equipment such as security tools for Security Operations Centers (SOCs) or data centers.
5. Workers manufacturing or providing parts and equipment that enable the maintenance and continued operation of essential businesses and facilities.

10. FINANCIAL SERVICES

Sector Profile

The Financial Services Sector includes thousands of depository institutions, providers of investment products, insurance companies, other credit and financing organizations, and the providers of the critical financial utilities and services that support these functions. Financial institutions vary widely in size and presence, ranging from some of the world's largest global companies with thousands of employees and many billions of dollars in assets, to community banks and credit unions with a small number of employees serving individual communities. Whether an individual savings account, financial derivatives, credit extended to a large organization, or investments made to a foreign country, these products allow customers to: Deposit funds and make payments to other parties; Provide credit and liquidity to customers; Invest funds for both long and short periods; Transfer financial risks between customers.

Essential Workforce, if remote working is not practical:

1. Workers who are needed to process and maintain systems for processing financial transactions and services, including payment, clearing, and settlement; wholesale funding; insurance services; and capital markets activities
2. Workers who are needed to maintain orderly market operations to ensure the continuity of financial transactions and services.
3. Workers who are needed to provide business, commercial, and consumer access to banking and non-bank financial and lending services, including ATMs, lending money transmission, and to move currency, checks, securities, and payments
4. Workers who support financial operations, such as those staffing call, data and security operations centers, managing physical security, or providing accounting services.
5. Workers supporting production and distribution of debit and credit cards.
6. Workers providing electronic point of sale support personnel for essential businesses and workers.

11. CHEMICAL & HAZARDOUS MATERIALS

Sector Profile

The Chemical Sector—composed of a complex, global supply chain—converts various raw materials into diverse products that are essential to modern life. Based on the product produced, the sector can be divided into five main segments, each of which has distinct characteristics, growth dynamics, markets, new developments, and issues: Basic chemicals; Specialty chemicals; Agricultural chemicals; Pharmaceuticals; Consumer products.

Essential Workforce, if remote working is not practical:

1. Workers supporting the chemical and industrial gas supply chains, including workers at chemical manufacturing plants, workers in laboratories, workers at distribution facilities, workers who transport basic raw chemical materials to the producers of industrial and consumer goods, including hand sanitizers, food and food additives, pharmaceuticals, textiles, building materials, plumbing, electrical and paper products.
2. Workers supporting the safe transportation of chemicals, including those supporting tank truck cleaning facilities and workers who manufacture packaging items
3. Workers supporting the production of protective cleaning and medical solutions, personal protective equipment, disinfectants, and packaging that prevents the contamination of food, water, medicine, among others essential products
4. Workers supporting the operation and maintenance of facilities (particularly those with high risk chemicals and/ or sites that cannot be shut down) whose work cannot be done remotely and requires the presence of highly trained personnel to ensure safe operations, including plant contract workers who provide inspections
5. Workers who support the production and transportation of chlorine and alkali manufacturing, single-use plastics, and packaging that prevents the contamination or supports the continued manufacture of food, water, medicine, and other essential products, including glass container manufacturing
6. Workers at nuclear facilities, workers managing medical waste, workers managing waste from pharmaceuticals and medical material production, and workers at laboratories processing test kits
7. Workers who support hazardous materials response and cleanup
8. Workers who maintain digital systems infrastructure supporting hazardous materials management operations
9. Workers who support the removal, storage, and disposal of residential and commercial solid waste and hazardous waste, including landfill and recycling operations.

12. DEFENSE INDUSTRIAL BASE

Sector Profile

The Defense Industrial Base Sector is the worldwide industrial complex that enables research and development, as well as design, production, delivery, and maintenance of military weapons systems, subsystems, and components or parts, to meet U.S. military requirements. The Defense Industrial Base partnership consists of Department of Defense components, Defense Industrial Base companies and their subcontractors who perform under contract to the Department of Defense, companies providing incidental materials and services to the Department of Defense, and government-owned/contractor-operated and government-owned/government-operated facilities. Defense Industrial Base companies include domestic and foreign entities, with production assets located in many countries. The sector provides products and services that are essential to mobilize, deploy, and sustain military operations.

Essential Workforce, if remote working is not practical:

1. Workers who support the essential services required to meet national security commitments to the federal government and U.S. Military, including, but are not limited to, space and aerospace workers, nuclear matters workers, mechanical and software engineers (various disciplines), manufacturing and production workers, IT support, security staff, security personnel, intelligence support, aircraft and weapon system mechanics and maintainers, and sanitary workers who maintain the hygienic viability of necessary facilities.
2. Personnel working for companies, and their subcontractors, who perform under contract or sub-contract to the Department of Defense (DoD) and the Department of Energy (DoE) (on nuclear matters), as well as personnel at government-owned/contractor operated facilities, and who provide materials and services to the DoD and DoE (on nuclear matters), including support for weapon systems, software systems and cybersecurity, defense and intelligence communications, surveillance, sale of U.S. defense articles and services for export to foreign allies and partners (as authorized by the U.S. government), and space systems and other activities in support of our military, intelligence, and space forces.

13. INDUSTRIAL, COMMERCIAL, RESIDENTIAL, and SHELTERING FACILITIES AND SERVICES

Essential Workforce, if remote working is not practical:

1. Construction Workers who support the construction, operation, inspection, and maintenance of construction sites and construction projects (including housing, commercial, and mixed-use construction); and workers who support the supply chain of building materials from production through application/installation, including cabinetry, fixtures, doors, cement, hardware, plumbing, electrical, heating/cooling, refrigeration, appliances, paint/coatings, and employees who provide services that enable repair materials and equipment for essential functions.
2. Workers such as plumbers, electricians, exterminators, and other service providers who provide services that are necessary to maintaining the safety, sanitation, construction material sources, and essential operation of construction sites and construction projects (including those that support such projects to ensure the availability of needed facilities, transportation, energy and communications; and support to ensure the effective removal, storage, recycling and disposal of solid waste and hazardous waste)
3. Workers such as plumbers, electricians, exterminators, and other service providers who provide services that are necessary to maintaining the safety, sanitation, and essential operation of residences, businesses, and buildings such as hospitals and senior living facilities, including any facility supporting COVID-19 response.
4. Workers who support the supply chain of building materials from production through application and installation, including cabinetry, fixtures, doors, cement, hardware, plumbing (including parts and services), electrical, heating and cooling, refrigeration, appliances, paint and coatings, and workers who provide services that enable repair materials and equipment for essential functions.
5. Workers in hardware and building materials stores, consumer electronics, technology and appliances retail, and related merchant retailers, wholesalers and distributors that support essential workforce functions where sales and operations cannot be conducted online
6. Warehouse operators, including vendors and support personnel critical for business continuity (including heating, ventilation, and air conditioning (HVAC) and electrical engineers, security personnel, and janitorial staff), e-commerce or online commerce, and customer service for essential functions.
7. Workers supporting the operations of commercial buildings that are critical to safety, security, and the continuance of essential activities, such as on-site property managers, building engineers, security staff, fire safety directors, janitorial personnel, and service technicians (e.g., mechanical, HVAC, plumbers, electricians, and elevator).
8. Workers supporting ecommerce through distribution, warehouse, call center facilities, and other essential operational support functions, that accept, store, and process goods, and that facilitate their transportation and delivery
9. Workers distributing, servicing, repairing, installing residential and commercial HVAC systems, boilers, furnaces and other heating, cooling, refrigeration, and ventilation equipment.
10. Workers managing or servicing hotels or other commercial and residential buildings that are used for COVID-19 mitigation and containment measures, treatment measures, provide accommodation for essential workers, or providing housing solutions, including measures to protect homeless populations.

11. Workers responsible for the leasing of residential and commercial properties to provide individuals and families with ready access to available housing.
12. Residential and commercial real estate workers, limited to scheduled property viewings to a potential buying party. This does not extend to open-house viewings, nor viewings with more than one buying party at a time.
13. Professional services, such as legal or accounting services, when necessary to assist in compliance with legally mandated activities and critical sector services
14. Workers responsible for handling property management, maintenance, and related service calls who can coordinate the response to emergency “at-home” situations requiring immediate attention, as well as facilitate the reception of deliveries, mail, and other necessary services.
15. Workers supporting the entertainment industries, studios, and other related establishments, provided they follow covid-19 public health guidance around physical distancing.
16. Workers that provide or determine eligibility for food, shelter, in-home supportive services, child welfare, adult protective services and social services, and other necessities of life for economically disadvantaged or otherwise needy individuals (including family members)
17. Workers performing services in support of the elderly and disabled populations who coordinate a variety of services, including health care appointments and activities of daily living.
18. Workers who provide support to vulnerable populations to ensure their health and well-being including family care providers.
19. Workers providing dependent care services, particularly those whose services ensure essential workers can continue to work.
20. Workers who support food, shelter, and social services, and other necessities of life for economically disadvantaged or otherwise needy individuals, such as those residing in shelters.
21. Workers in laundromats, laundry services, and dry cleaners.
22. Workers providing disinfection services, for all essential facilities in essential sectors
23. Workers necessary for the installation, maintenance, distribution, and manufacturing of water and space heating equipment and its components.
24. Support required for continuity of services, including commercial disinfectant services, janitorial/cleaning personnel, and support personnel functions that need freedom of movement to access facilities in support of front-line employees.

Relevant Sector Guidance:

- [Cleaning & Waste Management for Residences 2/2020](#)
- [Essential/Emergency Personnel Providing Critical In-Home Services](#)
- [Home cleaning with COVID-19 positive individuals](#)
- [Recommended Strategic Approaches for COVID-19 Response for Individuals Experiencing Homelessness](#)
- [Flow Chart: COVID-19 Recommended Protocol for People Experiencing Homelessness](#)
- [Homeless Assistance Providers](#)
- [Immigrant Communities](#)
 - [Las Comunidades de Inmigrantes](#)
- [Pets & People](#)

Appendix H: COVID-19 Safety Tips for Instructors

Summer 2020

Below are F2F classroom safety tips for instructors during the pandemic. **These tips are intended to ensure a safe environment in the classroom for faculty and students, as we want everyone in our community to stay safe and healthy.** If they are followed, there should not be any reason for an infection to be transmitted or any need to go into a 14-day quarantine.

1. For your safety and the safety of your students, please consider opening your classroom a few minutes early, so that students don't congregate at the door. Please open the door and prop it open at the beginning and end of class, so there is minimal touching of the door handle. After you lock the door, please wipe the handle down with a disinfecting wipe upon departure. (Colleges should modify as per local procedures)
2. Please end class on time, so the next class of students is not congregating outside. Remind students about the six-foot floor markings.
3. If there is a class scheduled immediately after yours and your classroom has two doors, designate one as the entrance and the other as the exit for one-way traffic flow (if not already marked).
4. Encourage students to use the hand sanitizer station before starting class.
5. Encourage students to use the paper towels and disinfectants in their area. Remind students to minimize the use of shared high-touch materials and have students use individual materials to the extent possible (e.g., assigning students their own art supplies, lab equipment, computers); or limit use of supplies and equipment to one student at a time and allow time between uses to clean and disinfect the material.
6. Consider using Canvas for electronic submission of homework and assignments to minimize handling paper.
7. Use a seating chart to make it easier to distance students and track them. If a student does test positive during the semester, contact tracing may require anyone who has been in contact* with the student for **more than ten-minutes within a six foot distance** to go into self-quarantine for 14 days. If you know who was sitting that close to the student (if any), only those students need to self-quarantine. If you are diligent to keep a six-foot distance for yourself, you are not considered a close contact. If it cannot be determined who the student may have been in contact with, then the whole class (and instructor) **may** be required to go into quarantine. Inform students they will not be academically punished for missing class under these circumstances.
8. Avoid having F2F office hours to limit close contact as mentioned above. Faculty should hold office hours electronically or in a well-ventilated location where social distancing protocols can be maintained. If faculty want to hold face-to-face office hours, they should work with their division dean to identify an appropriate location that is large enough to allow for social distancing. If faculty are in close proximity with students in a conference room or office, face coverings must be worn by all individuals (unless either party has an official accommodation).
9. Face coverings (mask, scarf, or bandanna) **MUST** be worn at all times by everyone in the classroom. The only exception is for a documented accommodation. (Students can request medical exemptions from DSPS). If a student does not have a covering, give them a mask and inform them that if they

show up again without one, they cannot attend class. You can pick up masks at the administration office in Room XXX. (Colleges should identify the location.)

Below are the steps that should be followed if a student enters class and does not have a face covering:

- A. **Faculty Intervention** - Faculty member reminds student of policy and provides a facial covering. If the student is requesting a medical exemption, they should be referred to DSPS; however, they cannot remain in class without a facial covering prior to an official accommodation being granted. Students will need to wear the appropriate facial covering until the official accommodation is granted by DSPS and the documentation is presented to the instructor.

Students who refuse to wear a facial covering are given a final chance to comply, made aware of the consequence for non-compliance, which includes removal and/or suspension. If a student refuses to comply, the student is required to leave the classroom and advised not to return until they communicate with the appropriate Division Dean or Director. The student is given administrator contact information and the facial covering policy. The instructor should immediately report the removal of the student to the College President or Designee (each college should update to add appropriate "designee", provide business cards or a chart with dean/director contact information and a simple policy handout to the instructor).

- B. **Supervisor/Admin Intervention** – Administrator will review the rules and expectations with the student and impose discipline as appropriate per Administrative Procedure 5520 and the Student Code of Conduct.
- C. **Police Intervention** – If the student refuses to leave the classroom, contact campus police at (Colleges insert appropriate phone # from Academic Employee Handbook as they vary by location). The student will be cited, removed from campus, and additional discipline will be imposed by the appropriate administrator. If police are not available, contact your Division Dean or Director. If the student cannot be removed, the class should be dismissed for the day.

10. To ensure the safety of all in the classroom, instructors teaching face-to-face classes should conduct a daily, verbal symptom check with their class prior to the start of each class session (see Yuba CCD "Symptom Check Questions" handout). Inform students they will not be academically punished for missing class under these circumstances. If any employee or student indicates they have any of the listed symptoms, they might have COVID-19. Follow the steps in Protocol for Faculty & Staff when an Individual Exhibits Symptoms or Discloses they are Experiencing COVID-19 Symptoms.

*Definition of "close contact" from CDC: <https://www.cdc.gov/coronavirus/2019-ncov/php/public-health-recommendations.html>

- Household member
- Intimate partner
- Individual providing care in a household without using recommended [infection control precautions](#)
- Individual who has had close contact (< 6 feet) for a prolonged period of time (CDC states 15 minutes; CDPH states 10 minutes)

**[Student Code of Conduct](#): Section 11. Scope of Disciplinary Authority; "Good Cause" Grounds for Discipline; #7) "Display of behavior that jeopardizes their own welfare or the welfare of a member of the College or District community"