Office of the Fresno County Superintendent of Schools

COURT SCHOOLS DIVISION
DISTANCE LEARNING AND REOPENING PLAN

Effective: July 1, 2020
Revised October 9, 2020
Purpose
This document will outline the four stages of the reopening plan of the Office of the Fresno County Superintendent of Schools (FCSS) Court Schools program. This plan will outline modifications to the school office, work stations, communal use areas, and classrooms at each stage in accordance with the standards set forth in the Return to Work Toolkit FCSS Return-to-Work Toolkit. Students, staff, parents, agency personnel, and community members will adhere to FCSS’ standards and protocols in order to return to our school site in a safe, unified manner for all members of our school community.

The Office of the Fresno County Superintendent of Schools (FCSS) administration will update the return to work toolkit as new information or guidance from Local, State and Federal agencies change. Ongoing communication will be shared with staff, parents, agency partners including Probation administration, DNA group home staff, and our community through a variety of means including but not limited to: weekly staff meetings, probation and DNA group home manager meetings, letters home to parents, and at parent orientation meetings. Additionally, a link to the plan will be posted on the FCSS webpage.

For information regarding contact tracing, testing of students and staff, triggers for switching to distance learning, and our communication plan for after COVID-19 cases occur, please refer to the FCSS return to work toolkit located in the first paragraph. Please note the toggling between stages is possible at any time.

ALICE M. WORSLEY SCHOOL, LOCATED AT THE FRESNO COUNTY JUVENILE JUSTICE CAMPUS

Background
As Alice M. Worsley School is located at the Fresno County Probation Department’s (PD) Juvenile Justice Campus (JJC), a non-FCSS facility. The PD protocols are also referenced in this document and will complement safety measures of FCSS. The PD adheres to the state and local departments’ of public health COVID-19 mitigation guidance for institutions, including the June 2020 requirement of wearing a face covering (cloth mask) for probation staff and July 2020 for youth, with the exception of those with medical exemptions.

In the spring of 2020, the PD reorganized youth housing where three intake units, B, G and H units, were opened specifically for the overall wellness monitoring of new youth to campus for up to two weeks. Immediately following this time period with youth demonstrating sustained wellness, they are transferred to assigned residential units, households, in order to prevent contact among other households for any purposes. Students attend school and will continue to attend school in household-specific classrooms.

Should youth in custody demonstrate a need to be quarantined, the PD will assign the youth to an appropriate residential unit/household for the duration of the quarantine need. Students assigned to the quarantine unit will receive instruction via a previously established model of Distance Learning (weekly student learning portfolios delivered to
their household). The assigned teacher will monitor and support learning through weekly written feedback to students and will grade the portfolios on a weekly basis. The student portfolios in this instance will remain in a general area for a minimum of 24 hours prior to the assigned teacher receiving and grading. Teachers will also connect with students by telephone to provide additional support.

In the spring of 2020, the PD began intensified cleaning and disinfecting procedures, particularly in highly frequented areas such as entrances and exits. Personal Protective Equipment (PPE) has been provided to Worsley staff by FCSS and PD, including sensor and non-sensor, wall-mounted dispensers that have been distributed to teachers for their classrooms, disposable facial coverings, disposable gloves, all-purpose wipes, and disinfectant cleanser, face shields, and mobile plexiglass desk shields. Staff may pick up additional PPE in the school office as needed.

**Ingress/Egress of Staff and Visitors**
All who wish to enter either of the two main campus entry points will first actively screen their health status by answering the posted FCSS questionnaire and taking their temperature. All of the necessary equipment will be stationed on two carts, Health and Sanitation Stations (HSS), in the school office building 705 where all staff will enter prior to going into the secured perimeter of the Juvenile Justice Campus.

**Stage 1 – Keeping Essential Workers Safe**
Students during this phase remain in their living units should local authorities determine a need to temporarily suspend student movement from living units to classrooms. In this instance, instruction will take place via individual student portfolios as Internet is not accessible in the living units. The PD will schedule a 240-minute instructional day between the hours of 8:00 AM-12:20 PM for students to complete their work. Teachers will enhance the portfolios and provide support to their students with phone check-ins. Weekly engagement records will be maintained by teachers noting how much synchronous or asynchronous instruction and support students have received. Instructional minutes shall be certified by the teacher and will be based on the time value of the assignments.

The portfolios for students in need of specialized academic instruction in accordance with an Individualized Education Plan, 504 Plan services, and English Language Development will be modified by the applicable teacher and school staff. Special Education teachers will work in coordination with the general education teacher to modify instruction to meet the needs of their students. Special education teachers will also work with their students via phone check-ups in this stage. IEP meetings will continue with families and students via phone calls or when possible by video conferencing with Microsoft TEAMS.

Academic support and advocacy services will continue to be provided to Foster Youth and their families in collaboration with FCSS, Worsley school staff, Probation Department staff, supporting agencies, and receiving school districts. Services for our Foster and Homeless youth include: access to a school issued laptop, counseling support, academic advising, school psychologist counseling, and when students return to their district of residence referrals for services for students in need of nutrition, housing, medical, and transportation needs will be made by our youth liaison.
All FCSS school staff continue to implement and monitor individualized services for all students, including learners with special needs. Individualized Education Plans (IEP), Section 504 and Student Success Team (SST) plans are maintained and evaluated through weekly portfolio assignments. This includes curriculum-based activities that have been scaffolded to meet individual student needs. IEP, 504 and SST meetings continue to be held remotely in order to discuss planning and implementation of current and new plans for students.

English Learners receive individual support by Cross-Cultural, Language and Academic Development (CLAD) teachers in order to continue English language acquisition. Instructional and support staff monitor enrollment rosters and communicate needs with assigned staff for review, implementation and monitoring of services.

Fresno County Superintendent of Schools (FCSS) Curriculum and Instruction (C&I) coaches, Visual and Performing Arts (VAPA) and Instructional Technology coaches will provide professional learning and coaching in the areas of Instructional Technology, Visual and Performing Arts, English Language Arts/English Language Development, Math, and Science for teachers and school site administrators. Through this training teachers and students will strengthen their ability to utilize online resources that are individualized at the student level and can be jointly viewed by teachers. Social Emotional Learning (SEL) strategies and building student engagement in a remote learning environment will be integrated into this training and shared with staff at the weekly professional learning communities.

Distance learning at this stage will include the preparation and delivery of weekly student learning portfolios. The portfolios will be prepared by teachers who will work in accordance with assigned, staggered schedules and locations to ensure health and safety.

The school conference room, Commitment Library, and the Detention Campus Teacher Lounge have been designated as work stations in compliance with social distancing measures for the creating/receiving of the instructional portfolios.

The school office, work stations, staff lounge, common use areas have been labeled with posters identifying off-limit areas, hand hygiene, respiratory etiquette, social distancing (including six feet of distance from one seat or work station to the next), and mask wearing requirements to encourage behaviors that reduce the spread of COVID-19.
School staff and PD administration will continue to collaborate on the weekly collection and distribution of the portfolios from the school office to the housing units by PD identified personnel and schedule of daily phone calls to students in their living units. See attached Stage 1 School Schedule

**Stage 2 – Modified Program (Will Be Adjusted As Current Conditions And Orders Allow)**

Rigorous Distance Learning will include the weekly student learning portfolio process outlined in STAGE 1 and will be enhanced with remote teaching by the teacher using Microsoft Teams for daily live, remote interaction with their students. A combination of synchronous and asynchronous instruction will be accessible to students daily at a minimum of 240 minutes.

Daily and weekly engagement records will be maintained by teachers noting how much synchronous or asynchronous instruction students have received. Instructional minutes shall be certified by the teacher and based on the time value of the assignments.

The portfolios for students in need of specialized academic instruction in accordance with an Individualized Education Plan, 504 Plan services, and English Language Development will be modified by the applicable teacher and school staff. Special education teachers will work in coordination with the general education teacher to modify instruction to meet the needs of their students. Special education teachers will also touch base with their students via phone check-ins in this stage. IEP meetings will continue with families and students via phone calls or when possible by video conferencing with Microsoft TEAMS.

Additionally, academic support and advocacy services will continue to be provided to Foster Youth and their families in collaboration with FCSS, Worsley school staff, Prabation Department staff, supporting agencies, and receiving school districts. Services for our Foster and Homeless youth may include: access to a school issued laptop, counseling support, academic advising, school psychologist counseling, and when students return to their district of residence referrals for services for students in need of nutrition, housing, medical, and transportation needs will be made by our youth liaison.
All LEA school staff continue to implement and monitor individualized services for all students, including learners with special needs. Individualized Education Plans (IEP), Section 504 and Student Success Team (SST) plans are maintained and evaluated through weekly portfolio assignments. This includes curriculum-based activities that have been scaffolded to meet individual student needs. IEP, 504 and SST meetings continue to be held remotely in order to discuss planning and implementation of current and new plans for students.

English Learners receive individual support by Cross-Cultural, Language and Academic Development (CLAD) teachers in order to continue English language acquisition. Instructional and support staff monitor enrollment rosters and communicate needs with assigned staff for review, implementation and monitoring of services.

In this stage, limited in-person instruction may be provided to students in need of specialized services and may include students with disabilities, English learners, Foster and Homeless youth, and students at higher risk of learning loss. This guidance is in accordance with guidelines approved by the Fresno County Department of Public Health that state a single student may be brought in for 30 to 120 minutes no more than two days per week to receive additional support.

Fresno County Superintendent of Schools (FCSS) Curriculum and Instruction (C&I) coaches, Visual and Performing Arts (VAPA) and Instructional Technology coaches will provide professional learning and coaching in the areas of Instructional Technology, Visual and Performing Arts, English Language Arts/English Language Development, Math, and Science for teachers and school site administrators. Through this training teachers and students will strengthen their ability to utilize online resources that are individualized at the student level and can be jointly viewed by teachers. Social Emotional Learning (SEL) strategies and building student engagement in a remote learning environment will be integrated into this training and shared with staff at the weekly professional learning communities.

Students will report to classrooms for distance teaching with the teacher in accordance with the PD’s standard practice of being escorted by a juvenile correctional officer. Classroom size will not exceed fourteen students. Classrooms will be assigned by students' living unit/household to prevent interaction or mingling of students from other households. Should local authorities determine a need to temporarily suspend student movement from living units to classrooms, school staff will continue to provide weekly student learning portfolios outlined in stage 1.

Stage 2 School Schedule (240 minutes synchronous instruction daily)
<table>
<thead>
<tr>
<th>Block</th>
<th>Time</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block 1</td>
<td>7:55am-9:15am (80 minutes)</td>
<td>Daily Synchronous Instruction</td>
</tr>
<tr>
<td>Break</td>
<td>9:15am-9:30am</td>
<td>Break</td>
</tr>
<tr>
<td>Block 2</td>
<td>9:35am-10:55am (80 minutes)</td>
<td>Daily Synchronous Instruction</td>
</tr>
<tr>
<td>Break</td>
<td>10:55am-11:10am</td>
<td>Break</td>
</tr>
<tr>
<td>Block 3</td>
<td>11:15am-12:35pm (80 minutes)</td>
<td>Daily Synchronous Instruction</td>
</tr>
<tr>
<td>Block 4</td>
<td>1:05pm-2:45pm</td>
<td>Asynchronous time to complete student classwork One-on-one time for staff/check-ins with students Assessments for SPED/504 students Tiered Re-Engagement Strategies</td>
</tr>
</tbody>
</table>

**CCS 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 or Independent Study. The following tiered re-engagement strategies have been developed to help teachers and related service providers reach out to students and their families, custodial agencies and/or school/program administration to ensure multiple opportunities are provided to reinforce positive and productive engagement, as well as re-engage students in their learning should there be a series of absences and/or disengagement.

<table>
<thead>
<tr>
<th>Tier</th>
<th>Person(S) Responsible</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1:</td>
<td>Teacher Para-educator Related Service Providers Teachers on Special Assignment Guidance Learning Specialist</td>
<td>• Positive recognition/rewards for students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reinforce positive with parents and/or custodial agencies and commend</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Send U.S mail to reinforce</td>
</tr>
<tr>
<td>Tier 2:</td>
<td>Teacher Para-educator Related Service Providers</td>
<td>• Person responsible contacts the student and parent/guardian through their preferred mode of communication and let them know that the student was missed during the day’s</td>
</tr>
</tbody>
</table>
### Teachers on Special Assignment
### Guidance Learning Specialist

- Teachers remind students of their next day’s schedule of activities; offer to help/set up additional 1:1 time.
- Ask what areas of support the student and family need.

### Tier 3:
#### Consecutive absences (student is absent from instruction for 2 consecutive days)

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Para-educator</th>
<th>Related Service Providers</th>
<th>Teachers on Special Assignment</th>
<th>Guidance Learning Specialist</th>
<th>Principal</th>
</tr>
</thead>
</table>

- Person responsible contacts the student and 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; offer additional 1:1 support.
- Consider updating/adjusting Distance Learning Plan/Independent Study plan to address student/family needs.
- Teacher contacts related service providers to check on level of communication and engagement they are getting from families.
- Teacher consults with fellow teachers for best ways to engage students and family
- Teacher notifies Principal of absences

### Tier 4:
#### Student is absent from instruction for 3 consecutive days or more than 3 days per week

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Para-educator</th>
<th>Related Service Providers</th>
<th>Teachers on Special Assignment</th>
<th>Guidance Learning Specialist</th>
<th>Principal</th>
</tr>
</thead>
</table>

- Principal works with the student and parents and/or custodial agencies to create solutions to attendance barriers; offer additional 1:1 support.
- Consider adjusting Distance Learning Plan/Independent Study plan
- When student attends, provide highly preferred reinforcement(s)
- Principal notifies FCSS supervisor

### Chronic Absences:
#### Student is absent for instruction more than 3 days per week for consecutive weeks

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Para-educator</th>
<th>Related Service Providers</th>
<th>Teachers on Special Assignment</th>
<th>Guidance Learning Specialist</th>
<th>Principal</th>
<th>CCS Executive</th>
</tr>
</thead>
</table>

- Teacher notifies Principal of student absences and reasons provided by family
- Principal works with parents to create solutions to attendance barriers
- Principal notifies FCSS supervisor
- Schedule an IEP, 504 or SST meeting with students to more formally address attendance/student engagement.
- Consider initiating SARB process with student district of residence
Director

Ingress/Egress Of Students
After the completion of hygiene practices in each of the campus residential units/households, students will be escorted by a juvenile correctional officer (JCO) in household-specific groups to designated household-specific classrooms in accordance with the custodial agency’s group staggered manner.

As approved by the PD administration, the classroom JCO will support the following student process:

Upon classroom entry:
1) Students will sanitize hands with school-provided, wall-mounted hand sanitizer (available in each classroom).
2) After students are seated, the JCO will distribute laptops from the charging cart.
3) Students will log in to the pre-downloaded Teams link for their assigned class.

Upon exit the JCO will:
1) Oversee the wipe down of the laptops’ exterior and keyboard with an approved PD cleansing solution and disposable cloth that will be provided by the JCO.
2) Return the laptop to the charging cart and plug the laptops in to their corresponding charging cord. This will ensure that the laptops are in working order for the next group of students.

The teacher and support staff will:
1) Support the above student process through the remote teaching process to the best of their ability as they welcome each student upon log in.
2) Teach and support good hygiene practices in addition to academic content and Social Emotional Learning.
3) Call the housing pod during preparation “prep” time the day of a student demonstrating a need for support (e.g. not participating in the distance learning process or needing re-engagement).
   a. Contact school site administration/management for follow up should participation not improve. School psychologist, guidance learning specialist, and teachers on special assignment with also provide support via phone calls for students needing additional re-engagement in school.

Considerations
- In May 2020 all staff completed an FCSS training for best use of remote teaching with Microsoft Teams.
- By the end of July 2020, 86% of Worsley teachers will have experience teaching remotely with Teams.
- As of August 2020, all teachers had experience with remotely teaching using TEAMS.
• Teachers will need the campus housing unit directory accessible for use as needed for phone conferencing with students.

Training
Ongoing support for remote teaching with Microsoft Teams is available from school site leadership, FCSS’ IS&T, and FCSS online training modules.
- English Language Development in a Distance Learning Environment
- Serving Students with Disabilities in a Distance Learning Environment
- Social Emotional Learning in a Distance Learning Environment
- Equity in Instructional Design in Distance Learning
- Best Practices for Distance Learning, Synchronous v. Asynchronous Learning

Workspace Arrangements
Classrooms will be decluttered in phases, including the removal of excess furniture to facilitate disinfection of surfaces.

The number of student desks in a classroom will not exceed 14.

Meals
Meals will be provided in accordance with the custodial agency’s care in households per standard PD procedure.

Breaks
Will be provided in accordance with the school schedule. Students will be escorted to and from their households by the JCO and supervised therein per standard JJC procedure.

Cleaning And Sanitizing
The PD’s maintenance department will clean and sanitize classrooms daily and will provide extra cleanings of classroom entrances/exits, to include classroom restrooms.

Response To Symptoms Present
As with FCSS and PD protocol, students should stay “home” in their residential units when exhibiting symptoms.

Should a student demonstrate a need to be quarantined, the PD will assign the youth to an identified unit/household for the duration of the quarantine need. Prior to a student returning to their classroom, they must be cleared by on site medical staff-WellPath.

Students assigned to the quarantine unit will receive instruction via Distance Learning (weekly student learning portfolios delivered to their household: refer to stage 1). The assigned teacher will monitor and support learning through weekly written feedback to students and phone check-ins. They will grade the portfolios on a weekly basis.

**Stage 3 –Modified Program (will be adjusted as current conditions and orders allow).** In-class instruction with the teacher resumes. Distance learning will remain an option should local authorities determine there to be a need to return to previous stages 1 or 2.

Teachers return to classrooms for in person teaching with safety standards in place. The school day will run 240 instructional minutes until the second semester that begins on January 4, 2021. Students will report to classrooms with the teacher in accordance with the PD’s standard practice of being escorted by a juvenile correctional officer. Classroom size will not exceed fourteen students. Classrooms will be assigned by students' living unit/household to prevent interaction or mingling of students from other households and teaching staff will maintain 6 ft. distance between students and staff.

Teachers will teach in person in a semi-departmentalized manner. The beginning of the teachers’ instructional day will begin in their homeroom for the 1st block, the teacher will then move to another assigned classroom for the second block, and will move to another classroom for the third block. Teachers, juvenile correctional officers, and students will wear masks (teachers choosing to wear a face shield with an attached drape may pick one up in the school office). Students will wear their masks as issued to them in their housing units/households, and extra masks will be made available for students in the classroom through FCSS staff. This may change as current conditions and orders allow. In addition, mobile plexiglass desk shields will be available for classroom teachers as an extra layer of protection.

**School Schedule:**

<table>
<thead>
<tr>
<th>Building 703:</th>
<th>Building 705:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st period</td>
<td>7:55-8:45</td>
</tr>
<tr>
<td>2nd period</td>
<td>8:45-9:35</td>
</tr>
<tr>
<td>Break</td>
<td>9:35-9:50</td>
</tr>
<tr>
<td>1st period</td>
<td>7:55-8:45</td>
</tr>
<tr>
<td>2nd period</td>
<td>8:45-9:35</td>
</tr>
<tr>
<td>Break</td>
<td>9:35-10:05</td>
</tr>
<tr>
<td>Period</td>
<td>8th Grade</td>
</tr>
<tr>
<td>--------</td>
<td>-----------</td>
</tr>
<tr>
<td>3rd period</td>
<td>9:50-10:40</td>
</tr>
<tr>
<td>4th period</td>
<td>10:40-11:30</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:30-12:10</td>
</tr>
<tr>
<td>Prep</td>
<td>12:10-12:40</td>
</tr>
<tr>
<td>5th period</td>
<td>12:55-1:45</td>
</tr>
<tr>
<td>6th period</td>
<td>1:45-2:35</td>
</tr>
</tbody>
</table>

**Minimum Day Schedule:**

<table>
<thead>
<tr>
<th>Building 703</th>
<th>Building 705</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st period</td>
<td>7:55-8:35</td>
</tr>
<tr>
<td>2nd period</td>
<td>8:35-9:15</td>
</tr>
<tr>
<td>Break</td>
<td>9:15-9:30</td>
</tr>
<tr>
<td>3rd period</td>
<td>9:35-10:15</td>
</tr>
<tr>
<td>4th period</td>
<td>10:15-10:55</td>
</tr>
<tr>
<td>Break</td>
<td>10:55-11:10</td>
</tr>
<tr>
<td>5th period</td>
<td>11:15-11:55</td>
</tr>
<tr>
<td>6th period</td>
<td>11:55-12:35</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:35-1:05</td>
</tr>
<tr>
<td>PLC</td>
<td>1:10-2:45</td>
</tr>
</tbody>
</table>

**Ingress/Egress Of Students**

After the completion of hygiene practices in each of the campus residential units/households, students will be escorted by a juvenile correctional officer (JCO) in household-specific groups to designated household-specific classrooms in accordance with the custodial agency’s group staggered manner.

As approved by the PD administration, the classroom JCO will support the following student process:

Upon classroom entry, the students will:

1) Sanitize hands with school-provided, wall-mounted hand sanitizer (available in each classroom).

2) Take their assigned seat.

The teacher will:

3) Welcome and greet students and the JCO into class while practicing FCSS’ social distancing protocols in addition to the use of a mask and/or face shield with an attached drape.

4) Teach and support good hygiene practices in addition to academic content and Social Emotional Learning.

5) Communicate with the classroom juvenile correctional officer for the distribution and collection of pencils as needed (teacher must still account for school supplies prior to students entering and exiting the classroom per standard procedure).

6) Call the housing pod during preparation “prep” time the day of a student demonstrating a need for support (e.g. not participating in class or demonstrating a need for re-engagement). See reengagement strategies on page 8.

Contact school administration/management for follow up should participation not improve. School psychologist, guidance learning specialist, and teachers on special
assignment will also provide support via phone calls for students needing additional re-engagement in school. See reengagement strategies on page 9.

Considerations
- In May 2020 all staff completed an FCSS training for best use of remote teaching with Microsoft Teams.
- By the end of July 2020, 86% of Worsley teachers will have experience teaching remotely with Teams.
- Teachers will need the campus housing unit directory accessible for use as needed for phone conferencing with students.
- Ensure curriculum available in all classrooms for all subjects as teachers will rotate up to 3 classrooms per day.

Training
Ongoing instructional support for school staff, which may include remote teaching with Microsoft Teams, provided by school site leadership, FCSS’ IS&T, and FCSS ITS coaches.
- English Language Development
- Serving Students with Disabilities
- Social Emotional Learning
- Equity in Instructional Design
- Best Practices for Distance Learning, Synchronous v. Asynchronous Learning

Workspace Arrangements
Classrooms will be decluttered in phases, including the removal of excess furniture to facilitate disinfection of surfaces. The number of student desks in a classroom will not exceed 14. Mobile plexiglass desk shields will be available for teachers.

The teacher, JCO, and students will be required to where a face mask in accordance with state and local requirements, unless exempt as defined by their physician’s order. Teachers will have the following additional precautionary measures available to them: face shield with an attached drape and a mobile plexiglass desk shield. Students will wear their issued masks. This may change as current conditions and orders allow. All students will be required to use sanitizer as they enter and leave the classroom.

Meals
Meals will be provided in accordance with the custodial agency’s care in households per standard PD procedure.

Breaks
Will be provided in accordance with the school schedule. Students will be escorted to and from their households by the JCO and supervised therein per standard PD procedure.

Cleaning and Sanitizing
The PD’s maintenance department will clean and sanitize classrooms and classroom restrooms daily and will provide extra cleanings of entrances/exits. Classroom equipment for teacher use will be sanitized by the teacher as outlined in the FCSS Return to Work Toolkit.
Response To Symptoms Present
As with FCSS and PD staff, students should stay “home” in their residential units when exhibiting symptoms.

Should a student demonstrate a need to be quarantined, the PD will assign the youth to an identified unit/household for the duration of the quarantine need. Prior to a student returning to their classroom, they must be cleared by on site medical staff-WellPath.

Students assigned to the quarantine unit will receive instruction via Distance Learning (weekly student learning portfolios delivered to their household: refer to stage 1). The assigned teacher will monitor and support learning through weekly written feedback to students and phone check-ups. They will grade the portfolios on a weekly basis.

Stage 4 – Normal Operations
Return to normal operations with continued instruction on good hygiene.

Reopening For DNA Court School
The following are the procedures for supporting a social distancing opportunity for students on DNA’s campus. Reopening will occur in stages at the direction of the Fresno County Superintendent of Schools and will progress as follows.

Stage 1: Keeping Essential Workers Safe - Distance Learning
• Distance learning at this stage will include the preparation and delivery of weekly student learning portfolios. The portfolios will be prepared by teachers who will work in accordance with assigned, staggered schedules includes working from the assigned classroom while students reside in their group homes.

• Teachers will enhance the portfolios and support to their students with phone check-ups.

• Weekly engagement records will be maintained by teachers noting how much synchronous or asynchronous instruction students have received. Instructional minutes shall be certified by the teacher and based on the time value of the assignments.

• The portfolios for students in need of specialized academic instruction in accordance with an Individualized Education Plan, 504 plan services, English Language Development will be modified by the applicable teacher and school staff. Special education teacher will work in coordination with the general education teacher to modify instruction to meet the needs of their students. Special education teachers will also touch base with their students via phone check-ups in this stage. IEP meetings will continue with families, group home staff,
and students via phone calls or when possible by video conferencing with
Microsoft TEAMS.

- All LEA school staff continue to implement and monitor individualized services for all students, including learners with special needs. Individualized Education Plans (IEP), Section 504 and Student Success Team (SST) plans are maintained and evaluated through weekly portfolio assignments. This includes curriculum-based activities that have been scaffolded to meet individual student needs. IEP, 504 and SST meetings continue to be held remotely in order to discuss planning and implementation of current and new plans for students.

- English Learners receive individual support by Cross-Cultural, Language and Academic Development (CLAD) teachers in order to continue English language acquisition. Instructional and support staff monitor enrollment rosters and communicate needs with assigned staff for review, implementation and monitoring of services.

- Additionally, academic support and advocacy services will continue to be provided to Foster Youth and their families in collaboration with FCSS and DNA Group Home staff, supporting agencies, and receiving school districts. Services for our Foster and Homeless youth include: access to a school issued laptop, counseling support, academic advising, school psychologist counseling, and when students return to their district of residence referrals for services for students in need of nutrition, housing, medical, and transportation needs will be made by our youth liaison.

- Fresno County Superintendent of Schools (FCSS) Curriculum and Instruction (C&I) coaches, Visual and Performing Arts (VAPA) and Instructional Technology coaches will provide professional learning and coaching in the areas of Instructional Technology, Visual and Performing Arts, English Language Arts/English Language Development, Math, and Science for teachers and school site administrators. Through this training teachers and students will strengthen their ability to utilize online resources that are individualized at the student level and can be jointly viewed by teachers. Social Emotional Learning (SEL) strategies and building student engagement in a remote learning environment will be integrated into this training and shared with staff at the weekly professional learning communities.

**Stage 2: Modified Program (will be adjusted as current conditions and orders allow)**

- **minimum number of students and staff – students have individual appointment to come to campus and receive instruction**

  - Distance Learning will include the weekly student learning portfolio process as STAGE 1 and will be enhanced with virtual teaching by the teacher using Microsoft Teams, CyberHigh, Google Classroom and Google Meetings. All students have been issued a Chromebook from the school to support virtual teaching in their group homes.
• Teachers will enhance the portfolios and support to their students with phone check-ups and remote sessions.

• Weekly engagement records will be maintained by teachers noting how much synchronous or asynchronous instruction students have received. Instructional minutes shall be certified by the teacher and based on the time value of the assignments.

• The portfolios for students in need of specialized academic instruction in accordance with an Individualized Education Plan, 504 plan services, English Language Development will be modified by the applicable teacher and school staff. Special education teacher will work in coordination with the general education teacher to modify instruction to meet the needs of their students. Special education teachers will also touch base with their students via phone check-ups and remotely using remote platforms previously listed. IEP meetings will continue with families, group home staff, and students via phone calls or when possible by video conferencing with Microsoft TEAMS.

• All FCSS school staff continue to implement and monitor individualized services for all students, including learners with special needs. Individualized Education Plans (IEP), Section 504 and Student Success Team (SST) plans are maintained and evaluated through weekly portfolio assignments. This includes curriculum-based activities that have been scaffolded to meet individual student needs. IEP, 504 and SST meetings continue to be held remotely in order to discuss planning and implementation of current and new plans for students.

• English Learners receive individual support by Cross-Cultural, Language and Academic Development (CLAD) teachers in order to continue English language acquisition. Instructional and support staff monitor enrollment rosters and communicate needs with assigned staff for review, implementation and monitoring of services. Social/emotional wellness of students will be evaluated with collaboration between DNA group home staff and FCSS teachers, in addition to support from Central Unified school psychologists and RSP teachers. DNA group home administration will maintain therapeutic services and communication with FCSS staff.

• Additionally, academic support and advocacy services will continue to be provided to Foster Youth and their families in collaboration with FCSS and DNA Group Home staff, supporting agencies, and receiving school districts. Services for our Foster and Homeless youth include: access to a school issued laptop, counseling support, academic advising, school psychologist counseling, and when students return to their district of residence referrals for services for students in need of nutrition, housing, medical, and transportation needs will be made by our youth liaison.

• In this stage, limited in-person instruction may be provided to students in need of specialized services and may include students with disabilities, English learners, Foster and Homeless youth, and students at higher risk of learning loss. This
guidance is in accordance with guidelines approved by the Fresno County Department of Public Health that state a single student may be brought in for 30 to 120 minutes no more than two days per week to receive additional support.

- Fresno County Superintendent of Schools (FCSS) Curriculum and Instruction (C&I) coaches, Visual and Performing Arts (VAPA) and Instructional Technology coaches will provide professional learning and coaching in the areas of Instructional Technology, Visual and Performing Arts, English Language Arts/English Language Development, Math, and Science for teachers and school site administrators. Through this training teachers and students will strengthen their ability to utilize online resources that are individualized at the student level and can be jointly viewed by teachers. Social Emotional Learning (SEL) strategies and building student engagement in a remote learning environment will be integrated into this training and shared with staff at the weekly professional learning communities.

Stage 3: Modified Program (will be adjusted as current conditions and orders allow). Beginning January 4th, 2021, students may return to school on a modified program, per approval of DN Associates, their custodial agency.

- Learning will include the weekly student learning portfolios and online instruction as STAGEs 1 & 2, with 240 minutes of a combination of live synchronous and asynchronous instruction by the teacher.
- Group home staff will provide transportation for individual and small groups of students to campus to receive additional academic support in person with teaching staff.

Screening /Entry To School
- Students living in the onsite group home facility will enter the site through the gate from the home.
- Students from offsite facilities will enter the site through the gate from the parking lot.
- All students will be required to adhere to social distancing requirements as they enter the campus. Staff will implement the daily self-monitoring health screening processes for staff and students, including the seven questions and temperature check.
Breakfast And Lunch
Students eat breakfast and lunch within their group home facilities.

Classrooms Setup/Social Distancing
The classroom has spacing for four student tables and two teacher desks. The meeting room has space for four persons, and the RSP office. Students and staff will be required to wear a face mask in accordance with state and local requirements, unless exempt as defined by their physician’s order. Teachers will have the following additional precautionary measures available to them: face shield with an attached drape and a mobile acrylic desk shield. Students will wear their issued masks. This may change as current conditions and orders allow. All students will be required to use hand sanitizer as they enter and leave the classroom.

Schedule/AM & PM Sessions
During this stage, classroom teachers will offer a combination of distance learning utilizing Microsoft Teams, Google Classroom, CyberHigh and individualized portfolios along with on-site classroom instruction. Students will attend classes by assigned group home in order to prevent interaction or mingling of students from other households.

Special Education students will receive additional support from the RSP teacher utilizing the same methods. Every student’s needs will be individually met, including English language acquisition, credit deficiency and other areas of need. Special Education Services, access to rigorous live instruction in order to provide equity (see stage 2 description of services).

Students from DN Associates group homes, A-D, will each attend one day of in-class instruction per week. A will attend on Monday, B on Tuesday, C on Wednesday and D on Thursday. 120 minutes of in-class Math and Science instruction will take place during periods 1 and 2. During this time, the English and History teacher will provide online instruction to students who receive services at home on the given day. After a break, the students will receive 120 minutes of English and History in the classroom. During this time the Math and Science teacher will provide online support to students who receive services at home on that day. At 12:25pm, the students will return to their group home for lunch. Teachers will provide additional online support in the afternoon. On Friday, group homes A-D will remain at home while teachers provide instruction and individualized support online.
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<thead>
<tr>
<th>Classroom Instruction, M-Th</th>
<th>Online Instruction, M-Th</th>
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<tbody>
<tr>
<td>Science</td>
<td>History</td>
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<td>8:00 – 9:00am</td>
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<td>Integrated Math</td>
<td>English</td>
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<td>Break</td>
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<tr>
<td>History</td>
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<td>10:25 – 11:25am</td>
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<tr>
<td>English</td>
<td>Math</td>
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<tr>
<td>11:25am – 12:25pm</td>
<td>11:25am – 12:25pm</td>
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**Disinfecting And Cleaning**
The custodian will clean and sanitize the classroom, meeting room, RSP office and restroom every afternoon.

Classroom equipment for student and teacher use including tables, desktops, keyboards, mice, computer screens, and laptops will be sanitized by the teachers as outlined in the FCSS Return to Work Toolkit. Staff sanitization supplies will be provided by FCSS.

Staff will wash their hands thoroughly and utilize hand sanitizer prior to students entering the site, and will continue to wash their hands frequently throughout the day. The custodial service contract will be modified to include Monday through Friday.

**Restrooms**
Only one person at a time will be permitted to use the rest room.

**Placement Of Sick Students**
Students will be screened upon entry and monitored for COVID-19 like symptoms in accordance with the Toolkit.

In the event of a student presenting warning signs of COVID-19, they will be removed from the classroom by onsite DNA group home staff. DNA and FCSS administration will be informed. DNA group home staff will ensure medical attention, self-isolation in accordance with the Toolkit and will not allow them to return to campus until the completion of the isolation. The student must be checked by DNA staff and FCSS staff to verify that they are symptom-free upon return. During isolation, students may be able to attend class via Google Classroom.

**Dismissal**
Group home staff will return students to the onsite group home residence or transport them to the offsite group home residences.

**Stage 4: Return To Normal Operations**
If you have any questions about this Reopening Plan, please contact Pam Coronado, Executive Director of Court and Community Schools at pcoronado@fcoe.org or by phone at 559-600-4950; or Marisa Gamboa, Principal of Alice Worsley Court School at mgamboa@fcoe.org or by phone at 559-600-4934.