

# 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>.

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## General Information

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

Pioneer Union School District (PUSD) is fortunate that the number of cases and positivity rate for the location of all three of our schools in Southern El Dorado county is very low, a total of 5 cases to date. One of the greatest concerns we have is the learning loss students encountered due to lack of connectivity and engagement during distance learning in the Spring of 2020. We're also very concerned about food and shelter security for our families who are experiencing economic distress. In addition, even though our counselor provided multiple platforms for student engagement, socialization and counseling, very few students connected on line during distance learning in the Spring.

PUSD was successful in securing 200 additional Chromebooks for distance learning but had difficulty securing Hotspots that would serve our rural community effectively. We have recently received 30 Verizon or Universal Hotspots for our families. We are concerned that we will need additional Hotspots for families that are overseeing multiple children during virtual synchronous instruction.

Teachers also experienced challenges with connectivity as they shared their resources with other family members.

## Stakeholder Engagement

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

Students in grades 4th – 8th were invited to complete a California Healthy Kids Survey on Learning From Home during Spring 2020 regarding their participation in distance learning, parent support and engagement.

Families were surveyed through Aeries in March 2020, to determine their access to technology and reliable connectivity. Follow-up phone calls were made by office staff to determine specific needs related to technology and connectivity.

All staff were invited to attend a planning meeting June 1, 2020 to review options for in-person instruction and distance learning. Parents were sent surveys June 11, 2020 with information about in-person instruction and distance learning and were requested to complete and submit the surveys by July 20, 2020. Parents were notified using Blackboard Connect about the surveys. The surveys were posted on our web site.

Letters were sent via e-mail and posted to our website July 10, 2020; July 24, 2020; and July 31, 2020 updating parents and staff on instructional planning.

Approval of proposed 2020-21 calendar reflecting modified Hybrid schedule due to COVID-19 guidelines was on the June 11, 2020 PUSD Board meeting agenda as an action item.

Labor groups and management were invited to a meeting July 22, 2020 to discuss plans for opening all school sites for in-person learning using a hybrid model.

PUSD April 21, 2020 Stakeholder Advisory Group STEER Pioneer meeting was cancelled due to campus closures.

Mountain Creek Middle School Site Council April 21, 2020 meeting was cancelled due to campus closures.

Pioneer Elementary School Site Council May 7, 2020 meeting was cancelled due to campus closures.

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

The June 1, 2020 staff planning meeting was held on Zoom. Staff could attend remotely from home or their assigned school site.

Approval of proposed 2020-21 calendar reflecting modified hybrid schedule due to COVID-19 guidelines was on the June 11, 2020 PUSD Board meeting agenda as an action item. Provisions were made to move the Board meeting to the multi-purpose room if room capacity exceeded the social distancing guidelines.

Update/Discussion on 2020-2021 Re-entry Plan was an agenda item on the July 23, 2020 Special Board meeting. The Board meeting was moved to the multipurpose room to accommodate social distancing guidelines.

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

Eighty percent of students who participated in the CHKS on Learning From Home reported that they worked on school work 5 days a week during campus closures.

Thirty-five percent of 6-8 grade students participated in the Spring CHKS on Learning From Home.

Twenty percent of 4th and 5th grade students participated in the CHKS on Learning From Home.

Based on our technology survey in March, 139 Chromebooks were loaned out to students for the remainder of the 2019-20 school year.

Thirty hotspots were ordered, but were on back order through June due to demand.

Surveys representing 150 students were completed by parents by July 21, 2020.

Seventy-eight percent of parents indicated that they preferred in-person learning for their child(ren).

Seventeen percent of parents indicated that they preferred live-streamed instruction at home for their child(ren).

Eighteen parents requested Home School/Independent Study for their child(ren).

Staff, students and parents indicated that there was limited engagement by students in distance learning in most grades levels during spring 2020.

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

Instructional option descriptions were emailed to the Pioneer Faculty Association President and middle school staff in early July to review, provide feedback and meld with criteria they were developing on accountability for students who participate in synchronous distance learning and asynchronous instruction.

Certificated groups preferred a hybrid model that reflected in-person interaction with students every other day. Based on input from the Maintenance and Operations Coordinator, we decided for the purpose of disinfecting campuses an AABB Hybrid schedule would be implemented.

Staff and parent concerns about student engagement and internet connectivity influenced PUSD to create free childcare centers on campus to provide distance learning support to students on days they were not scheduled to attend class in the hybrid model.

Thirty Hotspots and 100 Chromebooks were purchased to address inequities in student access to technology for distance learning.

Initially, PUSD was offering a Hybrid in-person and Home School/Independent Study model to all students TK-8. Staff input and State guidelines for student engagement prompted us to create a Virtual Academy. The Virtual Academy is offered to students who would prefer to engage in daily live-streamed instruction from home or childcare.

PUSD capped the Home School/Independent Study enrollment at 14 students. We currently have 4 students on the waiting list for Home School/Independent Study who are currently enrolled in the Virtual Academy.

Middle School staff created a Virtual Academy contract for students. The contract was modified for elementary students based on staff input. The Learning Continuity Plan was presented at the August 12, 2020 Board meeting for stakeholder review and provide feedback.

## 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.]

Parents and guardians were mailed information about instructional options in June 2020. The information was also available on our website. Parents were requested to submit in writing the instructional option they preferred for their child(ren) by July 20, 2020.

#### Option 1: Traditional In Person Instructional Program

- All students electing to return to Pioneer Elementary School and Mountain Creek Middle School will attend school 2-3 days per week on a hybrid schedule. All students attending Walt Tyler Elementary School will attend 5 days per week due to the small class numbers.
- Students will have access to daily synchronous (live) instruction and support from their teacher on days they don't attend school. Students will also have access to asynchronous instruction in multiple content areas and resources through standards-aligned online curricula containing pre-recorded lessons, activities, and tutorials. Students and parents will be required to sign a Pioneer Union School District Virtual Academy and Hybrid Distance Learning Instructional Programs Student Contract.
- CDE Guidelines require face coverings for students in grades 3 – 8 and recommend face coverings for students in preschool – grade 2. Until this requirement is lifted, we will need to require all staff and students in grades 3-8 to wear face coverings except for times such as when outside for PE and lunch. We highly recommend PreK-2nd grade students wear face coverings. All students will be required to wear face coverings on the bus. (If a child has a health condition that makes a face covering dangerous, a doctor's note will allow that child an exemption from wearing a face covering.)
- Classrooms will be arranged so that all desks face the same way, with as much space as possible between them.
- Each student will have their own texts, supplies, computer device, and materials so there is as little sharing as possible.
- Teachers will have individual clear partitions available to utilize during small group instruction times so that students involved can socially distance safely.
- Additional disinfecting will occur at frequent touch points in common areas and each evening in all areas of the school.
- Students are strongly advised to bring their own filled water bottle each day. Drinking fountains will be turned off, but classroom sinks can be used to refill water bottles.
- Each room, common areas, and cafeterias will have additional hand sanitizing stations.
- Teachers and Health Clerks shall provide developmentally appropriate instruction to students regarding hygiene practices necessary to stem the spread of the virus, how to wash their hands appropriately, and to keep their hands away from their face.
- Students will be prompted to wash their hands using sanitizer or soap and water before and after recess, prior to eating, after coughing or sneezing, and before and after using the restroom.
- We will require parents to screen their child/children each morning before bringing them or sending them to school. We will provide a list of screening questions. If you do not have a thermometer to use in taking your child's temperature each morning, you may ask for one from your child's school office. Temperature screenings will be conducted at each school as students arrive on campus. All staff will complete a health screening daily.
- At the start of the year, schools will refrain from large group gatherings, such as in person field trips, assemblies, programs, and such. Schools will seek options such as virtual field trips. Award ceremonies and other special events will be held within classrooms with their own cohort of students.
- Cohorts of students will be kept together as much as possible at lunch, recess, and other times throughout the day to minimize contact with additional people.
- If a parent comes on campus to check in or check out a student, they will be required to wear a face covering and to physically distance in the office or walking anywhere on the campus, face coverings will not be furnished to parents. Restrooms will not be accessible to parents or visitors to campus.
- Extended Day will be provided before and after school.

Teachers will use Beginning of the Year (BOY) benchmark assessments in core content areas to assess student knowledge and application of prerequisite grade level standards. Teachers will utilize benchmark assessments to inform instructional planning. Teachers will continue to use the publisher aligned core content formative, interim and summative assessments to plan instruction and intervention. Teachers will provide individual and small group support when students are in attendance using the hybrid model. The intervention specialist will provide additional support to students in small groups or individually. Students attending Childcare on days they are not attending school on the hybrid schedule will get additional support from Distance Learning Support staff. All hybrid students and Virtual Academy students will participate in synchronous virtual instruction when not attending in person.

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

Description	Total Funds	Contributing
Additional certificated staff at Walt Tyler to provide 5 day a week instruction in small class setting to accommodate social distancing.	27,987.00	Yes
Distance Learning Support staff for Childcare centers.	28,596.00	Yes
Increased counselor from 3 days per week to 4 days per week.	26,684.00	Yes
Intervention Specialist to provide designated ELD, instructional support and coaching and intervention in-person and virtually.	48,057.00	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.]

Option 2: Pioneer Virtual Academy (Should campuses be forced to close due to COVID-19, all students in the in-person hybrid model will be enrolled in the full-time virtual academy.)

Students selecting the Pioneer Virtual Academy, will be assigned to a highly qualified, certificated PUSD teacher.

- Pioneer Virtual Academy's foundation will be K-8 California State Standards Curriculum.
- Students will be graded using the PUSD report card system.
- There will be a comprehensive and robust learning platform using the Google Classroom Suite where curriculum, communication with teacher, student performance data, and audio-visual tools will be housed and accessed by students, teachers, and families.
- Teachers will be able to upload additional materials, lessons and videos into the Google Suite for easy access for students and their families.
- 6-8th grade students will have access to optional virtual enrichment courses in addition to their four core subjects, such as instrumental music or VAPA.
- Pioneer Virtual Academy will provide students with daily synchronous (live) instruction and support from their teacher. Participating students will also have access to asynchronous instruction in multiple content areas and resources through standards-aligned online curricula containing pre-recorded lessons, activities, and tutorials.
- Students may be invited to meet in person with their teacher in small groups. A schedule will be developed so that physical distancing can occur.
- Students enrolled in the Pioneer program will remain simultaneously enrolled in their school of residence and may transfer back to the traditional setting in their neighborhood school as conditions permit.
- Enrollment for the Pioneer Virtual Academy is being established now. Enrollment into the program is not for short term absences from school. Students should plan on remaining in distance learning for a minimum of one trimester.
- Participation in the program requires students to engage in learning activities over the Internet. Participating students will need reliable Internet access and a device, such as a Chromebook or computer. If necessary, a device may be checked out to your child.
- Although the lessons and learning activities will be taught and facilitated by a Pioneer Union School District teacher, parents, guardians, or caregivers with a student in distance learning should be prepared to provide additional academic support and encouragement to their child.
- Students and parents will be required to sign a Pioneer Union School District Virtual Academy Instructional Programs Student Contract.

Teachers will use Beginning of the Year (BOY) benchmark assessments in core content areas to assess student knowledge and application of prerequisite grade level standards. Teachers will utilize benchmark assessments to inform instructional planning. Teachers will continue to

## **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.]

Elementary teachers will take attendance daily for students in hybrid instruction and synchronous virtual instruction. In addition, elementary teachers have scheduled multiple daily periods of synchronous instruction and will take attendance during each period. Middle school teachers will take attendance during every period for both in-person instruction and synchronous virtual instruction. The Home School/Independent Study teacher will meet with students daily for a minimum of 30 minutes in person or via virtual instruction based on parent request. Attendance will be taken daily for Home School/Independent Study students.

For the 2020-21 school year, instructional time offered through distance learning includes synchronous and/or asynchronous instruction and is calculated based on the time value of assignments made by the teacher. In distance learning, instructional time is calculated based on the time value of assignments made by the teacher. Those assignments include assigned instruction or activities delivered through synchronous or asynchronous means. Synchronous opportunities may include full group instruction, peer interaction, and collaboration, two-way communication, small group breakouts, or individual office hours. The delivery method matches the purpose of the current learning outcome, corresponding task, and program placement (i.e. Language Acquisition Program). At times, new content is delivered asynchronously utilizing synchronous time for peer interaction, small group breakouts, or individual office hours. Inversely, at times content may require synchronous opportunities to include direct instruction on new content. All modes provide students a means of checking for understanding and progressing based on that understanding. For English learners, checking for understanding includes opportunities to have oral conversations to elaborate on the language necessary to articulate what is understood and ask questions for clarifying what is not fully comprehended. For students with disabilities, instructional time is determined by the Individualized Education Program (IEP) team, as instructional delivery is appropriately adapted to the unique needs of the student. Additionally, instruction and activities are aligned to learning objectives and goals specified in the IEP.

## **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.]

Teachers were provided the opportunity for 3 additional days of extra service pay prior to the 2020-21 school year to participate in professional development and collaborative planning.

Elementary teachers are provided release time to self-select professional development to support synchronous and distance learning. Teachers are invited to attend the Distance Learning Playbook Institute provided by the El Dorado County Office of Education. Instructional assistants participated in online instruction via Google Classroom from March - May 2020 in areas of mathematics developmental understanding, modeling and support. IAs also participated in collaborative Google Classroom discussions on literature related to foundational literacy instruction. In addition, they participated in on-line learning related to trauma informed practices. Administration shared with staff websites for the California Collaborative and El Dorado County Office of Education (EDCOE) distance learning resources.

Teachers participated in Eduprotocol training.

Administration contracted with a consultant to provide distance learning technology support in June for all certificated staff and interested distance learning support staff.



use the publisher aligned core content formative, interim and summative assessments to plan instruction and intervention. Teachers will be provided with release time to schedule in-person assessments with students enrolled full-time in the virtual academy.

#### Option 3: Pioneer Independent Study/Home School Program

- Pioneer Independent Study/Home School Program's foundation will be K-8 California State Standards Curriculum.
- Students will be graded using the PUSD report card system.
- There will be a comprehensive and robust learning platform where curriculum, communication with teacher, student performance data, and audio-visual tools will be housed and accessed by students, teachers, and families. The platform is adaptive and gives feedback to students as they work through activities. Parents are able to access the platform and monitor real time data alongside their student.
- Teachers will be able to upload additional materials, lessons, videos, and video-taped lessons into the platform for easy access for families.
- Participating students will also receive asynchronous instruction and resources through a standards-aligned online curriculum which will contain pre-recorded lessons, activities, and tutorials.
- Pioneer Independent Study/Home School Program's students are provided with a robust kit of standardized curriculum materials, such as workbooks, books and manipulatives that are delivered directly to the student's home at the start of the school year.
- Students will be invited to meet with their teacher daily in person or virtually for a minimum of 30 minutes. A schedule will be developed so that physical distancing can occur.
- Students enrolled in the Pioneer Independent Study/Home School Program will remain simultaneously enrolled in their school of residence and may transfer back to the traditional setting in their neighborhood school as permitted. Students should plan on remaining in distance learning for a minimum of one trimester.

The Home School/Independent Study teacher will meet with students a minimum of 30 minutes every day. The Home School/Independent Study teacher will utilize the same assessments as the hybrid teachers to monitor student progress and address instructional needs. The Intervention Specialist will meet with English Learners in all three instructional models to provide designated English language support. Core classroom teachers will provide integrated English language development.

### 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.]

Families were surveyed through Aeries in March 2020, to determine their access to technology and reliable connectivity. Follow-up phone calls were made by office staff to determine specific needs related to technology and connectivity.

Students participating in all three instructional models can check out Chromebooks and Hotspots to support distance learning.



PUSD will continue to partner with EDCOE to provide professional development in distance learning and technology support.

## Staff Roles and Responsibilities

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

Certificated staff: Identify anticipated distance learning student needs based on previous data and on formative assessments within the first month of school. Develop clear, consistent ways to solicit feedback from students participating in distance learning, their parents, and support staff. Establish a relationship between data outcomes and practices or strategies that were implemented.

Classroom instructional assistants have been assigned to provide distance learning support in our childcare centers.

The counselor provides individual, small group and cohort social-emotional support through instruction and stories both in-person and virtually.

The counselor is conducting empathy interviews with students struggling to engage in instruction on a regular basis.

All teachers provide in-person instruction and synchronous instruction for students on hybrid schedule or enrolled in the Virtual Academy. In addition, teachers provide all students with access to resources for asynchronous learning.

## 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 will have opportunities for direct instruction in English Language Development from the Intervention Specialist. English learners also have the opportunity to participate in integrated ELD during synchronous instruction and in-person instruction.

Students on IEPs enrolled in our Virtual Academy will have access to virtual instruction daily from the Education Specialist or Special Education Instructional Assistants. Homeless students are given priority for enrollment in our Child Care Centers where they get access to technology and connectivity, support from Distance Learning support personnel for synchronous and asynchronous instruction and breakfast and lunch. Students enrolled in the hybrid model will have daily instruction in-person, synchronous virtual instruction, or asynchronous instruction.

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

Description	Total Funds	Contributing
Purchase of Chromebooks and Hotspots and streaming microphones for the classrooms	37,914.45	Yes

## 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 use Beginning of the Year (BOY) benchmark assessments in core content areas to assess student knowledge and application of prerequisite grade level standards. Teachers will utilize benchmark assessments to inform instructional planning. Teachers will continue to use the publisher aligned core content formative, interim and summative assessments to plan instruction and intervention. Teachers will provide individual and small group support when students are in attendance using the hybrid model. The intervention specialist will provide additional support to students in small groups or individually. Students attending Childcare on days they are not attending school on the hybrid schedule will get additional support from Distance Learning Support staff. All hybrid students and Virtual Academy students will participate in synchronous virtual instruction when not attending in person. The Home School/Independent Study teacher will meet with students a minimum of 30 minutes every day. The Home School/Independent Study teacher will utilize the same assessments as the hybrid teachers to monitor student progress and address instructional needs. The Intervention Specialist will meet with English Learners in all three instructional models to provide designated English language support. Core classroom teachers will provide integrated English language development.

## 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.]

Pioneer Union School District's model is a three-tiered approach to instruction and intervention that includes all components of the MTSS/RTI2 model. To address learning loss and accelerate learning, the intervention specialist will implement the following actions and strategies:

One-on-one and small-group instructional support will be provided to identified at-risk students, using available 2019-2020 assessments and spring distance learning participation information. Additional students will be identified through beginning-of-year assessments and teacher/parent feedback in 2020-2021. The district intervention progress team will change monthly meetings to a bi-monthly format, in order to prioritize our response to students with the greatest need. The district counselor and education specialist will provide support for social, emotional and behavioral needs, as well.

The intervention specialist will collaborate with teachers to prioritize instruction of current grade-level content, so appropriate scaffolding can be provided to fill in gaps in prerequisite skills. Remediation and intervention will be provided in a "just-in-time" manner, so students spend the maximum amount of instructional time learning grade-level content, rather than spending large chunks of time reviewing content that may have been missed last year. Teachers will be supported with collaboration time and professional development that enhances accelerated learning techniques and strong instructional strategies.

## 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.]

English learners, economically disadvantaged students, and students with disabilities or housing insecurity will be explicitly supported, regardless of the instructional model in which these students participate. Support for these students will include previewing/reviewing core content, providing explicit direct instruction in vocabulary and required prior knowledge. These students will be given priority for intervention and support services that work with each family's needs. To accelerate learning, the district will identify additional learning opportunities during periods of time when the student is not physically on campus. These additional learning opportunities will also include options for before or after school intervention in the family's preferred format, in person or online.

The effectiveness of implemented services and supports will be measured through a variety of tools. For individual students, intervention plans record the strategies being used and their level of effectiveness. Individual intervention plans are developed by the intervention progress team. These at-risk students will be monitored weekly by classroom teachers and the intervention specialist, including attendance and participation in distance learning, if necessary. Student assessment data is collected and reviewed at the bi-monthly intervention progress team meetings. Grade-level PLC teams will review formative assessment practices, including formal and informal teacher-collected data, such as exit tickets, checks-for-understanding, math facts and reading fluency checks.

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

Description	Total Funds	Contributing
Dedicated homeschool teacher	35,134.00	
Other costs previously mentioned - Intervention coordinator, extra time for aides in daytime learning support, devices to support distance learning		

## 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.]

We have increased the time our counselor is available by an additional day per week.

The school counselor is tasked with the responsibility of monitoring the mental, social, and emotional well-being of staff and students during the school year, especially in light of the added stress brought on by COVID-19. Weekly check-ins with teachers will provide them with a platform to share concerns for either themselves or their students. This flow of information allows for resources to be emailed out to teachers or informal student check-ins to be conducted, followed by parental contact and permission for further counseling, if deemed necessary or requested by the parent. Weekly story times are provided in K-5th classes, discussing general social skills as well as generating discussions around some of the concerns that COVID brings. Weekly discussions and questions are conducted through ELA on the Mountain Creek campus as well, helping to build students' resiliency during this tough time. School staff, parents and students will have access to a digital referral system through the Counselor's Corner website, providing for the ability to make needs known in an easy and efficient manner, with follow-up by the school counselor; appointments may be made for in-person, phone, or Zoom meetings to shore up needs or concerns. Parents and community members may also take advantage of counseling resources by asking questions via email or a Google Voice phone number (allowing for text as well as talk), reading weekly newsletters (delivered via email) packed full of encouragement, self-care ideas, and parenting information, or accessing the Counselor's Corner website, complete with a variety of resources. Lastly, as an Anxiety & Stress Management Specialist (via the American School Counseling Association) the school counselor has many tools and strategies to help the school community both recognize and alleviate stress. Likewise, the creation of a Stress Assessment Tool, will be valuable in evaluating the amount and the impact of an individual's stress. Once assessed, strategies or resources can be applied before the stress becomes life-threatening. The counselor will conduct empathy interviews with students identified as not engaging in instruction on a daily basis.

## 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.]

Students selecting the Pioneer Virtual Academy, will be assigned to a highly qualified, certificated PUSD teacher. Virtual Academy can also be accessed during non-attendance days with the Hybrid Model.

- Pioneer Virtual Academy's foundation will be K-8 California State Standards Curriculum.
- Students will be graded using the PUSD report card system.
- There will be a comprehensive and robust learning platform using the Google Classroom Suite where curriculum, communication with teacher, student performance data, and audio-visual tools will be housed and accessed by students, teachers, and families.
- Teachers will be able to upload additional materials, lessons and videos into the Google Suite for easy access for students and their families.
- 6-8th grade students will have access to optional enrichment courses in addition to their four core subjects, such as instrumental music or VAPA.

- Pioneer Virtual Academy will provide students with daily synchronous (live) instruction and support from their teacher. Participating students will also have access to asynchronous instruction and resources through standards-aligned online curricula containing pre-recorded lessons, activities, and tutorials.
- Students may be invited to meet in person with their teacher in small groups. A schedule will be developed so that physical distancing can occur.
- Students enrolled in the Pioneer program will remain simultaneously enrolled in their school of residence and may transfer back to the traditional setting in their neighborhood school as conditions permit.
- Enrollment for the Pioneer virtual Academy is being established now. Enrollment into the program is not for short term absences from school. Students should plan on remaining in distance learning for a minimum of one trimester.
- Participation in the program requires students to engage in learning activities over the Internet. Participating students will need reliable Internet access and a device, such as a Chromebook or computer. If necessary, a device may be checked out to your child.
- Although the lessons and learning activities will be taught and facilitated by a Pioneer Union School District teacher, parents, guardians, or caregivers with a student in distance learning should be prepared to provide additional academic support and encouragement to their child.

Pioneer Union School District

Mountain Creek Middle School

Virtual Academy and Hybrid/Distance Learning Instructional Programs

Student Contract

1. The purpose of this contract is to establish clear guidelines and expectations for holding students and parents accountable for school attendance on a daily basis. Students are expected to attend school each day (either virtually or physically) no matter what model school their child(ren) is participating in any time throughout the school year (hybrid or 100% distance learning).
2. If a student has elected to be a virtual student and they break the requirements of the signed contract (which will be evaluated at the end of each grading period), that student will be given an at-risk form. They will be given a six (6) week probationary period to raise their grades and improve attendance to meet the contract requirements for grades and attendance.

Students will receive a failing grade in any class in which they do not meet grade and attendance requirements.

The grade and attendance requirements are:

- ! Have at least a 2.0 GPA in each course
- ! Not earn more than one failing grade per course in a year

! Not earn more than two failing grades in the last trimester

! Maintain an attendance rate of 80% or higher

3. Students who are attending classes virtually (hybrid or 100% distance learning) will be live-streamed in through Google Meet on Google Classroom for the full duration of the core class period.

a. Teachers will take attendance at the beginning of each period for students both physically and virtually present. Students attending virtually and physically will be held accountable by the teacher for progress throughout the class period.

b. Students are responsible for all behavior related expectations that are outlined in the student handbook, the behavior matrix, and teacher classroom expectations. The above expectations will be applicable for all students, both virtually and physically present.

c. For the protection and privacy of all students and staff, all school video recording and/or reproduction of video recordings is prohibited. (BP5131.8 Mobile Communication Devices)

Pioneer Union School District

Pioneer and Walt Tyler Elementary Schools

Virtual Academy and Hybrid/Distance Learning Instructional Programs

Student Contract

1. The purpose of this contract is to establish clear guidelines and expectations for holding students and parents accountable for school attendance on a daily basis. Students are expected to attend school each day (either virtually or physically) no matter what model school their child(ren) is participating in any time throughout the school year (hybrid or 100% distance learning).

2. If a student has elected to be a virtual student and they break the requirements of the signed contract (which will be evaluated at the end of each grading period), that student will be given an at-risk form. They will be given a six (6) week probationary period to raise their grades and improve attendance to meet the contract requirements for grades and attendance.

3. Students who are attending classes virtually (hybrid or 100% distance learning) will be live-streamed in through, Zoom, Google Meet on Google Classroom, and other streaming platforms for instruction in core content. Students will be required to attend live-streaming of instruction until released by their teacher.

a. Teachers will take attendance during each instructional session for students virtually present. Students attending virtually and physically will be held accountable by the teacher for progress throughout the class period.

- b. Students are responsible for all behavior related expectations that are outlined in the student handbook, the behavior matrix, and teacher classroom expectations. The above expectations will be applicable for all students, both virtually and physically present.
- c. For the protection and privacy of all students and staff, all school video recording and/or reproduction of video recordings is prohibited. (BP5131.8 Mobile Communication Devices)

Teachers will identify students who are not engaging in instruction or are at risk of learning loss and will schedule a virtual or in-person conference with the student and parent to identify barriers to engagement and develop resources and intervention. Students who do not improve attendance or engagement will be referred to the Attendance Clerk. The attendance clerk will follow a review protocol. If attendance is still problematic the attendance clerk will refer the student to the counselor. The counselor will complete an empathy interview with the student and the parent. If attendance does not improve the counselor will refer the student and family to the Student Attendance Review Team (SART). Please see the attached Attendance Review Flowchart and Attendance Review Summary Sheet. Attendance summaries will be documented in a Google Sheet to monitor family patterns.

Administration and the Intervention Specialist will work with teachers to identify students that are not engaging in instruction or are at risk of learning loss and schedule a Student Attendance Review Meeting (SART) with the students and parents to identify barriers to engagement. A translator will be provided for parents needing language support for meaningful participation in the review and intervention process. The counselor will conduct empathy interviews with students identified as not engaging in instruction on a daily basis.

## 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.]

Pioneer Union School District participates in the National School Lunch and Breakfast programs. We will provide the same level of service to our distance learning and in person learning students as we always have during the school year. We follow the USDA meal pattern requirements, which are currently waived however, we only deviate from that pattern when absolutely necessary due to vendor shortages. For our distance learning students on campus in the learning support rooms, we will deliver meals directly to them. For our students who are distance learning from home, they will have the option to pick up a meal from the school thanks to the non-congregate feeding waiver currently in place. We will increase our hours in the food services department to support the increased services.



## 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
13.14%	284,032

### 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 actions and services we are funding are principally directed toward and effective in meeting the goals for our unduplicated students. With more than 55% of our students living in poverty and several students living in transition including homelessness and foster family placements, our students demonstrate a need for a coordinated system of supports. The supplemental and concentration funds support departmentalized instruction at Mountain Creek Middle School, smaller class sizes at Pioneer Elementary School, instructional assistants for targeted intervention at all schools, full-day kindergarten, library services, and health attendance clerk services; all of which support the identified needs of our student population. Will we continue to use the service of a counselor to address the needs of students and families experiencing trauma or in crisis. Counselors will serve students who need support to fully access learning. The music and instrumental band

classes also allow for in-class intervention time. These supplemental supports positively impact attendance, behavior, overall school climate and academics for all students but especially those living in poverty.

Funds are used to provide teachers with opportunities to participate in professional development targeted at instruction that meets the needs of our unduplicated pupils. Teachers are invited to participate in self-selected professional development in the areas of technology, distance learning and social emotional well-being through various venues including the California Collaborative for Excellence in Education (CCEE) and EDCOE. The Intervention Team works together to coordinate the resources, strategies and practices that provide physical, social, emotional and learning supports to directly address the barriers to learning that over 60% of our students face. Research indicates the need for developing learning supports into a unified and comprehensive system. Such a system of supports provides interventions and is fully integrated with efforts to improve instruction and achievement. Many of our students who live in poverty need extensive services and supports that are not academic in nature. Coordinating a system of mental and physical health supports, acquiring personal supplies and linking families to community services will result in improved personal well-being, greater student engagement and improved academic performance.

Although our students identified to receive special education services from an Education Specialist is less than 25 students, we have retained a full-time Education Specialist to serve Pioneer Elementary and Mountain Creek Middle School with the additional daily support of a 6 hour Special Education Instructional Assistant and a 4.5 hour Special Education Instructional Assistant. Services provided ensure that our inclusion model meets the needs of our students and provides extra intervention support through our learning center model. The Education Specialists coordinates efforts with the Intervention Specialist to ensure all students needs are addressed district-wide. All of our instructional staff strive to deliver high quality first instruction.

Low Income students, English Learners, Homeless and Foster Youth that are performing below grade level expectations are receiving targeted instruction from their classroom teacher, instructional assistants and our Intervention Specialist. Instructional assistants and the Education Specialist provide individual and small group academic support directly to students. Instructional assistants are used primarily for delivery of small group support using structured interventions (i.e. SIPPS). Teachers use data from diagnostic and benchmark assessments to identify students with gaps in literacy and mathematics and establish flexible grouping for targeted instruction. In addition, research-based on-line intervention programs such as Lexia and IXL are utilized to provide additional support for Low Income, Foster Youth, English Learners and Homeless students in early literacy and mathematics.

English Learners, Low Income students, Homeless students and Foster Youth are our most at-risk of learning loss. We created Childcare centers with Distance Learning Support staff to address their needs, especially instructional support, nutrition and connectivity. In addition, hiring an Intervention Specialist to provide in-person and virtual instruction targets English learners, Homeless students, low income students and Foster Youth for support. The Intervention Specialists is able to support students in the Distance Learning Center as well as the regular classroom.

We increased our internet resources to create enhanced wifi access in our Distance Learning Centers.

We hired staff to ensure class sizes in grades TK-3rd grade remain below 25 students and 4-5th grade cap at 30 students. We hired an additional teacher at Walt Tyler Elementary School to ensure class sizes cap at 14 so Walt Tyler could provide daily in-person instruction.

PUSD recognizes the educational advantage of providing full-day TK and Kindergarten at both elementary sites. We continue to fund full day TK and Kindergarten with support from an instructional assistant.

PUSD funds a five hour per day health and attendance clerk to monitor student health needs and attendance. The health and attendance clerk refers families to SART meetings and connects families to community resources.

Providing a.m. Extended Day is a valuable resource for our rural families. Parents that need to work early a.m. hours have an option for their children to be in a safe environment and get learning support. EDCOE provides p.m. Extended Day for the same purpose.

We have two staff members available to provide Spanish translation service for meetings, parent-teacher conferences and any verbal, written or electronic communication.

All Pioneer Elementary students receive library services once a week.

We continue to maintain our excellent music program and enrichment classes in 2020/21 and have retained a full-time music teacher.

Access to on-line learning is tied to technology goals that support all learners in becoming technology literate. Students participating in all three instructional models can check out Chromebooks and Hotspots to support distance learning. Foster Youth and Homeless students were given priority for checking out Hotspots.

Our technology support person coordinates the check-out of devices and Hotspots, prioritizing the needs of Foster Youth, Low Income, English Learners and Homeless students. In addition, the technology support person provides direct support to teachers, students and families when troubleshooting technology issues for in-person learning and remote learning.

Elementary teachers will take attendance daily for students in hybrid instruction and synchronous virtual instruction. In addition, elementary teachers have scheduled multiple daily periods of synchronous instruction and will take attendance during each period. Middle school teachers will take attendance during every period for both in-person instruction and synchronous virtual instruction. The Home School/Independent Study teacher will meet with students daily for a minimum of 30 minutes in person or via virtual instruction based on parent request. Attendance will be taken daily for Home School/Independent Study students.

Teachers have been provided with the opportunity to have release time on a regular basis to support attendance accounting, assessment, planning and professional development.

Classroom instructional assistants have been assigned to provide distance learning support in our Childcare Centers.

The counselor provides individual, small group and cohort social-emotional support through instruction and stories both in-person and virtually.

The counselor is conducting empathy interviews with students struggling to engage in instruction on a regular basis.

All teachers provide in-person instruction and synchronous instruction for students on hybrid schedule or enrolled in the Virtual Academy. In addition, teachers provide all students with access to resources for asynchronous learning. Teachers are aware of their English Learners, Special Needs students, Foster Youth and students experiencing Homelessness and work closely with the counselor, Educational Specialist, Intervention Specialist, Attendance Clerk and administration to ensure students with unique needs are getting the support they need to successfully participate in in-person, synchronous and asynchronous instruction.

English learners will have opportunities for direct instruction in English Language Development from the Intervention Specialist. English learners also have the opportunity to participate in integrated ELD during synchronous instruction and in-person instruction. Students on IEPs enrolled in our Virtual Academy will have access to virtual instruction daily from the Education Specialist or Special Education Instructional Assistants. Students enrolled in the hybrid model will have daily instruction in-person, synchronous virtual instruction, or asynchronous instruction.

Pioneer Union School District's intervention model is a three-tiered approach to instruction and intervention that includes all components of the MTSS/RTI2 model. To address learning loss and accelerate learning, the intervention specialist will implement the following actions and strategies:

One-on-one and small-group instructional support will be provided to identified at-risk students, using available 2019-2020 assessments and spring distance learning participation information. Additional students will be identified through beginning-of-year assessments and teacher/parent feedback in 2020-2021. The district intervention progress team will change monthly meetings to a bi-monthly format, in order to prioritize our response to students with the greatest need. The district counselor and education specialist will provide support for social, emotional and behavioral needs, as well.

The intervention specialist will collaborate with teachers to prioritize instruction of current grade-level content, so appropriate scaffolding can be provided to fill in gaps in prerequisite skills. Remediation and intervention will be provided in a "just-in-time" manner, so students spend the maximum amount of instructional time learning grade-level content, rather than spending large chunks of time reviewing content that may have been missed last year. Teachers will be supported with collaboration time and professional development that enhances accelerated learning techniques and strong instructional strategies.

English learners, economically disadvantaged students, and students with disabilities or housing insecurity will be explicitly supported, regardless of the instructional model in which these students participate. Support for these students will include previewing/reviewing core content, providing explicit direct instruction in vocabulary and required prior knowledge. These students will be given priority for intervention and support services that work with each family's needs. To accelerate learning, the district will identify additional learning opportunities during periods of time when the student is not physically on campus. These additional learning opportunities will also include options for before or after school intervention in the family's preferred format, in person or online.

The effectiveness of implemented services and supports will be measured through a variety of tools. For individual students, intervention plans record the strategies being used and their level of effectiveness. Individual intervention plans are developed by the intervention progress team. These at-risk students will be monitored weekly by classroom teachers and the intervention specialist, including attendance and participation in distance learning, if necessary. Student assessment data is collected and reviewed at the bi-monthly intervention progress team meetings. Grade-level PLC teams will review formative assessment practices, including formal and informal teacher-collected data, such as exit tickets, checks-for-understanding, math facts and reading fluency checks.

We have increased the time our counselor is available by an additional day per week.

The school counselor is tasked with the responsibility of monitoring the mental, social, and emotional well-being of staff and students during the school year, especially in light of the added stress brought on by COVID-19. Weekly check-ins with teachers will provide them with a platform to share concerns for either themselves or their students. This flow of information allows for resources to be emailed out to teachers or informal student check-ins to be conducted, followed by parental contact and permission for further counseling, if deemed necessary or requested by the parent. Weekly story times are provided in K-5th classes, discussing general social skills as well as generating discussions around some of the concerns that COVID brings. Weekly discussions and questions are conducted through ELA on the Mountain Creek campus as well, helping to build students' resiliency during this tough time. School staff, parents and students will have access to a digital referral system through the Counselor's Corner website, providing for the ability to make needs known in an easy and efficient manner, with follow-up by the school counselor; appointments may be made for in-person, phone, or Zoom meetings to shore up needs or concerns. Parents and community members may also take advantage of counseling resources by asking questions via email or a Google Voice phone number (allowing for text as well as talk), reading weekly newsletters (delivered via email) packed full of encouragement, self-care ideas, and parenting information, or accessing the Counselor's Corner website, complete with a variety of resources. Lastly, as an Anxiety & Stress Management Specialist (via the American School Counseling Association) the school counselor has many tools and strategies to help the school community both recognize and alleviate stress. Likewise, the creation of a Stress Assessment Tool, will be valuable in evaluating the amount and the impact of an individual's stress. Once assessed, strategies or resources can be applied before the stress becomes life-threatening. The counselor will conduct empathy interviews with students identified as not engaging in instruction on a daily basis.

Teachers will identify students who are not engaging in instruction or are at risk of learning loss and will schedule a virtual or in-person conference with the student and parent to identify barriers to engagement and develop resources and intervention.

Administration and the Intervention Specialist will work with teachers to identify students that are not engaging in instruction or are at risk of learning loss and schedule a Student Attendance Review Meeting (SART) with the students and parents to identify barriers to engagement. A translator will be provided for parents needing language support for meaningful participation in the review and intervention process. The counselor will conduct empathy interviews with students identified as not engaging in instruction on a daily basis.

Pioneer Union School District participates in the National School Lunch and Breakfast programs. We will provide the same level of service to our distance learning and in person learning students as we always have during the school year. We follow the USDA meal pattern requirements, which are currently waived however, we only deviate from that pattern when absolutely necessary due to vendor shortages. For our distance learning students on campus in the learning support rooms, we will deliver meals directly to them. For our students who are distance learning from home, they will have the option to pick up a meal from the school thanks to the non-congregate feeding waiver currently in place. We have increased our hours in the food services department to support the increased services.

The PUSD superintendent/principal works closely with certificated and classified staff to ensure all students have access to the resources they need to thrive educationally, socially and emotionally.

Good communication increases parent involvement in their child's school. (Henderson, 2002) Many school and family collaborations have demonstrated that parent involvement is a key ingredient in higher student achievement. (Cary, 2006) Good communication between the school and parents and between the school district and the community creates a climate of trust and respect in which teachers can teach and students can learn. Good communication builds a team that surrounds and supports a student so that he or she can succeed. Supplemental funds help us provide translation services to those families that need help with communications that come from our school or during meetings with their child's teachers and other school and district staff. We continue to increase communication to our parents with the addition of the Parent Portal in Aeries.net for grades TK-8. We continue to recruit parents to participate in ClassDojo and Remind.com. Our District website is frequently updated to provide information and resources to parents.

We remain committed to maintaining high quality one-to-one technology in grades 4th-8th. We continue to phase in greater access to technology in grades TK-3rd.

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

Dedicated time is allocated by the Intervention Specialist to target English Learners, Homeless Students and Foster Youth. English Learners, Homeless students and Foster Youth can attend the Childcare Centers even if their parents do not work.

## Attendance & Engagement Review Summary Sheet

Student Name \_\_\_\_\_

Grade Level \_\_\_\_\_ Year \_\_\_\_\_

Teacher Review	Teacher's Name _____
Parent contacts:	Parent's Name _____
Dates of contact:	_____
Barriers to engagement:	
Strategies:	

Attendance Clerk Review	Date referred _____
Parent contacts:	Parent's Name _____
Dates of contact:	_____
Barriers to engagement:	
Strategies:	

Counselor Review	Date referred _____
Parent contacts:	Parent's Name _____
Dates of contact:	_____
Barriers to engagement:	
Strategies:	

Referred to SART	Date _____
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# PUSD Attendance and Engagement Review Flowchart

Student is exhibiting a pattern of absences or disengagement.

Teacher makes parent contact to identify and remove barriers. If engagement doesn't improve refer to next step.

Attendance Clerk makes parent contact to identify and remove barriers. If engagement doesn't improve refer to next step.

Counselor does empathy interview with student and family to identify and remove barriers. If engagement doesn't improve refer to next step.

Student Attendance Review Team (SART) holds an intervention meeting with parents. If engagement doesn't improve student is referred to SARB.

# COVID-19 Written Worksite Specific Plan

## Pioneer Union School District

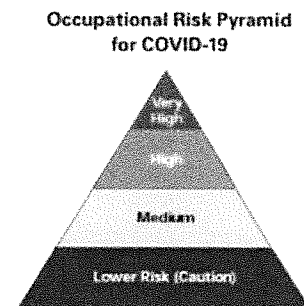
**Local County Public Health** will direct your workplace specific requirements, guided by the **State Public Health Guidance & Checklist** (highlights herein) and CDC Recommendations and in accordance with **Cal/OSHA Guidelines** on Protecting Workers from COVID-19 (Injury & Illness Prevention Program). **Note:** A Copy of this written worksite specific plan should be included in your worksite Injury & Illness Prevention Program (IIPP).

### **Required Plan Components:**

A. ☐ **Person(s) responsible for implementing the site-specific plan**

B. ☐ **Conduct a risk assessment**

Classifying Worker Exposure to SARS-CoV-2: Worker risk of occupational exposure to SARS-CoV-2, the virus that causes COVID-19, during an outbreak may vary from very high to high, medium, or lower (caution) risk. To help employers determine appropriate precautions, OSHA has divided job tasks into four risk exposure levels: very high, high, medium, and lower risk. The Occupational Risk Pyramid shows the four exposure risk levels in the shape of a pyramid to represent probable distribution of risk. Most American workers will likely fall in the lower exposure risk (caution) or medium exposure risk levels. Occupational Risk Pyramid for COVID-19.



All Pioneer USD staff shall conduct daily self-health screenings prior to arrival at the school site. Verification of completion will be made daily. A hard copy of the "Symptom Screening Prior to Entry" form is provided. Should a staff member present symptoms of illness, staff will be required to contact sub-finder, notify the principal, and stay home. Staff that arrive at their site are attesting they have passed the "Symptom Screening Prior to Entry".

Pioneer USD is requiring parents to conduct daily health screenings prior to their student leaving for school. A hard copy of the "Symptom Screening Prior to Entry" form is provided. Should a student present symptoms of illness, they are required to stay home. If your child does present symptoms of COVID. For more information on next steps, please refer to the "What to do if your child has symptoms" form provided.

Pioneer USD staff will conduct temperature screenings upon student arrival to school and visual health screenings during the school day, referencing the "Symptoms of Coronavirus" form provided. In the case that a student exhibits symptoms during the school day, the student will safely transition to the Care Room and the parent/guardian will be contacted for immediate student pick-up. Staff that exhibit symptoms will be sent home.

C. ☐ **Establish Control Measures that will be taken to prevent spread of the virus.**

1. ☐ Individual Control Measures
2. ☐ Cleaning & Disinfecting Protocols
3. ☐ Physical Distancing Guidelines

# COVID-19 Written Worksite Specific Plan

## Pioneer Union School District

**D. ☐ Provide Training and Communication to employees and employee representatives.**

Pioneer USD will provide COVID-19 training to all staff.

**E. ☐ Establish a process to check this plan for compliance and to document and correct deficiencies.**

The District will meet regularly to review compliance and correct deficiencies.

**F. ☐ Establish a process to investigate COVID-cases, alert the local health department, and identify and isolate close workplace contacts of infected employees until they are tested.**

☐ CDPH Outbreak Management - [Responding to COVID-19 in the Workplace](#)

☐ Cal/OSHA [Recording and Reporting Requirements for COVID-19 Cases](#)

**G. El Dorado County COVID-19 Guidance and Information**

☐ El Dorado County Social Distancing and Face Covering Protocols – See [EDC Guidance](#)

☐ El Dorado County Orders/Directives – See [EDC Orders/Directives](#)

☐ El Dorado County Required Posters – See [EDC Guidance](#)

☐ Entrance Symptom Screening Checklist - [Poster Template](#)

☐ Workplace Safety Social Distancing Information - [Poster Template](#)

[CDC Available Print Materials \(optional resources\)](#)

# COVID-19 Written Worksite Specific Plan

## Pioneer Union School District

### C.1 INDIVIDUAL CONTROL MEASURES & SCREENING:

- ☐ Symptom screenings and/or temperature checks.

The District will require parents and staff to conduct health screenings prior to arrival at any district site. People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms 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
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

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

- ☐ Encourage workers who are sick or exhibiting symptoms of COVID-19 to stay home.

- ☐ Encourage frequent handwashing and use of hand sanitizer.

Hand washing available in all classrooms

Hand sanitizer available in all classrooms and common areas

Two Hands-free hand sanitizer stations are located in the Multi-Purpose Room and throughout each school campus.

- ☐ Provide disposable gloves to workers using cleaners and disinfectants if required.

Gloves will be provided to custodians for cleaning and available to all staff as needed or requested.

Gloves will be available in the Care Room.

- ☐ Require face covers according to the [State Public Health Guidance](#).

Face Coverings will be provided to staff and students that arrive at any district site without one.

Face shields are provided to staff for additional protection. Face Coverings will not be required to those with a medical condition, mental health condition, or disability that prevents wearing a face covering.

Written documentation from a doctor will be required.

- ☐ Communicate frequently to visitors & members of the public that they must use face masks/covers.

If a visitor arrives on any site without a face covering, one will be provided for them.

# COVID-19 Written Worksite Specific Plan

## Pioneer Union School District

### C.2 CLEANING AND DISINFECTING PROTOCOLS:

- ☐ Perform thorough cleaning in high traffic areas.
- ☐ Frequently disinfect commonly used surfaces and personal work areas.
- ☐ Clean and sanitize shared equipment between each use.
- ☐ Clean touchable surfaces between shifts or between users, whichever is more frequent.
- ☐ Equip shared spaces with proper sanitation products, including hand sanitizer and sanitizing wipes and ensure availability.
- ☐ Ensure that sanitary facilities stay operational and stocked at all times.
- ☐ Use products approved for use against COVID-19 on the Environmental Protection Agency (EPA)-approved list and follow product instructions and Cal/OSHA requirements.

### C.3 PHYSICAL DISTANCING GUIDELINES:

- ☐ Measures to physically separate staff by at least six feet using measures such as physical partitions or visual cues (e.g., floor markings, colored tape, or signs to indicate to where people should stand).
- ☐ Reconfigure office spaces, cubicles, etc. and decrease maximum capacity for conference and meeting areas.
  - Provide plexi-glass protective shields in all front office areas.
  - Maximum 1 visitor (individual or family up to 4) in all front office areas.
- ☐ Adjust in-person meetings, if they are necessary, to ensure physical distancing, protective screens and face coverings are available for meetings where physical distancing is not possible.
- ☐ Increased distance between tables/chairs in breakrooms will be identified to ensure physical distancing.
  - Staff will travel through outdoor hallways and not use classrooms or the office for short-cuts.
  - Visitors will not be allowed on campus, except to pick-up or drop-off students.
- ☐ Encourage staff communication to via email or phone call versus in-person when practical.

### D. EMPLOYEE TRAINING:

Training Information as required by the California Department of Public Health Guidance is sourced from the CDC should be provided to all employees and include the following information:

1. Information on COVID-19
2. Preventing the Spread
3. Vulnerable/High Risk Individuals
4. Self-Screening Instructions/Symptom Checks based on the CDC Guidelines
5. Sick Employees: The importance of not coming to work if employees have a frequent cough, fever, difficulty breathing, chills, muscle pain, headache, sore throat, recent loss of taste or smell, or if they or someone they live with have been diagnosed with COVID-19.
6. When to seek medical attention: Look for emergency warning signs\* for COVID-19. If someone is 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*

# COVID-19 Written Worksite Specific Plan

## Pioneer Union School District

are severe or concerning to you. Call 911 or call ahead to your local emergency facility: Notify the operator that you are seeking care for someone who has or may have COVID-19.

7. The importance of hand washing
8. The importance of physical distancing, both at work and off work time
9. Face Coverings:
  - ☐ Face coverings, masks, and respirators – Information & Overview
  - ☐ Face coverings, masks & respirators - Handout
  - ☐ Use of Cloth Face Coverings to Help Slow the Spread of COVID-19 – CDC Recommendations
10. Healthy Schools Act – Integrated Pest Management Training: Provide annual Healthy Schools Act (free online) training to all teachers, staff, and volunteers who use sanitizing wipes or sprays.

**The training materials below were developed to contain the required components of COVID-19 awareness as well as optional supplemental information on Coping with Stress and De-escalation techniques when responding to others.**

Note materials selected for use below:

- ☐ Training Handout Materials from SIA Website  
Date Provided to Employees: Click or tap here to enter text.
- ☐ Training PowerPoint Presentation from SIA Website  
Date Viewed by Employees: Click or tap here to enter text.
- ☐ Hour Zero Training Module in HZ Online  
Date Completed by Employees: Click or tap here to enter text.
- ☐ Annual Healthy Schools Act IPM Training (free online)  
Date Completed by Employees: Click or tap here to enter text.



SONIA Y. ANGELL, MD, MPH  
State Public Health Officer & Director

# State of California—Health and Human Services Agency California Department of Public Health



GAVIN NEWSOM  
Governor

June 16, 2020

**TO:** Employers

**SUBJECT:** Responding to COVID-19 in the Workplace

This checklist is intended for use by employers experiencing an outbreak of COVID-19 in their workplace. Employers should be proactive and keep in mind that identification of even a single positive case among employees may quickly develop into an outbreak. As outbreak circumstances and work practices vary, employers may need assistance from their local health department (LHD) to plan and coordinate a response to the outbreak that meets the needs of the workplace.

**This guidance is not intended for use in managing or preventing outbreaks in healthcare, congregate living settings, or other workplaces where the California Aerosol Transmissible Diseases (ATD) standard applies.**

Employers should also consult:

- CDC guidance for businesses and small businesses for information on preventing outbreaks;
- Cal/OSHA guidance to ensure that they are complying with legal requirements for worker protection; and
- the California statewide industry-specific guidance to reduce risk during and after reopening of businesses.

See Resources section at end for links.

## Outbreak Management

### Employers should prepare for identification of COVID-19 outbreaks in their workplace.

- Designate a workplace infection prevention coordinator to implement COVID-19 infection prevention procedures and to manage COVID-related issues among employees.
- Instruct employees to stay home and report to the employer if they are having symptoms of COVID-19, were diagnosed with COVID-19, or are awaiting test results for COVID-19.
  - Symptoms of COVID-19 include fever, chills, shaking chills, cough, difficulty breathing, sore throat, body or muscle aches, loss of taste or smell, loss of appetite, diarrhea, or loss of appetite.
  - Develop mechanisms for tracking suspected and confirmed cases among employees.
  - Ensure that sick leave policies are sufficiently generous and flexible to enable employees who are sick to stay home without penalty.
    - California has additional services for employees, including supplemental paid sick leave for food sector workers at companies with 500 or more employees nationwide.



- The Families First Coronavirus Response Act requires certain employers to provide employees with paid sick leave or expanded family and medical leave for specified reasons related to COVID-19.
  - Some cities and counties require employers to provide sick leave benefits to workers.
- Identify contact information for the local health department (LHD) in the jurisdiction where the workplace is located.

## **Employers should prepare to share information with the LHD and other stakeholders.**

- Notify the LHD where the workplace is located if there is a known or suspected outbreak in the workplace or if there is a laboratory confirmed cases of COVID-19 at the workplace.
  - The LHD in the jurisdiction where the workplace is located may have specific criteria for outbreak reporting requirements. Employers should follow the specific instructions of their LHD, if available.
  - LHDs regularly transmit and protect confidential health information. Securely sharing confidential information about employees with COVID-19 is critical for the LHD to provide comprehensive support to the employer and protect the health of the community.
- Employees in a workplace may live in counties/jurisdictions outside of where the workplace is located. When there is an outbreak in a workplace, employers should contact the LHD in any jurisdiction where a COVID-19 positive employee resides and let them know about the outbreak.
  - Typically, the LHD in the jurisdiction where the workplace is located gives guidance to the employer on managing the outbreak.
- Communicate with the LHD on how frequently the LHD expects updates from the employer on newly identified cases and symptomatic employees in the workplace.
  - Determine how this information will be shared (e.g., telephone, fax directed to a specified person, secure e-mail)
- Share a roster of all employees with the LHD in the jurisdiction where the workplace is located.
  - Employer may be asked by LHD to provide additional information on the employees, including job description, location, work schedule, city and county of residence, and other details that could help inform the investigation and determine which other employees in the workplace may be at risk of COVID-19 infection.
- If employees in a facility are unionized, identify a union contact and clarify the role the union can play in communication with employees. If employees in a facility are not unionized, identify an employee representative to serve as a point of contact for the LHD.
- If the facility uses contract or temporary employees, identify who should communicate information and instructions on the outbreak to these individuals.
  - The host employer should notify temporary, contract, or other agencies that have employees in the workplace of the outbreak.
  - All employees in the workplace, regardless of employment arrangement, should follow all instructions for infection prevention and outbreak management measures from the host employer, the LHD where the workplace is located, and the LHD where they reside.

## **Understand requirements for reporting employee cases to Cal/OSHA.**

- Any serious injury, illness, or death occurring in any place of employment or in connection with any employment must be reported by the employer to the local Cal/OSHA district office immediately. For COVID-19, this includes inpatient hospitalizations and deaths among employees.

- Employers should report serious injury, illness, and death, including hospitalization and death from COVID-19, even if work-relatedness is uncertain.
- Cal/OSHA prefers calls by phone but will also accept email reports (Cal/OSHA Accident Report inbox). Details on reporting, contact information for district offices, and the Title 8 section 342 requirement are available online.

## **Identify additional employee cases and close contacts of cases to control further spread in the workplace.**

- Testing all employees in a workplace should be the first strategy considered for identification of additional cases. Testing may be done at a single point in time or at repeated intervals.
  - Employers should seek guidance from the LHD when developing a testing strategy, including how testing can be arranged and how to prioritize testing of employees (i.e., testing close contacts of laboratory-confirmed cases first).
  - Employers should offer on-site COVID-19 testing of employees or otherwise arrange for testing through the company's occupational or general medical services provider. The employer is responsible for ensuring all employees are offered and provided testing. Employers should also provide information to employees who may prefer to contact their personal medical provider or visit a CA Coronavirus Testing Task Force site for testing. LHDs may also be able to help facilitate testing options, if needed.
- When testing all employees is not available or not recommended by the LHD, consider alternative methods for controlling the outbreak, in consultation with the LHD, including but not limited to tracing all close contacts of confirmed cases and instructing those individuals to quarantine or temporarily closing the workplace and quarantining all employees.
- Conduct contact tracing and quarantining of close contacts of confirmed cases in the workplace.
  - Employer should provide information to the LHD on the confirmed COVID-19 case employees in the workplace, including job titles, work areas, close contacts in the workplace, dates of symptom onset, and shifts worked while infectious.
  - Establish if the employer, LHD, or both will conduct interviews of the cases to determine their close contacts.
  - Close contacts should be instructed to quarantine at home for 14 days from their last known contact with the employee with COVID-19. Close contacts should be tested for COVID-19 when possible.
  - A close contact is someone who spent 15 minutes or more within 6 feet of an individual with COVID-19 infection during their infectious period, which includes, at a minimum, the 48 hours before the individual developed symptoms.
  - Interview employees with laboratory-confirmed COVID-19 by phone to determine when their symptoms began, the shifts they worked during their infectious period, and to identify other employees with whom they had close contact during their infectious period.
  - Use employment records to verify shifts worked during the infectious period and other employees who may have worked closely with them during that time period.
  - While at home, close contacts should self-monitor daily for COVID-19 symptoms (e.g., fever, chills, shaking chills, cough, difficulty breathing, sore throat, congestion or runny nose, fatigue, body or muscle aches, loss of taste or smell, nausea or vomiting, diarrhea, loss of appetite).

## **Notification and management of employees**

- Employers must maintain confidentiality of employees with suspected or confirmed COVID-19 infection when communicating with other employees.

- Employers should notify all employees who were potentially exposed to the individuals with COVID-19. Employers should provide any healthcare consultations needed to advise workers regarding their exposure, which may be especially important for those with high-risk medical conditions (e.g., immune compromise or pregnancy).
- Close contacts of cases should be given instructions on home quarantine and symptom monitoring, and COVID-19 testing as described in step #4.
- Provide any employees who are sent home before or during a shift with information about what to expect after they are sent home (e.g., instructions about testing, sick leave rights under federal, state, and local laws and company policies, return-to-work requirements, etc.).
- In some outbreaks, but not all, employees who were never symptomatic and did not have close contact with any of the laboratory confirmed cases may continue to work, as long as the employer has implemented all control measures as recommended by public health authorities, Cal/OSHA, or other regulatory bodies. The LHD will make this determination based on strategies being used to control the outbreak and identify new cases.

## Determine when it is appropriate for cases and contacts of cases to return to work

- Consult with the LHD and most recent CDC guidance for when a confirmed case may be released from home isolation and return to work. The local health department may recommend a strategy for return to work similar to the following, although some variation may occur by jurisdiction and outbreak.

<b>Employees</b>	<b>Minimum Criteria for Return to Work</b> <i>(As of June 7, 2020)</i>	<b>CDC Reference Page</b> <i>(The most recent CDC guidance should be consulted prior to allowing the employee to return to work)</i>
<b>Symptomatic Positive</b> Employees with symptoms who are laboratory confirmed to have COVID-19	At least 3 days (72 hours) have passed since recovery, defined as resolution of fever without the use of fever-reducing medications <b>and</b> improvement in respiratory symptoms (e.g., cough, shortness of breath); <b>and</b> , at least 10 days have passed since symptoms first appeared.	<ul style="list-style-type: none"> <li>• For employee cases who did not require hospitalization</li> <li>• For employee cases who required hospitalization</li> </ul>
<b>Asymptomatic Positive</b> Employees who never had symptoms and are laboratory confirmed to have COVID-19	A minimum of 10 days have passed since the date of their first positive COVID-19 test. If they develop symptoms, then the criteria for laboratory confirmed cases with symptoms apply.	<ul style="list-style-type: none"> <li>• For employee cases who did not require hospitalization</li> </ul>

<b>Symptomatic Negative</b>  Employees who had symptoms of COVID-19 but test result returned negative	Use the same criteria for return to work as laboratory confirmed cases.	
<b>Asymptomatic Negative</b>  Employees who never had symptoms but were tested due to close contact with a laboratory-confirmed case patient and were negative	Employees should quarantine at home for 14 days after the last known close contact with the case patient. Symptoms can develop even after testing negative within 14 days after exposure. The LHD may consider allowing earlier return to work only for an employee in a critical infrastructure industry in which the essential operations of the workplace would be compromised by quarantine of the employee and no alternate staff can perform the same role.*	
<b>Symptomatic Untested</b>  Employees who had symptoms of COVID-19 but were not tested	Testing is highly recommended. If the employee cannot be tested, use the same criteria for return to work as laboratory confirmed cases.	
<b>Asymptomatic Untested</b>  Employees who had close contact to a laboratory-confirmed case patient at work, home, or in the community and do not have symptoms.  <b>OR</b>  Employees who refuse or are unable to be tested after close contact with a laboratory-confirmed case, despite recommendation for testing from LHD or healthcare provider, and do not have symptoms.	Employees should be quarantined at home for 14 days after the last known close contact with the case patient. Testing is highly recommended; if testing has not occurred, the LHD may consider allowing an employee who had close contact to a confirmed case to continue to work only in a critical infrastructure industry in which the essential operations of the workplace would be compromised by quarantine of the employee and no alternate staff can perform the same role.*  Employees who develop symptoms of COVID-19 while in quarantine should contact their healthcare provider. Even if they are not tested, the same criteria for return to work should be used as laboratory-confirmed cases.	<ul style="list-style-type: none"> <li>• For employee cases who did not require hospitalization</li> <li>• Critical workers implementing safety practices</li> </ul>

- \* Critical infrastructure workplace outbreak
  - asymptomatic negative employees
  - employees who were close contacts to confirmed cases
- Where 14-day quarantine would compromise essential operations, the LHD may determine that some employees in these two groups may return to work sooner than 14 days by considering certain criteria specific to the workplace and employee:
  - The employee is able to wear a surgical mask throughout the work day, except while eating, and comply with all infection prevention procedures. A cloth face covering may also be used in the event of mask shortage.
  - The facility has implemented all best practice infection prevention procedures, as determined by the LHD.
  - Pre-screening to assess employee temperature and symptoms prior to starting work has been implemented, ideally before entering the facility.
  - Employee is able to self-monitor for temperature and symptoms at home and work.
  - Employee is able to maintain a minimum of six feet of distance from other employees in the workplace. Of note, six feet does not prevent all transmission of SARS-CoV-2.
  - Physical barriers are in place between fixed employee work locations to supplement distancing.
  - Cleaning and disinfection of all areas and shared equipment can be performed routinely in the workplace.
- Be aware that testing reflects an employee's status at a single point in time only. If an employee tests negative, they may still develop COVID-19 infection from a recent or subsequent exposure and should be instructed to quarantine at home if that occurs. Testing may be needed at repeated intervals to capture all positive cases, especially if an outbreak is ongoing.

## **Perform more frequent cleaning and disinfection, as well as deep/enhanced cleaning and disinfection after employees with COVID-19 have been at work.**

- Work areas of infected workers should not be entered by employees until they have been cleaned and disinfected with products approved by the EPA for COVID-19. Work should be performed by cleaning staff trained on their safe use and supplied with all required and recommended PPE.
- Perform ongoing enhanced cleaning/disinfection of work areas when an employee with COVID-19 is identified, following CDC recommendations.
- Continue to identify and regularly clean and disinfect frequently touched surfaces throughout the workplace, such as doorknobs, equipment, and handrails.
- Employees should not share headsets or other objects that may come into contact with their face, mouth, or nose.
- Minimize sharing of other equipment between employees; for equipment that must be shared, conduct frequent cleaning between employee use.
- Train employees on safe use of cleaners and disinfectants and provide necessary protective equipment.

## **Employers should regularly check for and follow new and updated guidance on their specific industry from the following sources:**

- Governor's Office Resilience Roadmap
  - Guidance for most industries

- Guidance for other industries allowed to open in some counties
- Cal/OSHA
  - General Industry guidance
  - Guidance for specific industries
- CDC
  - Landing page for workplaces
  - Landing page for industry specific worker safety guidelines

## Additional Resources

### CDC guidance

- For employers
- For office buildings
- For childcare, schools, and youth programs
- Worker safety and support for a variety of industries: Worker Safety and Support For small businesses
- For meat and poultry processing employers
- Grocery and Food Retail
- Transportation and Delivery
- Conserving and Extending Filtering Facepiece Respirator Supply in Non-Healthcare Sectors
- Communities, Schools, Workplaces, and Events - Guidance for Where You Live, Work, Learn, Pray, and Play
- First Responders and Law Enforcement
- Workplace outbreak testing

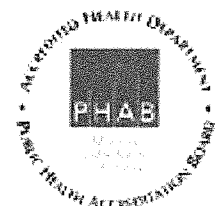
### Cal/OSHA guidance

- For general industry
- For agricultural employers (PDF)
- For childcare programs (PDF)
- For construction (PDF)
- For grocery stores (PDF)
- For logistics employers (PDF)
- For mortuaries and funeral homes (PDF)
- Interim Guidance on COVID-19 for Health Care Facilities: Severe Respirator Supply Shortage (PDF)

## Governor's Office Resilience Roadmap guidance and employer checklists

- Statewide Industry Guidance to Reduce Risk
- County Variance Info

California Department of Public Health  
PO Box, 997377, MS 0500, Sacramento, CA 95899-7377  
Department Website ([cdph.ca.gov](https://www.cdph.ca.gov))





## Department of Industrial Relations

# Recording and Reporting Requirements for COVID-19 Cases

## Frequently Asked Questions

### 1. Do employers have to record COVID-19 illnesses on their Log 300?

Yes, California employers that are required to record work-related fatalities, injuries and illnesses must record a work-related COVID-19 fatality or illness like any other occupational illness. To be recordable, an illness must be work-related and result in one of the following:

- Death.
- Days away from work.
- Restricted work or transfer to another job.
- Medical treatment beyond first aid.
- Loss of consciousness.
- A significant injury or illness diagnosed by a physician or other licensed health care professional.

If a work-related COVID-19 case meets one of these criteria, then covered employers in California must record the case on their 300, 300A and 301 or equivalent forms.

See California Code of Regulations, title 8, Chapter 7, Subchapter 1, Article 2, Employer Records of Occupational Injury or Illness for details on which employers are obligated to report and other requirements.

### 2. Does a COVID-19 case have to be confirmed to be recordable?

Pursuant to recent federal OSHA guidance, a COVID-19 case should generally be confirmed through testing to be recordable. However, due to testing shortages and a variety of other reasons, not all persons determined to have COVID-19 have been tested.

Thus, while Cal/OSHA considers a positive test for COVID-19 determinative of recordability, a positive test result is not necessary to trigger recording requirements. There may be other situations in which an employer must make a recordability determination even though testing did not occur or the results are not available to the employer. In these instances, the case would be still be recordable if it meets any one of the other general recording criteria from Section 14300.7 described above, such as resulting in days away from work. Cal/OSHA recommends erring on the side of recordability.



### 3. How does an employer determine if a COVID-19 case is work-related for recordkeeping purposes?

For recordkeeping purposes, an injury or illness is considered work-related if an event or exposure in the work environment either caused or contributed to the resulting condition, or significantly aggravated a pre-existing injury or illness. An injury or illness is presumed to be work-related if it results from events or exposures occurring in the work environment unless an exception in section 14300.5(b) (2) specifically applies.

A work-related exposure in the work environment would include interaction with people known to be infected with SARS-CoV-2 (the virus that causes COVID-19); working in the same area where people known to have been carrying SARS-CoV-2 had been; or sharing tools, materials or vehicles with persons known to have been carrying SARS-CoV-2. Given the disease's incubation period of 3 to 14 days, exposures will usually be determined after the fact.

If there is not a known exposure that would trigger the presumption of work-relatedness, the employer must evaluate the employee's work duties and environment to determine the likelihood that the employee was exposed during the course of their employment. Employers should consider factors such as:

- The type, extent and duration of contact the employee had at the work environment with other people, particularly the general public.
- Physical distancing and other controls that impact the likelihood of work-related exposure.
- Whether the employee had work-related contact with anyone who exhibited signs and symptoms of COVID-19.

See title 8 section 14300.5 for details and the exceptions.

### 4. Is time an employee spends in quarantine considered "days away from work" for recording purposes?

No. Unless the employee also has a work-related illness that would otherwise require days away from work, time spent in quarantine is not "days away from work" for recording purposes.

## Reporting COVID-19 Cases to Cal/OSHA

#### 1. When do employers have to report COVID-19 illnesses to Cal/OSHA immediately?

In addition to the recordkeeping requirements discussed above, California employers must also report to Cal/OSHA any serious illness, serious injury or death of an employee that occurred at work or in connection with work within eight hours of when they knew or should have known of the illness. (See section 342(a).) This includes a COVID-19 illness if it meets the definition of serious illness.

A serious illness includes, among other things, any illness occurring in a place of employment or in connection with any employment that requires inpatient hospitalization for other than medical observation or diagnostic testing. (See section 330(h).) This means that if a worker becomes ill while at work and is admitted as in-patient at a hospital — regardless of the duration of the hospitalization — the illness occurred in a place of employment, so the employer must report this illness to the nearest

Cal/OSHA office. Reports must be made immediately, but not longer than eight hours after the employer knows or with diligent inquiry would have known of the serious illness.

## **2. What if the employee became sick at work but the illness is not work-related?**

For reporting purposes, if the employee became sick at work, it does not matter if the illness is work-related. Employers must report all serious injuries, illnesses or deaths occurring at work without making a determination about work-relatedness. For some diseases such as COVID-19, associated respiratory symptoms such as difficulty breathing can be caused by a variety of occupational exposures. It is important for employers to report these cases to Cal/OSHA so that the Division can make the preliminary determination of work-relatedness.

## **3. What if an employee started to show symptoms outside of work?**

Reportable illnesses are not limited to instances when the employee becomes ill at work. Serious illnesses include illnesses contracted “in connection with any employment,” which can include those contracted in connection with work but with symptoms that begin to appear outside of work. An employer should report a serious illness if there is cause to believe the illness may be work-related, regardless of whether the onset of symptoms occurred at work.

For COVID-19 cases, evidence suggesting transmission at or during work would make a serious illness reportable. An employer should consider factors similar to those described above in the answer to Question 3:

- Multiple cases in the workplace.
- The type, extent and duration of contact the employee had at the work environment with other people, particularly the general public.
- Physical distancing and other controls that impact the likelihood of work-related exposure.
- Whether the employee had work-related contact with anyone who exhibited signs and symptoms of COVID-19.

Even if an employer cannot confirm that the employee contracted COVID-19 at work, the employer should report the illness to Cal/OSHA if it results in in-patient hospitalization for treatment and if there is substantial reason to believe that the employee was exposed in their work environment. Where there is uncertainty about whether an employee contracted COVID-19 at work, the employer should err on the side of reporting the illness to Cal/OSHA.

## **4. Do I report an illness even if COVID-19 has not yet been diagnosed?**

Yes, even if a suspected COVID-19 case has not been diagnosed by a licensed health professional, an employer should still report it to Cal/OSHA if the illness occurred in connection to any employment as described above and if it resulted in death or in-patient hospitalization.

## **5. Am I admitting to liability when I report a serious illness?**

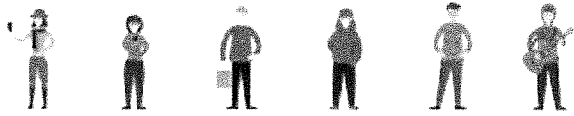
No. Reporting a serious illness is not an admission that the illness is work-related, nor is it an admission of responsibility.

**6. How does the Governor's Executive Order on COVID-19 and workers' compensation eligibility affect Cal/OSHA reporting and recording requirements?**

Governor Newsom's Executive Order N-62-20 addresses eligibility for workers compensation benefits. FAQs on the Order are available [on our website](#). The Order does not alter employers' reporting and recording obligations under Cal/OSHA regulations.

June 2020

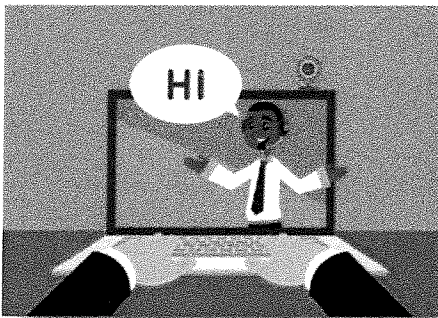
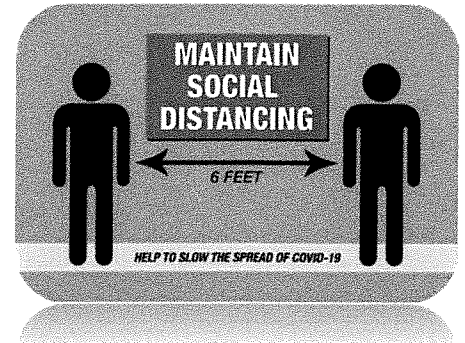
# GUIDELINES FOR THE WORKPLACE



SOCIAL DISTANCING

Do not congregate in break rooms, work rooms, copier rooms, file rooms or other areas where people tend to socialize.

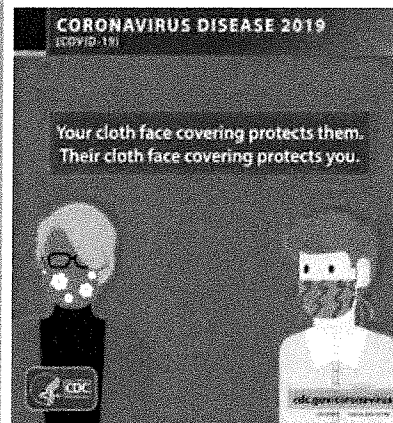
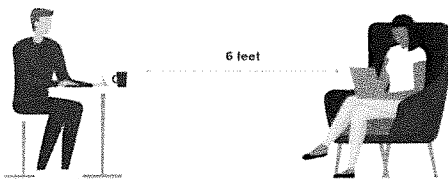
**Keep six feet apart as often as possible.**



**Avoid in-person meetings:** Use online conferencing, email or the phone when possible, even when people are in the same building. Unavoidable in-person meetings should be:

- Short
- Held in a large meeting room
- Sitting at least six feet from each other
- Avoid shaking hands

**Eat lunch at your desk or away from others and avoid crowded areas.**



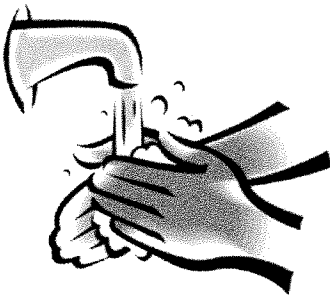
In public settings where other social distancing measures are difficult to maintain, CDC advises the use of simple cloth face coverings to slow the spread of the virus and help people who may have the virus and do not know it from transmitting it to others.

## Handwashing

Wash your hands often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing.

- If soap and water are not readily available, **use a hand sanitizer that contains at least 60% alcohol.** Cover all surfaces of your hands and rub them together until they feel dry.

- **Avoid touching your eyes, nose, and mouth** with unwashed hands.



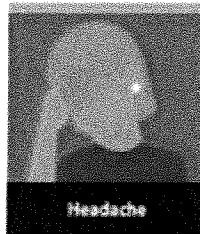
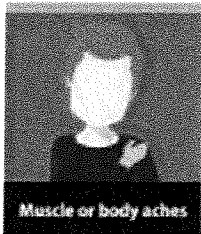
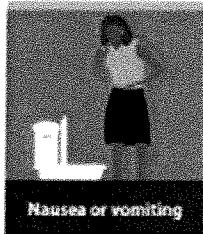
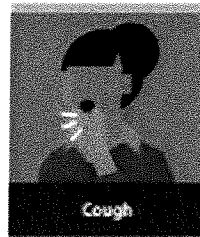
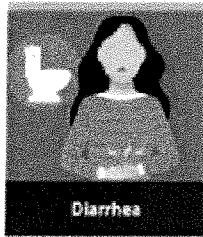
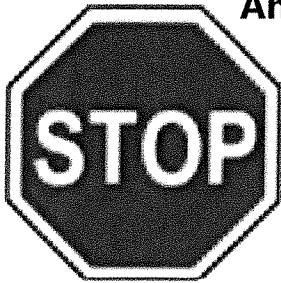
If you are currently experiencing any respiratory problems, have a new or worsening cough, or new or worsening shortness of breath, fever, chills, sore throat, new loss of taste or smell?


**STAY HOME!**


# Symptom Screening Prior to Entry


As required by the County Health Officer


And according to the Centers for Disease Control (CDC)





1.  **Yes**, I currently am experiencing (or have experienced in the past 14 days) one or more of the symptoms of COVID-19 above, that are new to me, and that I can confirm are not related to any ongoing condition that I have previously or regularly experienced (i.e., seasonal allergies, migraines, sore throat, chronic mild chest congestion associated with common cold, etc.)

 **No**, as of today, and in the past 14 days, I have not experienced any symptom of COVID-19 above.

2.  **Yes**, I am currently taking a medication (prescription or over-the-counter) that that may mask or disguise the symptoms of COVID-19?

 **No**, I am not currently taking any medication (prescription or over-the-counter) that that I am aware may mask or disguise the symptoms of COVID-19?

3.  **Yes**, someone in my household, or someone I have come in close contact with (within 6 feet for 15 minutes or more), is ill or presenting the symptoms of COVID-19 above.

 **No**, nobody in in my household, or that I have come in close contact with (within 6 feet for 15 minutes or more), is ill or presenting the symptoms of COVID-19 above.



**Wait until at least 24 hours have passed since recovery, defined as resolution of fever without the use of fever-reducing medications, AND improvement in other symptoms (e.g., cough, shortness of breath), AND at least 10 days have passed since symptoms first appeared.**



**Yes**, in the last 14 calendar days, I travelled out of the U.S.  
**Stay home for 14 days from the time you returned home from travel.**



**No**, in the last 14 calendar days, I did not travel out of the U.S.