

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

When the physical school sites were closed in March, SCOE Alternative Education schools and Sepcial Education programs transitioned quickly to distance teaching and learning utilizing the Florida Virtual system and Google Meets, Zoom and other appropriate platforms to engage students virtually. Attendance was taken daily for each class; however, based on the directions from the state that no student would be harmed by the shutdown, students eventually learned that they did not have to do the work if they were satisfied with their existing grade. Never the less, teachers and staff continued to do outreach daily and keep as many students engaged as possible. Based on a survey, 61% of parents felt their student’s learning progress was satisfactory during the spring and 39% felt student progress was unsatisfactory. In spite of the parent perception of satisfactory progress, teacher and attendance reports indicate that student engagement and academic follow-through needs to be a top priority, and it is assumed that since every day, every grade, every assignment now “counts” toward a student’s final grade, student engagement will be improved as we implement consistent distance learning protocols.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Stakeholders were surveyed via phone/text surveys in addition to electronic and in person Google surveys. The return rate for Stakeholder surveys was approximately 30%.

[A description of the options provided for remote participation in public meetings and public hearings.]

The Parent/Stakeholder survey was available via phone, email or in person, or electronically through Google. The August 11, 2020 SCOE Board agenda provided advance notice of dedicated time for public input and engagement on the meeting agenda.

[A summary of the feedback provided by specific stakeholder groups.]

The parent survey reflects that parents overwhelmingly want to send their students to school for a traditional school schedule but are not presently comfortable with that option if allowed. Families prefer 100% distance learning (62%) over a hybrid model (42%) where students came onto campus in smaller groups for shorted time periods and also did Distance learning when not on campus.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

SCOE Alternative Education and Special Education programs will start the 2020-21 school year with a Distance Learning plan that will provide all the components of a high quality, rigorous educational program. Alt Ed will continue offering Independent Study as in the past. Attendance and engagement tracking will be customized to meet distance learning modalities. Ongoing, targeted and meaningful support for Sp Ed, EL, Foster and Homeless students is included in the Plan. In response to this input, SCOE will provide opportunities Special Education support as possible during school closures, and will offer virtual support on a daily basis. SCOE will also provide a phone app allowing students to access mental health services; the app is being developed by Seity and will provide a triage process to identify students in need of immediate support and provide contacts and follow up to these students. Also, SCOE, through the Distance Learning plan will provide opportunities for parents to meet virtually via zooms to discuss and share ideas for home support and coping strategies. Teachers will be provided professional development opportunities for distance teaching and increasing student engagement. SCOE Special Education programs will continue to work in collaboration with the districts they serve for students with disabilities.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Currently, all classes are offered via distance learning. Classroom-based, in person learning will resume as soon as feasible. When schools are allowed to open, we will follow the guidance of the County Public Health officer and, as allowed, maintain small class sizes to allow appropriate social distancing within the classrooms or in outdoor spaces as feasible. Classrooms will be appropriately set up and equipped to allow for health safety. SCOE has implemented a protocol addressing exposure prevention, preparedness and a response to the pandemic. A copy of the plan is attached. All teachers complete a self well check daily which is signed and submitted to HR monthly. All students and parents are also asked to complete a well check form and have their temperature taken prior to being allowed onto campus. No visitors or vendors are currently allowed on campus. Classrooms have been equipped with plexiglass barriers on each teachers desk, hand sanitizer and no more than one student and parent are allowed to meet with the teacher at a time. All desktops, doorknobs and areas of contact are wiped down between appointments. Integrated programs that are operated by SCOE Special Education will work in collaboration with the sites where the classes are located through a phased re-opening approach. Subsequent to doing student assessments, curriculum, delivery methods, and/or time frames may be modified to provide opportunities for students to learn/relearn, and practice what they may have not learned or may have lost during school closures. Daily schedules may be adjusted as needs are assessed for subjects such as math and ELA. Daily face-to-face tutoring after school, in appropriate small groups, will be offered to students at a greater risk of learning loss. The hope is that the daily in person instruction will resemble pre-covid instruction as much as realistically and healthily possible. Resuming availability of face-to-face support from mental health clinicians and Student Support Advocate will offer increased and improved services to address social and emotional well-being of students. (SCOE Pandemic Plan Attachment)

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Every student is assigned a Chromebook and assessed for internet connectivity. Students are provided hot spot devices and connectivity free of charge as needed	126,263.37	Yes
Professional Development and collaborative planning opportunities provided for teachers and staff to develop effective strategies for student engagement and improve instructional techniques to mitigate student learning loss.	43,576.36	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Virtual classrooms are set up to follow a specific daily schedule, with 240 minutes of instruction offered daily. Synchronous classes are run with Zoom or Google classrooms. Attendance is taken in each virtual class for each period. Teachers instruct from their school-based classrooms to provide them access to technology and resources. Students meet virtually in small class groups and are able to interact visually and verbally with their teachers. In Alt Ed assignments are turned in electronically. Additional support for students with IEP's or for any student who needs additional tutoring is offered on a daily basis by the resource staff, also via Zoom , Google Meets, phone, or mail. The Student Support Advocate (SSA) and the mental health clinician were enlisted as support to address the academic as well as SEL needs of especially vulnerable students, including but not limited to those who may be in transitional housing or without permanent housing, and those who may be experiencing significantly increased anxiety or depression. Outreach is done via phone calls, text messaging, and/or emails with 1:1 meetings when possible with appropriate and necessary health precautions in place. Referrals for support will be made by teachers based on their assessment of a student's need as exhibited in their virtual classrooms and contact with the student. In limited circumstances, accommodations for students in need of face-face instruction or support were created to allow them to meet with their teacher, counselor, or other support team member in small groups (five or fewer) in an outdoor, appropriately socially distanced environment with necessary health precautions (PPE) in place. For students in the Independent Learning program, their meetings with the teacher take place via Zoom, Google Meets, via phone, and in certain circumstances face to face, again with all necessary precautions in place. The curriculum is FLVS, a UC a-g approved online program already in use in the county office and which provides links, videos, exercises and assignments. Special education programs have developed a standardized instructional platform to provide continuity of program to support the transition between programs and to align with district platforms.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Upon enrollment, students and parents complete a Chromebook user contract and each student is assigned a Chromebook. Each family is asked if they have or need internet connectivity. Hot spot devices and free hot spot accessibility is provided as needed. Process for repairs and to address any tech problems is clearly communicated via letters, emails, social media postings, and robo-calls.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Daily virtual bell /class schedules will be followed to provide continuity and clarity of engagement expectations. Participation will be measured by daily attendance being taken in each class based on teacher confirmation of student presence/participation in the virtual classroom and

assignments turned in and graded/assessed by the classroom teacher. The Aeries system will be utilized to record attendance, live contacts, and synchronous/asynchronous instructional minutes. 240 minutes of instruction will be provided every day. Teachers will assign appropriate learning experiences/work assignments that meet the mandated minutes of instructional time based on grade level in both Alternative and Special Education.. By using a variety of effective teaching strategies and interactive and practice opportunities, student participation and time value of work will be assessed accurately. Tech support for students is available throughout the school day to assist them if they are having an issues with their Chromebook or connectivity to learning platforms. GoGuardian alerts teachers and administrators if a student is accessing inappropriate sites; this access can then be blocked.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Tech support is available through the SCOE help desk, so teachers have access to support throughout the school day and can call or email for support. Professional development support and training for online platforms such as Zoom and Google Meets is offered before school started and twice a month throughout the school year. Informal training is provided at least once a month or more frequently as needed or desired at the school site by teachers teaching teachers and sharing and demonstrating a variety of innovative ideas for distance learning. The district CTE director provides on-line links and sources for CTE classes on a regular basis. Teachers were provided access to online CTE support courses available within Florida Virtual System, our online curriculum provider. The Preventions department at SCOE provides resources for teachers and students related to SEL, homelessness, and other related exceptional circumstances. Special Education programs embedded a tiered support model which monitors and continues to support the professional developement needs of staff.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

The classified employee bargaining unit has agreed for flexibility in job responsibilites during the Covid -19 pandemic. Positions on campus that traditionally interact directly with students will continue to provide any "distance" service as able and will also support the Distance Learning plan as needed.. The Student Support Assistants, Military Drill staff and the Campus Supervisors are being enlisted to help track, contact and provide attendance intervention for students who are absent from their virtual class session(s). Parents/guardians are contacted during and/or after the first missed class session. A Reintegration plan was created to support site efforts in consistent and timely follow up on attendance. Sites customized the plan to include specific roles of all staff in tracking the attendance, connectivity, and mental health of students. (SCOE Reintegration Flow Chart Attachment)

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

English Learners and families are provided support with translations of assignments as well as communications from school to home, training in how to use computer applications for translation services, and individual support from teachers to re-explain assignments.. Pupils with exceptional needs are supported via the Special Education department and services from the SDC/resource teacher and para-educators who

push in to their zoom/virtual classes and provide individualized tutoring support during different hours to make sure all IEP requirements are being met. Special Education also supports the needs of itinerant staff and the regionalized programs offered by SCOE. Students in foster care or who are experiencing homelessness or are in transitional housing are supported by the full time Student Support Advocate who can assess needs, make referrals, follow up on needs, and provide emotional support.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Literacy Support	78,778.18	Yes
Mental Health Clinicians and Drug and Alcohol counselor	541,970.00	Yes
Chromebooks, MiFi's Tech Support	126,263	

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Teachers will administer assessments, both written and oral, at the beginning of the 20-21 school year. The assessments will be created collaboratively with other teachers to determine what content ideally should have been mastered, based on California state standards, during the 19-20 school year. Special attention will be paid to the content taught in the last quarter of the year when school buildings were closed.. Parents were also asked to assess their perception of learning loss in a survey. Based on the beginning of the year assessments, support services will be offered and course instruction and content may be modified to allow student necessary opportunity to learn, relearn, or review the most vital content and to provide continuity of learning as much as possible. Special Education teams will continue to report progress on student IEP goals. They will continue to teach grade level standards, "backfill" as needed based on formative assessments.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Students will be assessed at the beginning of the year and consistently during the semester. The needs of students with identified learning loss will be accommodated by differentiated teaching strategies, modified curriculum to include additional review material and skills practice, opportunities for tutorials, and possible in person instruction in an outdoor setting for groups of five or fewer students, as permitted. English Learners will be assessed for language acquisition and to ascertain what support services they need for academic success. Supplemental materials may be provided as needed in the form of text books or hard copy materials (as opposed to online or e-reading) and/or translated versions of text. Frequent informal assessments will be done throughout the first semester, with a concentration on the first quarter, to determine the rate at which identified students are catching up and demonstrating necessary mastery of content to move to the next level. Strategies for English learners, low income, homeless, foster care, and students with exceptional needs will focus on creating and maintaining close supportive relationships with students and families. Staff collaboration with parents and outside resources will be an important component of addressing learning loss and accelerating learning for these identified students. For all impacted students, the school staff will implement trauma-informed/resiliency practices to support student coping, learning, and growth. IEP's will be reviewed as needed to identify any additional accommodations or supports that need to be put in place to address learning loss and accelerate learning.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The school and staff will focus on eliminating social or emotional barriers that may limit a student's ability or initiative to engage in the distance learning process. Effectiveness will be measured by attendance and engagement tracking through the Aeries system. Staff planning time and opportunities to gather data and share input from students RE: what is working, what is not, will be provided on a regular basis. Teachers will review their lessons and planning to ensure that essential state standards are being taught. Initial assessments as well as ongoing formal, informal, formative and summative assessments will provide data to assess programmatic success or needs for modification. Consistency across school programs in assessment will contribute to real and relevant data to drive instruction and identify when and what interventions may be needed. .

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Literacy support -R180, System 44	78,778.13	Yes
FLVS	176,000	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Additional support systems and interventions have been and will continue to be developed and made available to staff, students, and families. A mental health clinician is available on site every day and a referral process is in place. A Drug and Alcohol counselor is available for all sites. The county is developing (through Seity) a student app that allows students to check in on their app and track their mental health status. There is already an app for SCOE staff through Seity, a local organization, that provides resources for staff. Our own Preventions department and the California Department of Education also provide supports and resources for family mental health and wellness needs. Through division PD teachers will have the opportunity to become well informed regarding SEL issues and support resources for students as well as themselves.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Pupil engagement begins with each student registering for school in person, receiving a Chromebook and a school email address. Students also are able to schedule an Orientation appointment 1:1 with their teacher following all safety protocols to allow staff and students to meet and make a connection. Attendance is taken daily for each class period. If a student is absent from their virtual class, their name is entered onto a list generated daily and the student/family is called. Calls will begin before the class period is completed. All contacts will be documented in the Aeries system (who called, was contact made, was message left, what number was called). This will be followed by an email message to parents. This initial call may be made by teacher, registrar/attendance clerk, or other school support personnel such as the Student Support Advocate. Messages and phone calls can be left/made in English or Spanish. When a second absence occurs, the same procedure is followed. If there has been no response from parents and a third absence occurs, a letter may be mailed and a visit to the student's home may be made by school staff member such as the School Campus Supervisor or SRO if necessary or available. The Distance learning plan includes a detailed flow chart for sites to follow to ensure immediate follow up on all student absences.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The schools will continue to provide Grab and Go meals to all students enrolled as part of the CEP program under the NSLP. As of August 31, 2020 the Grab and Go meal option is open to ALL students within the county at any site where the National School Lunch program is being offered and opened up local school districts including SCOE school sites. Grab and Go meals include breakfasts and lunch.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
4.73%	759,411

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The needs of foster youth, English Learners and low income or homeless students are considered first by assessing needs for referrals, mental health support, college and career counseling, connecting families to community resources, methods for differentiating instruction, utilizing Trauma Informed strategies , and providing health, wellness, and coping workshops for families. The needs of these student populations as a result of COVID-19 are prioritized on school sites and where additional support is needed, it is implemented and maintained to ensure student success.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

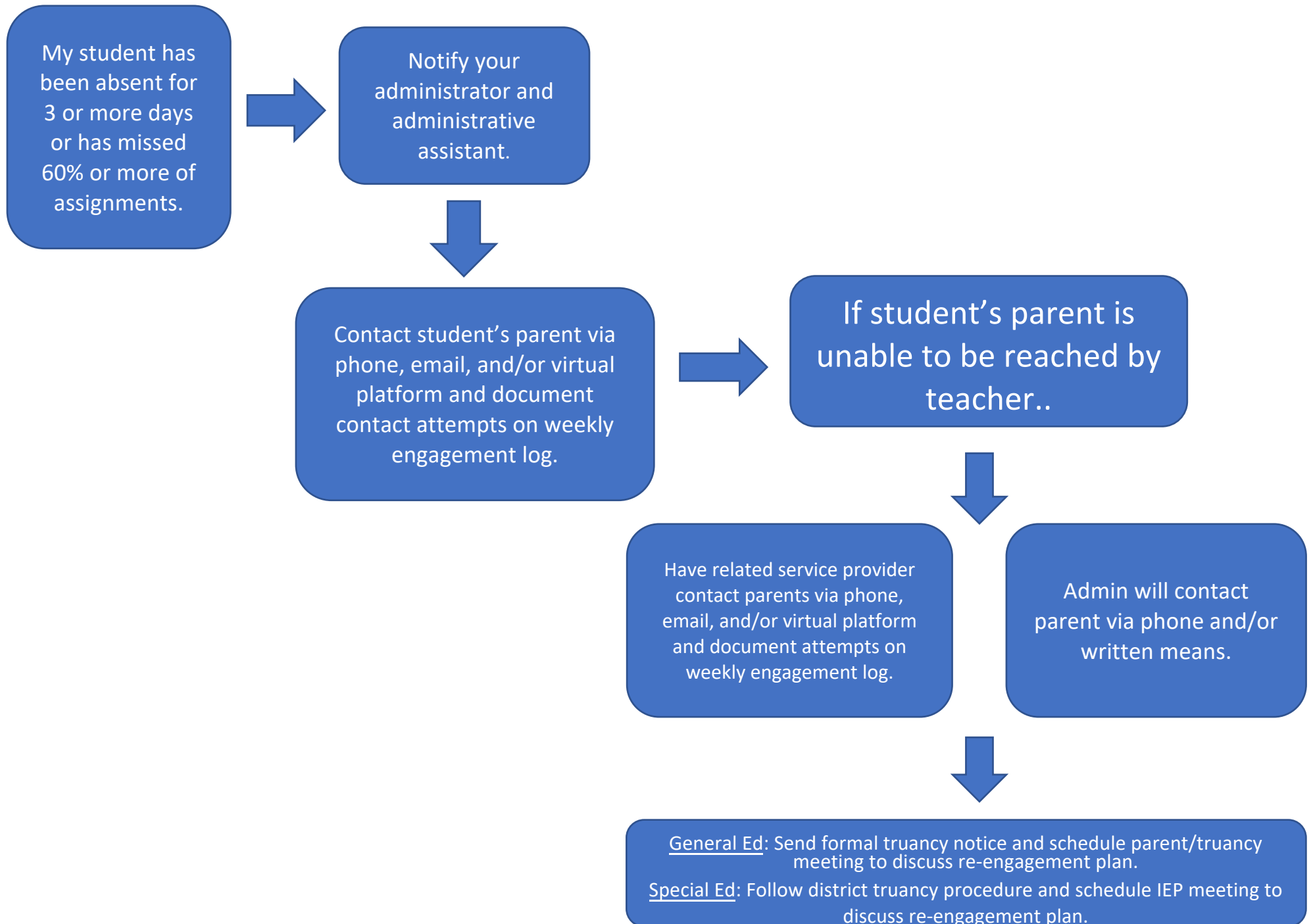
Many foster youth, English learners and low-income students experience an array of challenges and are at a higher risk for trauma, dropping out of high school, lack of stability and significant mental health issues. As a result, SCOE prioritizes the needs for these students. Due to COVID-19, the staff has identified the greater need for these student populations.

English Learners: Monitoring and coordination of the EL program is critical to the successful implementation of a high quality instructional program designed for EL students. The monitoring is to ensure that each English learner is placed in an appropriate program of instruction and that his/her progress is being monitored and tracked.

Low-Income Students: SCOE has strong relationships with community partners that support our low-income families and students. . SCOE works collaboratively with Stanislaus County Behavioral health on a variety of initiatives that support the mental health of the community. Our collaboration has afforded us the opportunity to provide our students and families with the following resources: Students and their families are connected to local services and resources and receive referral to County Health and Human services.

Foster Youth: SCOE staff will provide services that support the educational needs of foster youth students through the collaboration with county, state and local resources.

SCOE Distance Learning Re-Engagement Plan Flowchart



Stanislaus County Office of Education

Plan for Pandemics

Exposure Prevention, Preparedness, and Response

SCOE Plan for Pandemics

Exposure Prevention, Preparedness, and Response

SCOE has developed this Exposure Prevention, Preparedness, and Response Plan to be implemented, to the extent feasible and appropriate, throughout SCOE and at all of our work locations.

This Plan is based on information available from the CDC and OSHA at the time of its development, and is subject to change based on further information provided by the CDC, OSHA, and other public officials. SCOE may also amend this Plan based on operational needs.

I. Responsibilities of Managers and Supervisors

All managers and supervisors must be familiar with this Plan and be ready to answer questions from employees. Managers and supervisors must set a good example by following this Plan at all times. This involves practicing good personal hygiene and workplace safety practices to prevent the spread of the virus. Managers and supervisors must strongly encourage this same behavior from all employees. **All Managers and Supervisors are responsible to implement all aspects of this plan.**

II. Responsibilities of Employees

SCOE is asking every one of our employees to help with our prevention efforts while at work. In order to minimize the spread of COVID-19 at our workplaces, everyone must play their part. As set forth below, SCOE has instituted various housekeeping, social distancing, and other best practices at our workplaces. All employees must follow these. In addition, employees are expected to report to their managers or supervisors if they are experiencing signs or symptoms of COVID-19, as described below. If you have a specific question about this Plan or COVID-19, please ask your manager or supervisor. If they cannot answer the question, please contact Administration or Human Resources.

A. OSHA and the CDC have provided the following control and preventive guidance for all workers, regardless of exposure risk:

- Frequently wash your hands with soap and water for at least 20 seconds. When soap and running water are unavailable, use an alcohol-based hand rub with at least 60% alcohol.
- Avoid touching your eyes, nose, or mouth with unwashed hands.

- Follow appropriate respiratory etiquette, which includes covering for coughs and sneezes.
- Avoid close contact with people who are sick.

B. In addition, employees must familiarize themselves with the symptoms of COVID-19, which include the following:

- Coughing;
- **New loss of taste or smell**
- Fever; *Any temperature of 100.4 degrees Fahrenheit or higher is defined as a fever*
- Shortness of breath, difficulty breathing; and
- Early symptoms such as chills, body aches, sore throat, headache, diarrhea, nausea/vomiting, and runny nose.

This list does not include all possible symptoms. CDC will continue to update this list as we learn more about COVID-19.

If you develop a fever and symptoms of respiratory illness, such as cough or shortness of breath, **DO NOT GO TO WORK**. Call your supervisor and healthcare provider right away. Likewise, if you come into close contact with someone showing these symptoms, call your supervisor and healthcare provider right away. *Symptoms may appear 2-14 days after exposure to the virus.*

III. Workplace Protective Measures

SCOE has instituted the following protective measures at all workplaces.

A. General Safety Policies and Guidelines

- In accordance with state pandemic protocols, SCOE reserves the right to conduct health screening on employees (i.e. temperature check)
- Any employee/contractor/visitor showing symptoms of COVID-19 will be asked to leave the workplace and return home.
- All in-person meetings will be limited. To the extent possible, meetings will be held by telephone or on virtual platforms (such as Zoom). During any in-person meetings, avoid gathering in groups of more than 10 people and participants must remain at least six (6) feet apart.

- Use a facemask when in common areas or work cubicles/stations when others are present.
- Staff who need a facemask should request one from their supervisor. Face coverings will be based on local health department/CDC guidelines and/or requirements.
- Employees must avoid physical contact with others and shall direct others (co-workers/contractors/visitors) to increase personal space to at least six (6) feet, where possible. Where work cubicles are used, only necessary employees should enter the cubicles and all employees should maintain social distancing while inside the cubicles.
- No physical greeting such as a handshake or hug.
- Employees are encouraged to stagger breaks and lunches, if practicable, to reduce the size of any group at any one time to less than ten (10) people in any given break room while also practicing social distancing including personal space of six (6) feet.
- Employees are encouraged to minimize ride-sharing. While in vehicles, employees must ensure adequate ventilation.
- Please contact your supervisor for additional safety practices and procedures that may pertain to your location, classroom, or work area.

B. Workers entering Non-SCOE Building and Homes

- Employees should ask other occupants to keep a personal distance of six (6) feet at a minimum. Workers should wash or sanitize hands immediately before starting and after completing the work.
- No physical greeting such as a handshake or hug.
- Please contact your supervisor for additional safety practices and procedures regarding entering Non-SCOE buildings and homes.

C. Workplace Visitors

- The number of visitors to the workplace, including the cubicle or office, will be limited to only those necessary for the work.
- Site deliveries will be permitted but should be properly coordinated in line with the employer's minimal contact and cleaning protocols.

D. Personal Protective Equipment

- SCOE's intent is to follow the guidelines and protocols outlined by county and state officials.

E. Temporary Alternative Working Conditions Request/ Plan

- SCOE will consider Temporary Alternate Working Conditions when necessary. (see form C-19)
- Employees who believe they are or may be at greater risk of contracting or suffering medical consequences resulting from COVID-19 should file a Temporary Alternative Working Conditions Plan Form with background information and supportive statements by their physician.

F. Wellness Check-in

- All employees must conduct a self-screening upon arriving to work each day. This wellness check will be used as a guide to determine if the employee continues to work or will be sent home. (See Self-assessment Log)
- Employees will be required to check their own temperature each and every day upon to coming to work. **Any temperature of 100.4 degrees Fahrenheit or higher is defined as a fever**
- The employee will provide a completed self-assessment log to the supervisor at the end of each month. The Self-Screening log document will be entered into Laserfiche based on the most current procedures. SCOE will maintain these confidential documents for one (1) year.

IV. Workplace Cleaning and Disinfecting

SCOE has instituted regular housekeeping practices, which include cleaning and disinfecting frequently used rooms, tools, equipment, and other elements of the work environment, where possible. Employees should regularly do the same in their assigned work areas.

- Any trash collected from the workplace must be changed frequently by someone wearing nitrile, latex, or vinyl gloves.
- SCOE will ensure that hand sanitizer dispensers are always filled. Frequently touched items (i.e. door pulls and toilet seats) will be disinfected frequently.
- **Please contact your supervisor regarding fleet vehicle usage, cleaning and disinfecting procedures.**

V. Workplace Exposure Situations

Employee Exhibits COVID-19 Symptoms

If an employee exhibits COVID-19 symptoms, the employee must remain at home until he or she is symptom free for 72 hours (3 full days) without the use of fever-reducing or other symptom-altering medicines (e.g., cough suppressants).

SCOE will similarly require an employee who reports to work with symptoms to return home until he or she is symptom free for 72 hours (3 full days). To the extent practical, employees are required to obtain a doctor's note clearing them to return to work.

Employee Tests Positive for COVID-19

An employee who tests positive for COVID-19 will be directed to self-quarantine away from work. Employees that test positive and are symptom free may return to work with a doctor's note when at least fourteen (14) days have passed since the date of his or her first positive test, and have not had a subsequent illness.

Employees who test positive and are directed to care for themselves at home may return to work when: (1) at least 72 hours (3 full days) have passed since recovery; and (2) at least fourteen (14) days have passed since symptoms first appeared.

Employees who test positive and have been hospitalized may return to work when released to do so by their medical care providers. SCOE will require an employee to provide documentation clearing his or her return to work.

Employee Has Close Contact with an Individual Who Has Tested Positive for COVID-19

Employees who have come into close contact with an individual who has tested positive for COVID-19 (co-worker or otherwise) will be directed to self-quarantine for 14 days from the last date of close contact with that individual. Close contact is defined as six (6) feet for a prolonged period of time.

If SCOE learns that an employee has tested positive, SCOE will conduct an investigation to determine co-workers who may have had close contact with the confirmed- positive employee in the prior 14 days and direct those individuals who have had close contact with the confirmed-positive employee to self-quarantine for 14 days from the last date of close contact with that employee.

If applicable, SCOE will also notify any contractors, sub-contractors, vendors/suppliers or visitors who may have had close contact with the confirmed-positive employee. If an employee learns that he or she has come into close contact

with a confirmed positive individual outside of the workplace, he/she must alert a manager or supervisor of the close contact and self- quarantine for fourteen (14) days from the last date of close contact with that individual.

VI. Scheduling Options in Support of Personal Distancing and Social Mixing

Please document any agreed upon temporary alternative working conditions on Form C-19.

Yellow Cohort:

5 days a week (regular work hours) @ SCOE

Red Cohort:

Week 1 Monday/Wednesday/Friday @ SCOE; Tuesday/Thursday @ Work from home

Week 2 Monday/Wednesday/Friday @ Work from home; Tuesday/Thursday @ SCOE

Continue on a rotating schedule

Blue Cohort:

Week 1 Monday/Wednesday/Friday work remotely; Tuesday/Thursday @ SCOE

Week 2 Monday/Wednesday/Friday @ SCOE; Tuesday/Thursday work remotely

Continue on a rotating schedule

Other: see specific on Form C-19

VII. Working Remotely when Deemed Necessary

If SCOE approves an employees' request to work remotely, the following supports and criteria will be in effect:

A. *SCOE support of employees working remotely includes:*

- Employees with special/extenuating circumstances can request an assessment with their supervisor to devise a plan of support.
- Completion and approval of a Temporary Alternative Working Conditions Plan (Form C19).
- Regular communication between supervisor and employee.
- Access to an immediate supervisor for direction and guidance on work tasks
- Payment of employees' expenses that are incurred as a result of working remotely if approved by SCOE.

B. Requirements for employees working remotely:

- Maintain professional conduct on all platforms during normal/regular work hours in alignment with policies, practices, job descriptions and collective bargaining agreements.
- Adhere to SCOE's best practices.
- Appropriately use SCOE equipment under the parameters of SCOE' Technology/Use agreement and other applicable policies.
- Secure, store and transport SCOE equipment in such a way as to protect against theft or damage.
- Ensure confidential, student, personally-identifiable, and all other sensitive information is maintained in a safe manner, and is not accessible by others, consistent with SCOE policies and procedures and protect the information from unauthorized disclosure to the maximum extent possible.
- Be accessible at all times during their scheduled work times.
- Enter an absence into the Frontline system if you cannot fulfill your work obligations on that day.
- Perform their duties during their regularly scheduled work hours.
- Submit their requests for vacation, sick leave, annual leave, or use of other leave credits must be submitted and approved by their supervisor in accordance with established procedures.
- Non-exempt employees may not deviate from their assigned work schedule and are required to take their rest and meal breaks while performing work remotely in full compliance with established agreements and/or policies/procedures.
- Employees are prohibited from working additional hours outside of their temporary remote working schedule and are prohibited from working overtime without prior approval from their supervisor.
- Learn and apply ergonomic safety practices.
- Establish and maintain a safe remote working environment.
- Minimize interruptions at remote work site and make arrangements for dependent care, if applicable.

- Keep remote work areas where SCOE work is performed clean and free of obstructions.
- Inform SCOE immediately and complete all necessary and/or required documents should employees incur a work related injury while working from home.
- Make their remote work sites available for inspection by SCOE during normal work times.
- Failure to maintain a proper remote work environment, as determined by SCOE, may lead to termination of the remote work site arrangement.

VII. General Questions

Given the fast-developing nature of the COVID-19 outbreak, SCOE may modify this Plan on a case by case basis. If you have any questions concerning this Plan, please contact Administration or Human Resources.

COVID-19 Checklist for Employers and Employees

Know the Symptoms of COVID-19

- Coughing, fever, shortness of breath, and difficulty breathing.
- **New loss of taste or smell**
- Early symptoms may include chills, body aches, sore throat, headache, diarrhea, nausea/vomiting, and runny nose. If you develop a fever and symptoms of respiratory illness, **DO NOT GO TO WORK**. Call your supervisor and health-care provider immediately. Do the same thing if you come into close contact with someone showing these symptoms. *Symptoms may appear 2-14 days after exposure to the virus.*

Employer Responsibilities

- Develop a COVID-19 Exposure Action Plan.
- Conduct meetings by phone or virtually if possible. If not, instruct employees to maintain 6-feet between each other.
- Access to the workplace and work cubicle will be limited to only those necessary for the work.
- Visitors to SCOE's offices and school sites may be pre-screened to ensure they are not exhibiting symptoms.
- As necessary, supervisors will address employees if/when they are exhibiting symptoms.
- Individuals showing symptoms will be asked to leave the work place and return home.
- Provide hand sanitizer and maintain (OSHA) Safety Data Sheets of all disinfectants used on site.
- Provide Personal Protective Equipment (PPE) to any employees assigned cleaning/disinfecting tasks.

Employee Responsibilities

- Become familiar with the Exposure Action Plan and follow all elements of the Plan.
- Practice good hygiene: wash hands with soap and water for at least 20 seconds. If these are not available, use alcohol-based hand rub with at least 60% alcohol. Avoid touching your face, eyes, food, etc. with unwashed hands.
- **Use a facemask when in common areas or work cubicles/stations when others are present.**
- **All employees must conduct a self-screening upon arriving to work each day.**
- **Please contact your supervisor for additional safety practices and procedures that may pertain to your location, classroom, or work area.**
- **Please contact your supervisor for additional safety practices and procedures regarding entering Non-SCOE buildings and homes.**
- **Please contact your supervisor regarding fleet vehicle usage, cleaning and disinfecting procedures.**

Cleaning/Disinfecting Workplaces and Other Protective Measures

- Clean and disinfect frequently used tools and equipment on a regular basis. This includes other elements/areas of the work place where possible. Employees should regularly do the same in their assigned work areas.
- Clean shared spaces such as cubicles and break/lunchrooms at least once per day.
- Disinfect shared surfaces (door handles, machinery controls, etc.) on a regular basis.
- Avoid sharing tools with co-workers. If not, disinfect before and after each use.
- Trash collected from the workplace must be changed by someone wearing gloves.

Critical Points to Remember

Employee Responsibilities

- Frequently wash your hands with soap and water for at least 20 seconds. When soap and running water are unavailable, use an alcohol-based hand rub with at least 60% alcohol. Always wash hands that are visibly soiled.
- Use a facemask when in common areas or work cubicles/stations when others are present.
- All employees must conduct a self-screening upon arriving to work each day.
- Cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow.
- Avoid touching your eyes, nose, or mouth with unwashed hands.
- Avoid close contact with people who are sick.
- Employees who have symptoms (i.e., fever, cough, or shortness of breath) should notify their supervisor and stay home—DO NOT GO TO WORK.
- Sick employees should follow CDC-recommended steps. Employees should not return to work until the criteria to discontinue home isolation are met, in consultation with healthcare providers and state and local health departments.
- Please contact your supervisor for additional safety practices and procedures that may pertain to your location, classroom, or work area.
- Please contact your supervisor for additional safety practices and procedures regarding entering Non-SCOE buildings and homes.
- Please contact your supervisor regarding fleet vehicle usage, cleaning and disinfecting procedures.

General Work Place / Office Practices

- Clean AND disinfect frequently touched objects and surfaces such as workstations, keyboards, telephones, handrails, and doorknobs. Dirty surfaces can be cleaned with soap and water prior to disinfection. To disinfect, use products that meet EPA's criteria for use against SARS-CoV-2, the cause of COVID-19, and are appropriate for the surface.
- Avoid using other employees' phones, desks, offices, or other work tools and equipment, when possible. If necessary, clean and disinfect them before and after use.
- Clean and disinfect frequently used tools and equipment on a regular basis.
 - This includes other elements of the work place where possible.
 - Employees should regularly do the same in their assigned work areas.
- Clean shared spaces such as cubicles and break/lunchrooms at least once per day.
- Disinfect shared surfaces (door handles, machinery controls, etc.) on a regular basis.
- Avoid sharing tools with co-workers if it can be avoided. If not, disinfect before and after each use.
- Any trash collected from the workplace must be changed frequently by someone wearing gloves.
- SCOE's intent is to follow the guidelines and protocols outlined by county and state officials.

Resources

COVID-19 INDUSTRY GUIDANCE: Schools and School Based Programs,
<https://files.covid19.ca.gov/pdf/guidance-schools.pdf>

Centers for Disease Control and Prevention: Coronavirus Disease 2019 (COVID-19)
<https://www.cdc.gov/coronavirus/2019-ncov/faq.html>

SCOE COVID-19 Information & Resources: <https://www.stancoe.org/coronavirus>

Temporary Alternative Working Conditions Request/Plan Form C-19

Employee: Please complete the top portion of this form and submit to your supervisor.

Employee Name:

Supervisor Name:

Date of request:

☐ The SCOE Plan for COVID 19 (Exposure Prevention, Preparedness, and Response) has been reviewed. _____ (initials of employee)

Rationale for request:

Duties to be performed while working remotely:

In compliance with the Governor's Executive Order and guidance from the Stanislaus County Public Health Officer, Stanislaus COE shall attempt to implement the following on behalf of the requesting employee.

Supervisor: Please outline the plan in the space provided. The plan for temporary alternative working conditions should include days of week, hours of day, duty location, etc.

Scheduling Options: Start: _____ (date) End: _____ (date)

Suggested scheduling option chosen: _____ (color cohort)

OR

Check agreed upon in office days: ☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday

Check agreed upon remote work days: ☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday

If work hours are adjusted, please indicate new temporary hours: _____

Should it be determined that these provisions cannot be met, or that the job cannot be sufficiently performed under these conditions, this plan will be terminated.

Requested By - Employee name and signature:

Date:

Reviewed By - Supervisor name and signature:

Date:

Approved By - Cabinet name and signature: Agreed To By -

Date:

HR/Administration name and signature:

Date:

Stanislaus County Office of Education Self Screening Log

All employees must conduct a self-screening upon arriving to coming to work each day. **Use a facemask when in common areas or work cubicles/stations when others are present.**

Each employee must log/sign that they have conducted the self-screening and are free of symptoms outlined below.

1. I am not experiencing any symptoms such as current or recent fever (100.4° or higher), new or worsening cough, new or worsening shortness of breath or respiratory illness, Sudden lack of taste or smell, Sudden onset of unexplained gastrointestinal illness, chills, body aches, sore throat, headache, running nose.
2. I have not been in close contact with anyone who has been diagnosed with COVID-19.
3. I have not been in close contact with anyone who is experiencing symptoms of COVID-19, but is yet to be confirmed.
4. I am not living with – or, in close contact with anyone such as a family member who is experiencing symptoms or has been confirmed as positive for COVID-19.
5. I have not traveled outside of the continental United States within the past 14 days.

****CLOSE CONTACT** is defined as: Being within approximately 6 feet of a COVID-19 case for a prolonged period of time; close contact can occur while caring for, living with, visiting, or sharing a healthcare waiting area or room with a COVID-19 case or having direct contact with infectious secretions of a COVID-19 case (being coughed on).

I certify that I have self-screened prior to coming to work:

[illegible]