# Rancho Santiago Community College District

# COVID-19 Response Plan to Reinstate On-Campus Instruction and Related Activities

Mission Statement

The mission of the Rancho Santiago Community College District is to provide quality educational programs and services that address the needs of our diverse students and communities.

Purpose and Goals

The purpose of this plan is to enable the Rancho Santiago Community College District (“The District”) to meet its mission of providing quality education and services that address the needs of our diverse students and communities while safeguarding students, staff and the community from the threat posed by COVID-19 during the re-opening of our campuses. The plan has the following goals:

1. Minimize the Covid- 19 impact of all disruptions to the delivery of quality instruction and related services to students of all socio-economic backgrounds and abilities.
2. Safeguard students, staff and the community from the threat posed by COVID-19 during the re-opening of our campuses by preventing the spread of COVID-19 and other infectious diseases with similar symptoms in the community and on school campuses. (*Please see RSCCD Pandemic Plan*).

Guiding Principles

In order to ensure the health and safety of the students, staff, and the community, the District will rely primarily on the following external agencies and related directives:

* Center for Disease Control
* State of California Governor’s Office
* California Community College Chancellor’s Office Executive Orders and Guidance
* Orange County Public Health Agency
* RSCCD Pandemic Plan

Colleges, through their respective participatory governance structures, which includes the Academic Senates, will operationalize and implement this plan in alignment with District guidance. Policy decisions will continue to be made by the RSCCD Board of Trustees.

Triggers and Benchmarks

In order to reinstate instruction and related support services for students, RSCCD will rely primarily on directives and guidance from the CDC, the State Governor’s “Four Phase Approach” to reopening, and the CCCCO protocols (yet to be determined). Additionally, the District will consider local County and City recommendations and review for impact on Colleges and with special emphasis on the financial, staffing, equity, and related impact on re-opening. The recently revised RSCCD Pandemic Plan provides further guidance on this topic.

Phased Approach

In recognition that the current pandemic requires a layered and fluid response, the District proposes the following two-phased approach that would rely on triggers outlined above. In general, Phase One includes online and hybrid course offerings with some face-to-face options. Some faculty, staff, and students would be allowed on campus with strict health and safety protocols. Phase Two would allow for the maintenance of existing Distance Education courses (online, hybrid) and the addition of face-to-face courses.

| All planning will adjust based on CDC, California State Governor’s “Four Phase Approach”, Orange County Public Health Agency guidelines, and CCCCO taskforce recommendations. | |
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| Phase 1: Online, Hybrid and Face-to-Face Options. | Phase 2: Addition of Face-to-Face Courses. |
| * Continue to train faculty on online teaching and learning * In collegial consultation, offer online courses through multiple offerings (4wk., 6 wk., 8 wk., 12 wk. and traditional 16 wk.) through scheduled and non-scheduled virtual environments. * In collegial consultation, offer some courses online with limited scheduled face to face (f2f) times at appropriate moments in the semester for skills assessments, laboratory or practicums with required \*health and safety protocols (Academies, Allied Health, Biotechnology, Sciences and Nursing) Offer face-to-face course options which include IGETC, CTE and vocational courses at the beginning of the fall semester and some late start face-to-face courses with contingency plan to address safety protocols. * In collegial consultation, offer some courses that cannot start and end in an online environment as a late start session or provide option to schedule required face to face presence at end of semester with required \*health and safety protocols (Academies, Allied Health, Nursing, hands-on career technical, science and performance and athletics courses). * Include instructional support (tutoring, instructional aids, writing center, math success centers) virtually * In collegial consultation, noncredit will offer courses in online environment and correspondence education (self-paced supported learning). Noncredit will offer some courses online with limited scheduled face to face (f2f) times at appropriate moments in the semester for skills assessments, laboratory or practicums with required \*health and safety protocols (Construction Technology and Certified Nursing Assistant) * Student Services will resume virtual services and offer a phased in return of employees with no more than 50% of workforce at a time and staggered work schedules. We will enter a hybrid mode of services with prioritization of in-person services with HIPAA/FERPA complaint applications. Strengthen infrastructure and resources for the return of Health and Wellness Center personnel. * In consultation with HWC and PIO, develop communication plans involving a variety of platforms (websites, social media signage). * Facilities: Review space utilization to identify which classrooms that can hold 40 or more students that would allow for limited interactions with physical distancing; maintain at least 6 feet between workstations, waiting rooms and student computer areas; identify allowable occupancy in order to control workflow in an effort to establish maximum attendance. Review Student Service faculty offices to accommodate appropriate physical distancing. * Continue staff training of online applications and virtual platforms. * In consultation with HWC and PIO, develop communication plans involving a variety of platforms (websites, social media signage). * Staff: review office space utilization to determine appropriate physical distancing requirements that may lead to staggered scheduling. | * In collegial consultation, for credit and noncredit: Offer courses through multiple offerings (4 wk., 6 wk., 8 wk., 12 wk. and traditional 16 wk.) and through multiple modalities (online, hybrid and f2f). * Add more sections of short-term courses to maximize enrollment and facility use due to limited capacity as a result of health and safety protocols. * Student Services with flexibility will continue to phase in additional campus operations in alignment with public health considerations and physical distancing principles; maintain allowable occupancy and workflow protocols; implement student appointment scheduling procedures for offices with greater demand; and continue to utilize virtual services during peak hours to minimize influx of in-person student contact while continuing to provide timely support services. * Facilities: Review space utilization to identify which classrooms that can hold 40 or more students that would allow for limited interactions with physical distancing. * Staff: continue to review office space utilization to determine appropriate physical distancing requirements to increase staff presence. |
| Continue to provide support services to eliminate any potential inequities or challenges to access and develop additional interventions:   * Continue – Laptop loaner program * Continue – Bus pass program with OCTA * Continue – Drive Up Food Distribution * Continue – Student outreach to the community through cranium café, emails and zoom (credit) * Continue – Transfer centers to coordinate all activities via cranium café, emails and zoom * Continue - Utilize texting software, phone, live chat and email messages to communicate to students * Continue - Collect data through student and staff surveys or forums for ongoing improvements * Continue - Communicate the availability of student support centers such as Outreach, Student Help Desk, Tutoring and other support services to all students including dual enrolled students * Continue – Continue to provide one-on-one support through specialized programs such as Counseling, DSPS, EOPS, Guardian Scholars, Veterans, TRiO and Upward Bound * Continue – Utilize virtual venues to strengthen student engagement and club support through Student Life and ASG * Continue - Designated telephone number for students to seek support and assistance with access, technology and software (noncredit) * Continue - Outreach to the community through direct U.S. mail (noncredit) * Continue – Coordinate with feeder HS Districts to continue dual enrollment * Continue - Communicate directly with students about resources available for students with financial hardships/basic needs (CARES, Financial Aid, Foundation, Scholarships) * Continue – Identification of resources for students with learning disabilities or difficulties with remote learning platforms * Continue – Utilize telehealth visits and provide students with telemedicine, telemental health or telephone consults when appropriate * Continue – In collaboration with ASG and Health and Wellness center, increase “Ask a Doctor” virtual sessions and mental health online workshops * NEW - In collaboration with faculty, develop phone banking system for staff to follow up with personal phone calls to any student who is a “no-show” prior to dropping students * NEW – Update Health and Wellness triage protocols, screening forms and patient check-in procedures * NEW – Establish on-site support center(s) for students to access technology and wi-fi | |
| Note:  For each phase, we will need to assess required staffing needs, working conditions and health and safety protocols.  All students will need to be informed of our plan.  \* Health and Safety Protocols attached (Student Health Survey, Student Campus Access Agreement, Sanitation Protocols, Program Plan) | |

The development of this policy plan included input from the college councils, Academic Senates, employee groups, and district administration, all of which participated in the Ad Hoc Committee meetings on May 6th, 13th and 20th, in addition to their on campus meetings where they discussed the various parts of the plan in more detail. The RSCCD Board of Trustees recognizes these are challenging times for everyone and is grateful for their input in the drafting of this plan.

As we strive to meet our mission of providing quality education programs and services that address the needs of our diverse students and communities, we are particularly cognizant of the need to address the equity issues created by the impact of the pandemic upon students of varying socio economic backgrounds and abilities.

As RSCCD increases its in-person operations to meet the needs of our students, we will continue to follow state and local guidelines, including RSCCD’s pandemic plan and the Guide to Return to the Workplace as developed in consultation with our stakeholders including students, faculty and staff to ensure workplace safety.  The RSCCD is confident that as the implementation of this plan takes place, RSCCD will continue take input as required by the accreditation standards.