

# Office of the Fresno County Superintendent of Schools

## SPECIAL EDUCATION

### SAFE RETURN TO IN-PERSON INSTRUCTION AND CONTINUITY OF SERVICES PLAN



Effective Date: October 10, 2020  
Revision 1: March 22, 2021  
Revision 2: October 25, 2021  
Revision 3: May 3, 2022  
Revision 4: December 15, 2022  
Revision 5: June 1, 2023  
Revision 6: June 1, 2024

The Special Education Department of the Fresno County Superintendent of Schools (FCSS) has developed this plan to provide safe instruction related to the COVID-19 pandemic for the students we serve. As new information comes in and state/local guidance changes, we will continue to re-evaluate our instructional model recommendations to ensure that we are being responsive to our student, staff, family, and community safety-related needs. Recommendations from the School Site Council, CalOSHA, and Fresno County Mental Health will be included with each revision.

This document relies on guidance located in the [COVID-19 Safety Plan Toolkit](#) and outlines campus and classrooms modifications that may be necessary at each stage of re-opening. **Please note that toggling between stages is possible at any time.**

### **Stage 1 – Distance Learning Keeping Essential Workers and Students Safe**

This stage of implementation primarily occurred in March through July of 2020. Students received distance learning in the home setting. Distance Learning Plans were in place and students received instruction with technology and/or provided curriculum.

### **Stage 2 – Distance Learning Enhanced Program & Early Re-Entry**

This stage of implementation occurred between August and October of 2020. Students served by the Fresno County Superintendent of Schools received 240 minutes of rigorous distance learning each day. Distance learning was provided in the home setting via virtual/on-line electronic platforms and/or by telephone through direct instruction and home learning opportunities. In alignment with the mandates contained in Senate Bill 98, students served by FCSS received a minimum of 60 minutes of daily live instruction with their peers\*. Additionally, students received 180 minutes daily of pre-recorded lessons developed through peer collaboration\*. Print packets that allowed for oral or written feedback were also available to support lessons and address the needs of individual learning styles. Students were offered Chromebooks and Wi-Fi hotspots as needed. Supervisors and principals had access to platforms utilized for instruction and internet links to live instruction.

### **Distance Learning Plans**

- One, single distance learning plan was created for each student. The distance learning plan detailed the instruction that was provided to assist the student in making progress on their Individualized Education Program goals and objectives. The case manager and related service providers collaborated on the single document that was to be uploaded to the student's record in SEIS.
- Once a naturally occurring IEP was held and emergency language was added to the meeting notes, the Distance Learning Plan document was discontinued. The emergency language can be found in the document library of the Special Education Information Software (SEIS).

*\*Students participating in Cyber High or enrolled in TIES or DHH programs were directed to consult with their administrator for information directly related to these programs. Time in general education courses was considered.*

### **Specialized Academic Instruction**

- Students enrolled in special day classes operated by FCSS received at least 60 minutes daily of live instruction with their peers from their assigned classroom teacher. To the extent possible, daily live instruction was at an assigned time each day. Teachers worked collaboratively to develop and record an additional one-hour lesson per day that was uploaded for shared use. This allowed teachers to provide 180 additional minutes of pre-recorded lessons daily. Developed lessons utilized core curriculum or thematic lessons consistent with the state and grade level standards and/or the *Unique* curriculum. Instructional content was at a level of quality and intellectual challenge equivalent to in person instruction. Educators certified that a minimum of 4 hours of rigorous distance learning was provided daily. Case managers collaborated with related and itinerant service providers on the daily schedule.

### **Related and Itinerant Services**

- Service minutes provided closely matched those offered in the student's Individualized Education Program through distance or in-person contact. Related and itinerant service providers consulted with case managers on the development of the single distance learning plan. Related and itinerant service providers also collaborated with case managers on the daily schedule.

### **Physical Education**

- Although SB 98 waived the requirement to provide weekly instructional minutes in physical education through June 2021, case managers were encouraged to develop distance learning activities that promoted the physical well-being of students.

### **Mainstreaming & Access to General Education Peers**

- Case managers collaborated with general education colleagues to offer students access to general education peers through virtual platforms.

### **In-Person Instruction**

- Limited in-person instruction was provided in accordance with guidelines approved by the Fresno County Department of Public Health, which states a single student may be brought in for 30 to 120 minutes no more than two days (2) per week to support their distance learning program.

### **Technology Support for Online Student Engagement**

- Appropriate technology was provided to individual students as needed and to access Distance Learning. A parent survey was conducted in July of 2020 to assist us in determining who needed technology access.
- Each student/family was asked to sign a Technology Use Agreement prior to borrowing a school/program device.
- Additional connectivity support was made available, as appropriate to families to help access online engagement. The parent survey conducted in July of 2020 assisted us in determining who did not have current connectivity.
- Hard copy packets (print materials) and low technology/no technology were provided to support lessons and students who may need this option.

### **Supporting Ongoing Communication and Student Connectedness to School Activities**

- Teachers conducted a family needs assessment to identify the best mode of communication for each student/family.
- Students had daily opportunities to interact with a teacher and peers directly through preferred communication and had opportunities to participate in pre-recorded or live feeds connected to classroom activities, based on student and family needs and conversations and consultation with the principal.
- Teachers monitored student engagement and made themselves available through office hours each day.
- Daily participation included and was not limited to the following: direct instruction from a teacher, evidence of participation in online activities, completion of regular assignments with feedback, and/or contact between the program and the student or parent/guardian.

### **Student/Family Engagement**

We remained committed to providing meaningful, responsive, and engaging distance learning through the implementation of individualized Distance Learning Plans for each student.

- Each student had an individualized Distance Learning Plan that was updated regularly to adjust to the changing needs of each student and their family.
- Standardized Online Learning Platform: Google Classroom or Class Tag (discuss with your principal).
- Standardized Communication Platforms.
- Alternative hard copy work packets were made available to families, as needed.
- Students had opportunities to interact with their teacher and peers daily.

**Attendance:** Attendance was taken daily and based on student participation in live or virtual instruction, completion of regular assignments including print materials that require oral or written feedback or contact with related service providers. Student participation logs were maintained daily. Attendance was taken through AERIES and participation logs were maintained in Illuminate (TK-ATP).

### **Tiered Re-Engagement Strategies:**

Student engagement and participation is essential to student success in a traditional in-person school setting, as well as during distance learning. The following tiered re-engagement strategies were developed to help teachers and related service providers reach out to families, case managers and/or school/program administration to ensure multiple opportunities were provided to reinforce positive and productive engagement, as well as re-engage students in their learning should there have been a series of absences and/or disengagement.

Tier	Persons Responsible	Actions to Consider
<p><b>Tier 1:</b> Student attending regularly</p>	<p>Teacher Para-educator Related Service Providers</p>	<ul style="list-style-type: none"> <li>• Positive recognition/rewards for students.</li> <li>• Reinforce positive with parents and commend.</li> <li>• Send U.S mail to reinforce.</li> </ul>
<p><b>Tier 2:</b> Single day absence</p>	<p>Teacher Para-educator Related Service Providers</p>	<ul style="list-style-type: none"> <li>• Person responsible contacted parent/guardian through their preferred mode of communication and let them know that they were missed during the day's activities; reminded them of the next day's schedule of activities; offer to help/set up additional 1:1 time.</li> <li>• Asked what areas of support family needs.</li> </ul>
<p><b>Tier 3:</b> Consecutive absences - student is absent from instruction for 2 consecutive days</p>	<p>Teacher Para-educator Related Service Providers Principal</p>	<ul style="list-style-type: none"> <li>• Person responsible contacted parent/guardian to check-in/identify reasons for absences; see if they need to change their schedule time and/or are in need of technical support to access online learning; verify contact information and preferred mode of communication; offered additional 1:1 support.</li> <li>• Considered updating/adjusting Distance Learning Plan to address student/family needs.</li> <li>• Teacher contacted related service providers to check on level of communication and engagement they are getting from families.</li> <li>• Teacher consulted with previous teacher best ways to engage family.</li> <li>• Teacher notified Principal of absences.</li> </ul>
<p><b>Tier 4:</b> Student is absent from instruction for 3 consecutive days or more than 3 days per week</p>	<p>Teacher Para-educator Related Service Providers Principal</p>	<ul style="list-style-type: none"> <li>• Principal worked with parents to create solutions to attendance barriers; offered additional 1:1 support.</li> <li>• Considered adjusting Distance Learning Plan.</li> <li>• When student attended, provided highly preferred reinforcement(s)</li> <li>• Principal notified FCSS supervisor and district Special Education Representative.</li> </ul>
<p><b>Chronic Absences:</b> Student is absent for instruction more than 3 days per week for consecutive weeks</p>	<p>Teacher Para-educator Related Service Providers Principal FCSS Director District SPED Representative</p>	<ul style="list-style-type: none"> <li>• Teacher notified Principal of student's absences and reasons provided by family.</li> <li>• Principal worked with parents to create solutions to attendance barriers.</li> <li>• Principal notified FCSS supervisor and district Special Education Representative.</li> <li>• Scheduled an IEP meeting to formally address attendance/student engagement.</li> <li>• Considered initiating SARB process with District of Special Education Accountability.</li> </ul>

**Stage 3a – Students Returned to School on a Modified Program; Some Public Access - may be adjusted based on relevant information and after collaboration with our district school site hosts**

In October of 2020, the special education department began offering in-person learning two days per week to all interested students.

**Staggered Schedules**

- Students attended school in person two days per week and received distance learning three days per week.
- On site attendance was Group A - Monday/Tuesday and Group B - Thursday/Friday. All students participated in distance learning on Wednesdays. Exceptions were made for integrated sites who needed to align their distance-learning day with the host district.
- Cohorts were 4 hours in length with exceptions for integrated sites who needed to align their schedule with the host district.
- Individual student needs were considered as identified by their physician and the IEP team. The three days of distance learning was a combination of distance learning with live instruction, individual instruction, and assessment.
- Distance Learning occurred for students in the home setting on their non-in-person days.

**Stage 3b – Students Return to School in a Hybrid Model – Up to Four Days Per Week - may be adjusted based on relevant information and after collaboration with our district school site hosts**

In February of 2021, the special education department began offering in-person instruction four days per week to all interested students.

**Hybrid Model Schedule**

- Students attended school in person up to four days per week: 4 hours each day.
- Increased In-person participation was offered to:
  - Students on distance learning only.
  - Students attending two days per week.
  - Students awaiting enrollment.
- Parent preference and student health needs determined the student's ability to participate in hybrid model learning.
- Guidance was obtained from:
  - <https://files.covid19.ca.gov/pdf/guidance-schools-cohort-FAQ.pdf>
  - <https://files.covid19.ca.gov/pdf/guidance-schools.pdf>;
  - <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/small-groups-child-youth.aspx>
- Cohorts were 4 hours in length with exceptions for integrated sites who needed to align their schedule with the host district.
- Individual student needs were considered as identified by their physician and the IEP team. The days of distance learning were a combination of distance learning with live instruction, individual instruction, and assessment.

- Distance Learning occurred for students in the home setting on their non-in-person days.

Modified and hybrid schedules consisted of students who were meeting for targeted supports and intervention services and in-person instruction. Specialized services included those offered in a student's individualized education program (IEP). The groups were of appropriate size to maintain 6 feet of social distancing. The models operated so that students and supervising adults within the group only had physical proximity with members of their own group during the day. Supervising adults and students did not interact with other groups. This practice decreased opportunities for exposure to or transmission of the virus.

### Timeline for Implementation of Stages 3a, 3b, 4

<b>September 25, 2020</b>	Collaborated with district partners on classroom access and school building capacity.
<b>September 28, 2020</b>	Communicated with parents via telephone. Determined which students would remain on distance learning. Submitted First Student bus routes for bidding. Submitted request for food service to all relevant districts. Notified all districts providing transportation for students in county-operated programs of start date for groups. Reviewed need for room disinfecting and worked with districts for integrated sites classrooms.
<b>September 29, 2020</b>	Submitted all PPE orders, including child masks, to Facilities for fulfillment. Reviewed assignments of para-educators to ensure coverage.
<b>October 1, 2020</b>	Determined method of training staff on disinfecting work locations. Ordered student supplies to prevent the need to share items.
<b>October 13, 2020</b>	Held parent information meetings this week and mailed parent letters.
<b>October 16, 2020</b>	Staff trained regarding cleaning, disinfecting, PPE expectations.
<b>October 19, 2020</b>	Began increased in-person instruction.
<b>February 24, 2021</b>	Entered stage 3b.
<b>August 9, 2021</b>	Entered Stage 4 as students returned to in-person learning



## **Stage 3a & 3b Procedures**

### **Considerations**

- Physician orders and medication at school documents were received for relevant students.
- No backpacks, unless required to transport clothing, dietary needs or health and medical necessities.
- No paper home-to-school logs used during this time.
- No field trips during this time; limited community-based instruction.
- Mainstreaming conducted through virtual platforms if possible and if on the IEP.
- Updated emergency contact information was critical.
- Visitor restrictions were in place.
- Walkie Talkies were assigned to one person and disinfected daily.
- IEP's reflected accommodations for students who are unable to wear masks.
- Substitute staff worked with one group per day.

### **Staff Procedures:**

- Staff completed requirements outlined in the Healthy Schools Act.
- Staff indicated understanding and acknowledgement of the safety guidelines outlined in the [FCSS COVID-19 Safety Plan Toolkit](#), including daily active screening of their own health.

### **Parent Training and Communication:**

Parents of FCSS operated school programs were educated on the need to certify their child's health before their child reports to school. These procedures remain located in the renamed [FCSS COVID-19 Safety Plan Toolkit](#). Teachers contacted families directly at least two times per week in addition to the opportunity to communicate through the online instructional platform used for distance learning and the on-going communication during the online lessons. Families that communicated in Spanish were given the opportunity to connect with the school-site staff in Spanish.

### **Transportation**

- Social distancing was in place to the extent possible.
- Bus Driver Screening
  - The driver conducted an active screening of their health as outlined in the [FCSS COVID-19 Safety Plan Toolkit](#)
- Drivers were trained on physical distancing while students were waiting for the bus.
- Arriving students were seated from the rear of bus forward to prevent students from passing each other. Students exited from front to rear.
- Collaborated with both First Student and with district transportation leads to ensure consistent protections for students and staff.

### **Arrival**

All students arrived either by bus or parent transportation and were received by staff in the parking lot bus zone. Students were asked to remain in the bus until staff received them to take them directly to their assigned arrival area. Parents were asked to remain in the car while students were dropped off at the identified location. All students were required to wear a facemask, unless exempt, as defined by their doctor's order or by the State of California orders when entering campus. A curbside drop-off and pick-



up location was established with a phone number for parents/guardians to call to avoid entrance into the location. Wipe-down and disinfecting of wheelchairs or stroller handles and brakes upon arrival. Maps for each school location's arrival area and curb-side drop-off and pick-up will be maintained by each principal.

- Active screening of students will be conducted by a designated receiving adult as outlined in the [FCSS COVID-19 Safety Plan Toolkit](#)
- If the active screening results in any answers of "yes" as outlined in the [FCSS COVID-19 Safety Plan Toolkit](#), students were taken to the isolation area and parents contacted for pick up. The student needed to meet criteria outlined in the toolkit before returning to school.
- For students proceeding on to campus, their hands were disinfected with disinfectant provided and they were also provided a face covering if they did not have one.

### **Face Coverings**

Students wore face coverings as outlined in the [FCSS COVID-19 Safety Plan Toolkit](#). Clear face masks or face shields were available for students who are hearing impaired. The following students were exempt from wearing a face covering:

- Students younger than two years old.
- Persons with a medical condition, mental health condition, or disability that prevented wearing a face covering and the accommodation was in their Individual Education Program.

### **Ingress / Egress**

From the drop-off zone, students entered the campus through the designated entrance area specific to their group once cleared by their assigned staff member. Maps for ingress and egress plans were maintained by each principal. All students were required to adhere to social distancing requirements as they entered the classroom. The sidewalk outside the classroom was marked to identify social distancing requirements. All students were required to use disinfectant as they entered and left the classroom. To eliminate as many touch points as possible, teaching staff opened the door for students upon entry and exit.

### **Classroom / Instruction**

Groups were established to minimize gatherings and exposure. Each student was assigned a specific seat and location within the classroom that met social distancing requirements (6 feet apart). The classroom had posters communicating social distancing requirements as well as expectations for keeping a safe and healthy environment posted. Each student was assigned their own materials including books, pencils, crayons, etc. At the beginning of each day, teachers went over appropriate hygiene practices and measures with all students. Students were grouped and assigned specific parts of the campus to minimize gatherings and high-use areas. Frequent lessons were conducted during distance learning on hand washing and social distancing.

### **Meals**

Meals were provided in the individual classrooms within student groups or in accordance with host site directions to minimize gatherings. Hand washing schedules

were included before and after meals or snack. Food was not shared, and staff followed all protocols when supplied with snacks or food incentives.

### **Health Procedures**

Aerosol Producing Treatments are medical procedures that create aerosolized particles. Examples of Aerosol Producing Treatments include the following: tracheostomy suctioning and nebulizer treatments. These procedures needed to be performed in a separate room OR in a corner of a classroom, away from other students and with proper partitions. The person performing these treatments needed full protective equipment (i.e. N95 mask, gown, face shield/goggles, and gloves). Handwashing before and after procedures were in place for students and staff. Maps of procedure locations were maintained by each principal.

### **Recess and Breaks**

Each group was assigned to a specific location and schedule on campus for their recess and break times. Maps of recess and break locations was maintained by each principal.

### **Departure**

Students were escorted following the routes on the Ingress/Egress plan above.

### **Cleaning and Disinfecting**

Cleaning and disinfecting of school sites occurred in accordance with the [FCSS COVID-19 Safety Plan Toolkit](#) and host site procedures.

### **Testing of Staff**

Surveillance testing was conducted in accordance with the [FCSS COVID-19 Safety Plan Toolkit](#)

### **SB114 COVID-19 Supplemental Paid Sick Leave**

COVID-19 Supplemental Paid Leave availability was extended until December 31, 2022, as found in the FCSS COVID-10 Safety Plan Toolkit [FCSS COVID-19 Safety Plan Toolkit](#)

### **Identification and Tracing of Contacts**

The process for contact tracing was found in the [FCSS COVID-19 Safety Plan Toolkit](#)

### **Triggers for switching to distance learning**

The [FCSS COVID-19 Safety Plan Toolkit](#) covered the circumstances that would require a return to distance learning.

### **Communication Plans after COVID-19 case**

In the case of positive COVID-19 test result at one of our sites, the [FCSS COVID-19 Safety Plan Toolkit](#) covered the process of necessary notifications consistent with the FERPA and HIPAA. Alma McKenry, Director of Health Services for the Office of the Fresno County Superintendent of Schools, was the designated Contact Tracker.

### **Related Service Providers and Itinerant Teachers**

Students received one-on-one services and supports from other qualified adults outside of their assigned group. These additional supports and services were done individually or with students from the same cohort. These services were provided outdoors, in a related service provider's office, space not used by other groups, or virtually. Staff who were providing specialized services or targeted support – such as speech or occupational therapy or intensive tutoring -- were assigned to work with students in as few groups as possible and must observe appropriate precautions to prevent transmission, including wearing appropriate personal protective equipment (PPE), as was specified in the industry guidance for Limited Services.

It was also important to prevent other staff people (e.g., administrators, counselors, or nurses) who were not a supervising adult in a group or providing one-on-one services, from interacting with groups unless necessary to provide supervision or respond to a health or safety issue, as they can transmit the virus from one group to another, thus greatly increasing the number of contacts for any given case. Visits were limited to less than 15 minutes in duration. Social distancing and donning of a mask were required.

### **General Education Access and Group Mixing**

Group stability was important to minimize virus exposure. Students could only mix with other groups in a virtual format.

### **Physical Education**

Although SB 98 waives the requirement to provide weekly instructional minutes in physical education, case managers were encouraged to develop distance learning activities that promote the physical well-being of students.

### **Distance Learning & Distance Learning Plans**

One, single distance learning plan was developed for each student unless an IEP was held to describe emergency language related to service delivery during periods of emergencies.

### **Attendance & Engagement**

Attendance was taken daily, and engagement was recorded weekly. AERIES was the system used by FCSS to track attendance and Illuminate was utilized to track engagement.

Excused Absences	Engagement
<p>Personal illness (Education Code 48205).            Quarantine under the direction of a county or city health officer (Education Code 48205).            Medical, dental, optometric or chiropractic appointments (Education Code 48205).            Attendance at funeral services for a member of the immediate family (Education Code 48205) a. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state (Education Code 48205) b. "Immediate family" shall be defined as mother, father, grandmother, spouse, son/son-in-law, daughter/daughter-in-law, sister or any relative living in the student's immediate household (Education Code 45194, 48205).            Jury duty in the matter provided by law (Education Code 45194, 48205).            The illness or medical appointment during school hours of a child to whom the student is the custodial parent (Education Code 48205).            Justifiable personal reason including but not limited to: (Education Code 48205) a. Attendance at a funeral service b. Observation of a religious holiday or ceremony c. Attendance at religious retreats.            Technical difficulties</p>	<p>Daily, or at least weekly, the student engagement log was completed in Illuminate.             Synchronous – Live, on-line instruction.             Asynchronous – Participated in pre-recorded lessons or completing work assigned by a certificated staff member.             Assessments – Completed assessments assigned by a certificated staff member.             Pupil Contact – Direct contact between the student and an employee (in-person or with the use of technology).             Parent Contact – A parent was contacted by an employee.</p>
Unexcused Absences	
<p>No Contact            Refusal</p>	

**Tiered Re-Engagement Strategies:**

Student engagement and participation was essential to student success in a traditional in-person school setting, as well as during Distance Learning. The following tiered re-engagement strategies were developed to help teachers and related service providers reach out to families, case managers and/or school/program administration to ensure multiple opportunities were provided to reinforce positive and productive engagement, as well as re-engage students in their learning should there have been a series of absences and/or disengagement.

Tier	Person(s) Responsible*	Actions to Consider
<b>Tier 1:</b> Student attending regularly	Teacher Para-educator Related Service Providers	<ul style="list-style-type: none"> <li>• Positive recognition/rewards for students.</li> <li>• Reinforce positive with parents and commend.</li> <li>• Send U.S mail to reinforce.</li> </ul>
<b>Tier 2:</b> Single day absence	Teacher Para-educator Related Service Providers	<ul style="list-style-type: none"> <li>• Person responsible contacted parent/ guardian through their preferred mode of communication and let them know that they were missed during the day's activities; reminded them of the next day's schedule of activities; offered to help/set up additional 1:1 time.</li> <li>• Asked what areas of support family needed.</li> </ul>
<b>Tier 3:</b> Consecutive absences- student is absent from instruction for 2 consecutive days	Teacher Para-educator Related Service Providers Principal	<ul style="list-style-type: none"> <li>• Person responsible contacted parent/ guardian to check-in/identify reasons for absences; see if they needed to change their schedule time and/or were in need of technical support to access online learning; verified contact information and preferred mode of communication; offered additional 1:1 support.</li> <li>• Considered updating/adjusting Distance Learning Plan to address student/family needs.</li> <li>• Teacher contacted related service providers to check on level of communication and engagement they were getting from families.</li> <li>• Teacher consulted with previous teacher best ways to engage family.</li> <li>• Teacher notified Principal of absences.</li> </ul>
<b>Tier 4:</b> Student is absent from instruction for 3 consecutive days or more than 3 days per week	Teacher Para-educator Related Service Providers Principal	<ul style="list-style-type: none"> <li>• Principal worked with parents to create solutions to attendance barriers; offered additional 1:1 support.</li> <li>• Considered adjusting Distance Learning Plan.</li> <li>• When student attended, provided highly preferred reinforcement(s)</li> <li>• Principal notified FCSS supervisor and district Special Education Representative.</li> </ul>
<b>Chronic Absences:</b> Student is absent for instruction more than 3 days per week for consecutive weeks	Teacher Para-educator Related Service Providers Principal FCSS Director District SPED Representative	<ul style="list-style-type: none"> <li>• Teacher notified Principal of student's absences and reasons provided by family</li> <li>• Principal worked with parents to create solutions in attendance barriers.</li> <li>• Principal notified FCSS supervisor and district Special Education Representative.</li> <li>• Scheduled an IEP meeting to formally address attendance/student engagement.</li> <li>• Considered initiating SARB process with District of Special Education Accountability.</li> </ul>

## **Stage 4 – Full Time In-Person Learning with COVID-19 Protocols**

This stage of re-opening began on July 12, 2021.

### **Continuity of Instruction**

- Students will attend school in person five days per week in accordance with the daily calendar for their assigned school site.
- No field trips taken during this time; community-based instruction will occur in accordance with student Individualized Education Program plans.
- Parents may request independent study if they deem returning to in-person learning would put their student's health at risk. The Individual Education Program (IEP) team will meet to review each request. The independent study guidelines outlined in AB130 and AB167 will be followed.
- Social, emotional, and behavior lessons will be implemented weekly.
- If classes must be closed due to quarantine or staff shortages, students will be offered the opportunity to participate in short term independent study in accordance with AB130 and AB167.

### **Meals**

Meals will be provided in individual classrooms within student groups or in accordance with host site directions to minimize gatherings. Hand washing schedules will include before and after meals or snack. Food may not be shared, and staff will follow all protocols when supplying snacks or food incentives.

### **Staff Procedures:**

- Staff will complete requirements outlined in the Healthy Schools Act.
- Staff will understand, acknowledge, and follow safety guidelines outlined in the [FCSS COVID-19 Safety Plan Toolkit](#), including daily active screening of their own health.

### **Community Engagement & Assurances**

- The special education department sought public comment on the development of this plan by conducting a climate survey in the spring of 2021.
- Input from the parent survey was utilized in developing this plan, including parent comments related to transportation and daily health screenings.
- This plan will be reviewed every 6 months during the 2021-2022 school year.
- This plan will be reviewed regularly with the School Site Council (SSC).
- Upon request, this plan will be provided in an alternative format accessible to parents.
- Every plan revision will address each of the aspects of the safety currently recommended by the Centers for Disease Control (CDC), or if the CDE has revised its guidance, the updated safety recommendations at the time this plan is revised.
- This plan has been written in a language the parents can understand, or if not practicable, orally translated.

### **Parent Training and Communication:**

Parents of FCSS operated school programs will be educated on the need to certify their child's health before their child reports to school. These procedures are located in the [FCSS COVID-19 Safety Plan Toolkit](#) and were mailed home in September of 2021.

## **Face Coverings**

Staff and students shall wear face coverings as outlined in the [FCSS COVID-19 Safety Plan Toolkit](#) and the <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/K-12-Guidance-2021-22-School-Year.aspx>

Clear face masks or face shields are available for staff and students who are hearing impaired. Additionally:

- Masks are optional outdoors.
- Persons medically exempted from wearing a face covering due to a medical condition, must wear a non-restrictive alternative.
- Face coverings will be provided if the student or staff members does not have one.

## **Health & Safety**

Aerosol Producing Treatments are medical procedures that create aerosolized particles. Examples of Aerosol Producing Treatments include the following: tracheostomy suctioning and nebulizer treatments. These procedures will need to be performed in a separate room OR in a corner of a classroom, away from other students and with proper partitions. The person performing these treatments will need full protective equipment (i.e. N95 mask, gown, face shield/goggles, and gloves). Handwashing before and after procedures is in place for students and staff. Physical distancing is encouraged, particularly when indoors. HEPA air purifiers have been supplied to all classrooms and facilities operated by FCSS. Additionally, FCSS provides COVID-19 vaccination and testing clinics on a regular basis in accordance with the [FCSS COVID-19 Safety Plan Toolkit](#)

## **Cleaning and Disinfecting**

Cleaning and disinfecting of school sites will occur in accordance with the [FCSS COVID-19 Safety Plan Toolkit](#) and host site procedures.

## **Identification and Tracing of Contacts**

The process for contact tracing may be found in the [FCSS COVID-19 Safety Plan Toolkit](#)

## **Isolation Area**

The isolation area will be left empty for as long as feasible if used by someone with symptoms. The room will be disinfected before used by another person. An alternate area should be established for an isolation area should another student or staff require an isolation area prior to the disinfecting of the original location.

## **Triggers for quarantine or class/school closure**

The [FCSS COVID-19 Safety Plan Toolkit](#) covers the circumstances that would require quarantine or class closure.

## **Communication Plans after COVID-19 case**

In the case of positive COVID-19 test result at one of our sites, the [FCSS COVID-19 Safety Plan Toolkit](#) covers the process of necessary notifications consistent with the FERPA and



HIPAA. Alma McKenry, Director of Health Services for the Office of the Fresno County Superintendent of Schools, will be the designated Contact Tracker.

- Guidance obtained from:
  - <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/K-12-Guidance-2021-22-School-Year.aspx>
  - [FCSS COVID-19 Safety Plan Toolkit](#)
  - <https://www.cde.ca.gov/ls/he/hn/coronavirus.asp>

### **Stage 5 – Normal Operations**

This stage of re-opening began on March 14, 2022.

## **APPENDIX A**

The programs ran by the Office of the Fresno County Superintendent of Schools includes the following:

### **CIRCLE Program**

The Comprehensive Instruction Reinforcing Collaborative Learning Environments (CIRCLE) program is designed to meet the educational needs of elementary school-age children on the autism spectrum who have significant language, social, and behavioral needs that cannot be met in the general education classroom. These needs are addressed within a framework of a developmentally appropriate curriculum and the use of empirically based instructional methodologies. *Contact Charlene Clark, Principal, at 559-497-3902 or [cclark@fcoe.org](mailto:cclark@fcoe.org).*

### **Deaf & Hard of Hearing Program**

The program for students who are deaf or hard of hearing provides assessments, instruction, consultation and support services for children preschool age through high school. Credentialed teachers of the deaf and hard of hearing serve to provide help as needed in the following areas: Academic instruction, Sign Language, Remediation of Language Development, Trouble-shooting Hearing Aids and FM Systems, Auditory Training, Speech Reading Skills, Clarifying Concepts, and Classroom modifications or Accommodation. Teachers also work closely with the audiologist, parents, and other professionals and agencies to meet the needs of the student. *Contact Leslie Cox, Principal, at 559-443-4880 or [lcox@fcoe.org](mailto:lcox@fcoe.org).*

### **Extensive Support Needs**

Educational services for students ages 3-22 that qualify for services under the category of intellectual disability are provided regionally at Beth Ramacher Educational Complex in Fresno, the Monte Vista Program in Reedley and Sutherland in Kerman. All three of these programs operated by FCSS include a main school site as well as satellite classes located on various general education school campuses. As students reach adulthood, the FCSS Adult Transition Program is available. Major emphasis of the program for students with extensive support needs is to teach students in the areas of pre-academics, functional academics, vocational, self-help, social and recreation/leisure. Our services include a community-based program designed to teach those skills necessary for each student to actively participate in home and community settings. Each student has an individualized educational program developed collaboratively with staff, family, and involved agencies. All of our programs incorporate the use of the alternate state standards. We are devoted to offering a positive, challenging and functional education to all of our students in the least restrictive environment. At the heart of our educational philosophy are encouragement, compassion, and respect, which enable each student to become as independent as possible. Contact Mike Butts, Principal at 559-497-3951 or [mbutts@fcoe.org](mailto:mbutts@fcoe.org), Darla Beeson, Principal at 559-265-4004 or [dbeeson@fcoe.org](mailto:dbeeson@fcoe.org) , or Dave Tenney, Principal at 559-846-7391 or [dtenney@fcoe.org](mailto:dtenney@fcoe.org) .

### **Preschool Intervention Program**

The Preschool Intervention Program (PIP) is designed to meet the educational needs of preschool age children with autism who have significant language, social, and behavioral needs that cannot be met in a regular preschool classroom.

PIP is designed to provide intensive early education services utilizing evidence-based practices for students with autism. All students enrolled in PIP will be evaluated before their transition to Kindergarten. The PIP team will work closely with the student's district of residence to determine appropriate placement options for Kindergarten. Contact Charlene Clark, Principal, at 559-497-3902 or [cclark@fcoe.org](mailto:cclark@fcoe.org).

**Targeted Intervention for Emotional Support (TIES) Program**

The Targeted Intervention for Emotional Support (TIES) program serves students from kindergarten through twelfth grade with serious emotional disturbance after all program options and resources have been attempted in their home school or district. Regionalized classrooms, with a small teacher-to-student ratio, are provided on integrated campuses. The TIES program offers intensive, on-site psychological services and more support staff. This includes a classroom structure that is balanced between academics, social/emotional support and student need.

Contact Erik Nyberg, Principal, at 559-443-4881 or [enyberg@fcoe.org](mailto:enyberg@fcoe.org).