Office of the Fresno County Superintendent of Schools

CAREER TECHNICAL EDUCATION CENTER
DISTANCE LEARNING AND REOPENING PLAN

Effective Date: October 15, 2020
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Introduction
Background and Rationale
The guidance below has been developed to make Career Technical Education Charter High School (CTEC) as safe as possible during the COVID-19 pandemic. The Office of Fresno County Superintendent of Schools is committed to supporting the health and safety needs of our students, families, and staff while making every effort to maintain high quality standards during the pandemic. This document provides information regarding physical distancing and safe and healthy practices to prevent the exposure to health-related illnesses. It is important to recognize that as a public entity, CTEC must comply with requirements required by federal, state, or local authorities that may be more rigorous. The guidance provided within this document is subject to change as updates are received from the Public Health Department and Superintendent Yovino.

While this pandemic has certainly affected our daily lives, we cannot ignore the importance of education and the need for us to not lose sight of CTEC’s mission to support student development, create industry relevance and establish connections with their community. We know that this crisis will have substantial impacts on the mental health of many, including our students. Therefore, it is vital now more than ever before that we provide our families with services that excel in health, safety, and quality. We ask for patience, support, and understanding from staff, students and their families as it is essential to ensure we bring the guidance within this document to fruition in support of enhanced health and safety practices.

On July 17, 2020, Governor Newsom, provided the state of California with new guidance and the framework for K-12 schools in California for re-opening during the 2020-2021 school year. Please see the following guidance from the California Department of Public Health: COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year.
COVID-19 and Reopening In-Person Learning
Framework for K-12 Schools in California, 2020-2021 School Year
July 17, 2020

Overview

California schools have been closed for in-person instruction since mid-March 2020 due to the COVID-19 pandemic. School closures to in-person instruction were part of a broader set of recommendations intended to reduce transmission of SARS-CoV-2, the virus that causes COVID-19. CDPH developed the following framework to support school communities as they decide when and how to implement in-person instruction for the 2020-2021 school year. New evidence and data about COVID-19 transmission, including variations by age, and the effectiveness of disease control and mitigation strategies continues to emerge regularly. Recommendations regarding in-person school reopening and closure should be based on the available evidence as well state and local disease trends.

The CA [School Sector Specific Guidelines](https://sites.google.com/a/cdph.ca.gov/covid-19/school-sector-specific-guidelines); and the Centers for Disease Control and Prevention [CDC](https://www.cdc.gov) have published additional guidance on school re-entry.

In-Person Re-Opening Criteria

Schools and school districts may reopen for in-person instruction at any time if they are located in a local health jurisdiction (LHJ) that has not been on the county[1] monitoring list within the prior 14 days.

If the LHJ has been on the monitoring list within the last 14 days, the school must conduct distance learning only, until their LHJ has been off the monitoring list for at least 14 days.[2]

[1] School districts in LHJs that are cities are considered to be included as part of the county if the county is on the monitoring list.

[2] A waiver of this criteria may be granted by the local health officer for elementary schools to open for in-person instruction. A waiver may only be granted if one is requested by the superintendent (or equivalent for charter or private schools), in consultation with labor, parent and community organizations. Local health officers must review local community epidemiological data, consider other public health interventions, and consult with CDPH when considering a waiver request.
Guidance Once Re-Opened to In-Person Instruction

How should schools think about testing?

Once schools are re-opened to at least some in-person instruction, it is recommended that surveillance testing be implemented based on the local disease trends. If epidemiological data indicates concern for increasing community transmission, schools should increase testing of staff to detect potential cases as lab testing capacity allows.

Who should be tested and how often?

School staff are essential workers, and staff includes teachers, para-professionals, cafeteria workers, janitors, bus drivers, or any other school employee that may have contact with students or other staff. School districts and schools shall test staff periodically, as testing capacity permits and as practicable. Examples of recommended frequency include testing all staff over 2 months, where 25% of staff are tested every 2 weeks, or 50% every month to rotate testing of all staff over time.

What if a school or school district reopens to in-person instruction, but the county is later placed on the county monitoring list?

Schools should begin testing staff, or increase frequency of staff testing but are not required to close.
What measures should be taken when a student, teacher or staff member has symptoms, is a contact of someone infected, or is diagnosed with COVID-19?

<table>
<thead>
<tr>
<th>Student or Staff with:</th>
<th>Action</th>
<th>Communication</th>
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| 1. COVID-19 Symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing) | Send home  
Recommend testing (if positive, see #3, if negative, see #4)  
School/classroom remain open | No Action needed |
| 2. Close contact (†) with a confirmed COVID-19 case | Send home  
Quarantine for 14 days from last exposure  
Recommend testing (but will not shorten 14-day quarantine)  
School/classroom remain open | Consider school community notification of a known contact |
| 3. Confirmed COVID-19 case infection | Notify the local public health department  
Isolate case and exclude from school for 10 days from symptom onset or test date  
Identify contacts (‡), quarantine & exclude exposed contacts (likely entire cohort (¶)) for 14 days after the last date the case was present at school while infectious  
Recommend testing of contacts, prioritize symptomatic contacts (but will not shorten 14-day quarantine)  
Disinfection and cleaning of classroom and primary spaces where case spent significant time  
School remains open | School community notification of a known case |
| 4. Tests negative after symptoms | May return to school 3 days after symptoms resolve  
School/classroom remain open | Consider school community notification if prior awareness of testing |
A contact is defined as a person who is <6 feet from a case for >15 minutes. In some school situations, it may be difficult to determine whether individuals have met this criterion and an entire cohort, classroom, or other group may need to be considered exposed, particularly if people have spent time together indoors.

A cohort is a stable group with fixed membership that stays together for all courses and activities (e.g., lunch, recess, etc.) and avoids contact with other persons or cohorts.

**Guidance on School Closure**

**What are the criteria for closing a school?**

Individual school closure is recommended based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID-19, and following consultation with the Local Health Officer. Individual school closure may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5 percent of the total number of teachers/students/staff are cases within a 14-day period, depending on the size and physical layout of the school.

The Local Health Officer may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.

**If a school is closed for in-person learning, when may it reopen?**

Schools may typically reopen after 14 days and the following have occurred:

- Cleaning and disinfection
- Public health investigation
- Consultation with the local public health department

**What are the criteria for closing a school district?**
A superintendent should close a school district if 25% or more of schools in a district have closed due to COVID-19 within 14 days, and in consultation with the local public health department.

If a school district is closed, when may it reopen?

Districts may typically reopen after 14 days, in consultation with the local public health department.

State Resources for Case, Contact & Outbreak Investigations

California is committed to supporting local health departments with resources and other technical assistance regarding school case, contact, and outbreak investigations.
Section 1: Planning and Coordination
CTEC used the COVID-19 Industry Guidance: Schools and School-Based Programs and the CDE Stronger Together: A Guidebook for the Safe Reopening of California Schools to assist us with making reopening decisions along with information received from the Public Health Department, the Center for Disease Control and Prevention, California Department of Education and guidance from Superintendent of Schools Jim Yovino. In the development of our reopening plan, administration developed opportunities for all stakeholders to provide feedback and guidance. Throughout the summer months, teachers were provided with additional times (2 meetings in June, 4 meetings in July, and 2 meeting in August) to engage through Microsoft Teams and on-site Q & A meetings to address the direction of the 2020/21 school year. All staff members were able to attend at least one of the staff Q & A meetings.

To solicit our parent and student population, three CTEC Reopening Plan Q & A Zoom Meetings were created in early August, as well as in October as further guidance and opportunities for reopen became available. Individual could participate through Zoom or phone-in conferencing. Two meetings were created in the evening for English speaking parents and the third evening meeting supported our Spanish speaking families. At the completion of the Q & A, the Zoom meeting was uploaded to CTEC's Website for others to view. The collection of parent participation for those reopening Q & A meetings equaled 57% of CTEC's families. Before distance learning began for the 2020-2021 school year, all students and families participated in a drive through Q and A, to receive the appropriate technology devices and devices to ensure connectivity. Students and families were able to seek clarification and guidance with regards to the reopening plan, communicate concerns and needs for their students and the procedures laid out within the reopening plan with regards to addressing outbreaks.

Section 2: Staffing
Staff Serving Children Are Essential
Staff serving CTEC’s educational program have be deemed ‘essential’ and allowed to traverse through local roadblocks and checkpoints on their way to and from work, when checkpoints, closures, or stay at home orders are implemented. All staff will use the Office of Fresno County Superintendent of Schools (FCSS) letter authorizing essential workers (See resource section).

Travel Restrictions
CTEC High School will discontinue staff travel to conferences and workshops until further notice unless pre-approved by the Human Resource department and the office of the Superintendent.

Required Staff Education And Training
All of CTEC staff will be educated on the following high-quality health and safety practices including COVID-19 basic guidelines for the operations of essential childcare facilities:
- Prevention of infection and spread of the disease
- Hand washing
- Hygiene
• Personal protective equipment
• Signs and symptoms of coronavirus infection
• Avoid touching eyes, nose, and mouth.
• Limiting close contact with others as much as possible and maintaining more than six feet of separation.
• Coughing and sneezing etiquette.
• Safely using cleaners and disinfectants on surfaces and objects, which includes:
  o The hazards of the cleaners and disinfectants available for use at the worksite.
  o Wearing personal protective equipment (such as gloves).
  o Ensuring cleaners and disinfectants are used in a manner that does not endanger employees or children at the facility.
• The importance of staying home if individuals have symptoms of COVID-19 such as a frequent cough, sneezing, fever, or difficulty breathing.

Required Education for Students
The CTEC teaching staff must include curriculum specific to addressing the spread of COVID-19, including but not limited to the following:
• Frequent hand washing and procedures.
• Avoiding close and direct contact with other students and facility staff.
• Communicating with their teacher as soon as possible if they feel sick.
• Coughing and sneezing etiquette (cover coughs and sneezes with a tissue or sleeve; not hands).
• Discouraging students from sharing food, drinking cups, eating utensils, paper towels, etc.

Plan for Staff Absences During the Covid-19 Pandemic
If CTEC encounters an unforeseen increase in staff absences related to COVID-19 and FCSS substitutes are unavailable, staffing will work together to meet the needs of the daily student population and adhere to social distancing requirements.

Section 3: Employee and Student Safety
Hygiene
Avoid unnecessary contact. For adults, this includes hugs, shaking hands, patting on the back, or unnecessary touching. Hands must be washed frequently. All individuals should be discouraged from touching their eyes, ears, mouth and face. Hand washing with soap is preferred over an alcohol- based hand sanitizer. All staff and students should be encouraged to wash hands for at least 20 seconds - scrubbing their fingers, under the fingernails and between the fingers. Increased hand washing is one key at slowing the spread of this virus. Hands should be washed frequently throughout the day. On occasions, when soap and water are not immediately available, hand- sanitizing products with at least 60% ethyl alcohol or at least 70% isopropyl alcohol may be used. It is critical to store hand sanitizer out of reach of children. Even after using sanitizer, hands should be thoroughly washed with soap and water as soon as possible.
**Wearing Of Face Coverings** *(FCSS Return to Work Toolkit)*

Cloth face coverings are an additional step to help slow the spread of COVID-19 when combined with every day preventive actions and social distancing in public settings. Cloth-based face coverings (like bandanas, handkerchiefs, cloth mask) can limit the spread of the virus when worn by individuals, as this will limit the respiratory droplets expelled from their mouths. Currently, the research suggests that wearing face coverings is more about preventing people from spreading the virus than catching it.

**Staff Policy**

All staff are required to follow FCSS policy with regards to face coverings. *(FCSS Return to Work Toolkit)*. Face coverings must be worn in FCSS facilities when social distance of a minimum of six feet cannot be maintained. Employees may remove face coverings when alone in their own offices, assigned work areas or cubicles. Face coverings must be readily accessible and donned in the event any other person enters employee workspaces, when working within six feet of another person and when travelling through FCSS facilities. An appropriate face covering is one that covers the nose and mouth. It may be secured to the head with ties or straps or simply wrapped around the lower face. It may be made of a variety of materials, such as cotton, silk or linen. See *FCSS Return to Work Toolkit* for face covering guidelines.

**Student Policy**

Face coverings must be worn on CTEC’s campus when social distance of a minimum of six feet cannot be maintained. Students may remove face coverings when beyond social distancing requirements. Within the classroom students will be required to wear an acceptable face covering. When working within six feet of another person and when travelling through CTEC campus, face coverings are required.

**Wear Your Face Cover Correctly**

An appropriate face covering is one that covers the nose and mouth. It may be secured to the head with ties or straps or simply wrapped around the lower face. It may be made of a variety of materials, such as cotton, silk or linen. See *FCSS Return to Work Toolkit* for face covering guidelines.

**Section 4: School Access**

**Employee Screening and Protocols**

To help prevent the spread of COVID-19 and reduce the potential risk of exposure to our employees, we will be requiring employees to “self-certify” their health by answering questions specific to the health screening *(FCSS Return to Work Toolkit)*. All staff members will report to the front office before going to their assigned location to have their temperature taken with a touchless infrared thermometer. CTEC staff members will voluntarily participate in surveillance testing to minimize the spread of COVID 19. Surveillance testing procedures can be found in the *FCSS Return to Work Toolkit*.

If employee answers “no” to all the questions on the health screening and have a temperature below 100.4, they may report to work. FCSS employees will be expected to adhere to the following precautions:
• Wash hands with soap and water or alcohol-based sanitizer before starting work and frequently throughout the day
• Practice social distancing, sit and/or stand at least six feet from other people
• Do not shake hands or hug people, and do not share food or drinks
• Avoid touching eyes, nose and mouth with unwashed hands
• Sanitize work area before leaving each day
• Practice good respiratory etiquette (cover cough and sneezes with a tissue or into sleeve)
• Contact immediate supervisor and leave work immediately if employee starts to feel feverish or have respiratory symptoms

If employee has documented fever they should:
• Stay home and contact your immediate supervisor for further instructions
• Supervisors and managers will utilize and consistently apply the COVID-19 Health Screening Decision Tree for Supervisors to determine whether the employee should stay home or report to work

If employee has symptoms but NO documented temperature:
• If symptoms secondary to underlying disease (such as allergies or asthma) or dietary condition(s) and not worsened compared to baseline, then employee can continue to work and follow precautions as stated above
• If symptoms are new, stay home and contact immediate supervisor for further instructions

Employees will also be prompted with health screening questions upon logging onto their FCSS computer each day.

**Student Screening**
Parents will be educated on the need to certify their child’s health before their child reports to school. Student screening protocol can be found in the (FCSS Return to Work Toolkit).

*Families will be asked to participate in a Passive Screening of their child’s health before they send their child to school.*
• If the parent answers “no” to all questions, they can allow their child to come to school.
• If the parent answers “yes” to any of the questions, they will need to stay home and consult with their doctor.

*Once a student arrives on campus, students will engage in an Active Screening by CTEC’s teaching staff. The most current health screening questions can be found in the (FCSS Return to Work Toolkit).*

CTEC staff will complete a visual health check for signs and symptoms of illness (e.g. excessive sweating, lethargy or fatigue)
• If a student answers “no” to all questions and appears well, student’s temperature will be taken using a touchless infrared thermometer, and a student with a temperature below 100.4 will be allowed to proceed onto campus.
• If a student answers “yes” to any question, or temperature is 100.4 or above, student will be sent home with guardian. If guardian is unavailable, student will go to isolation area and remain there until parent is contacted and able to pick up the student.

Entry Restrictions
CTEC High School will limit visitations onto campus through the reopen date. Only CTEC High staff are allowed on campus during preparation for reopen without an established appointment. Any individual requesting access/entry onto CTEC’s campus will be required to follow visitor screening protocol.

Visitors Screening
Passive Screening: When possible, any visitor coming will be educated on the need to certify their health before coming to an FCSS building or school site. The most current health screening questions can be found in the [FCSS Return to Work Toolkit].

• If the visitor answers “no” to all questions, they may enter the CTEC’s school setting. While on campus, all visitors will be required to wear face covers, adhere to social distancing requirements, and be accompanied by a member of CTEC staff.
• If the visitor answers “yes” to any of the questions, they need to stay home
Active Screening: Front office personnel shall ask the same health screening questions as stated above prior to escorting the visitor to their destination. Temperature check will be administered by site designee. If the visitor’s temperature is 100.4 or above, the visitor will be asked to exit building immediately and reschedule their appointment.

Section 5: Health Protocols
Return to Work/School After Illness Protocol: Staff & Students
Return to work/school protocols were created to provide guidance on when to allow a student to return back to school and an employee to return back to work after showing signs of a fever and respiratory illness. Please Refer to the (FCSS Return to Work Toolkit).

Criteria for Return to Work/School After Fever (Not Related to Covid-19)
For non-COVID related fever or illnesses, students and staff may return to work/school as soon as the following criteria is met: after 10 calendar days have passed since ONSET symptoms and 24 hours since recovery from non-COVID-19 like-symptoms, without the use of medication. (FCSS Return to Work Toolkit).

Criteria for Return to Work/School After Confirmed Positive Covid-19 Test
The criteria for returning to CTEC campus can be found in FCSS’ Return to Work Toolkit. Please refer to the following document for the most recent updates. (FCSS Return to Work Toolkit).

Role of School Nurse and/or Health Staff/Contact Tracer
Once alerted to a fever or respiratory illness in a student or staff, a member of the health staff or contact tracer should communicate with the individual to obtain information about onset of symptoms, specific symptoms and any other pertinent information regarding the illness. CTEC will follow the guidance of Fresno County Health outlined in the FCSS Return to Work Toolkit.

Guidance If Exposed
While we all hope to avoid exposure to illness from COVID-19, we need to be prepared for that possibility. If staff have been exposed to the virus, our first concern is the health and safety of you and those around you. In this rapidly changing situation, healthcare providers should have the most up-to-date information with regards to treating COVID-19. Staff should do the following:

- Quarantine yourself in a specific room away from others in your home
- Contact the following (in order of priority), let them know you have been exposed to COVID-19, then follow their instructions.
  - Your healthcare provider
  - Fresno County Superintendent of Schools’ HR department
  - Jonathan Delano (Director)
- CTEC’s administration will work with HR to determine appropriate next steps.
- In case of an emergency, call 911 and let them know you have been exposed to COVID-19, then follow their instructions.
CTEC Employee and Student Covid-19 Exposure Response Plan

CTEC recognizes the importance of responding quickly and appropriately to possible or confirmed COVID-19 exposure to an FCSS employee or student. Therefore, CTEC will follow the protocol created by the Fresno County Superintendent of Schools in conjunction with the Fresno County Department of Public Health. ([FCSS Return to Work Toolkit](https://example.com))

**Social Distancing**

Social distancing is an effective way to prevent potential infection. CTEC High School employees, students, parents, and visitors should practice staying approximately 6 feet away from others and eliminating contact with others.

**Traffic Flow** – Taped lines on the floor will mark the walking direction throughout the office in order to maintain the social distancing requirement of 6 feet.

**Classroom Entrance** – Taped lines will mark social distancing requirements of 6 feet outside the classroom door.

**Lunch Procedure** – Lunch area layout is designed to support social distancing requirements.
**Personal Workspace/Classroom**
All teachers and students are encouraged to limit unnecessary visits to other classrooms outside of their assigned schedule. Employees are encouraged to disinfect their own personal workspace (teacher desk, phone, etc.) throughout the day, giving special attention to commonly touched surfaces.

**Shared Workspace/Common Areas**
Employees are encouraged to disinfect their own workspace with the EPA N listed disinfectants multiple times throughout the day, giving special attention to commonly touched surfaces. CTEC High School has alcohol-based hand sanitizers throughout the workplace and in common areas. Cleaning and disinfecting sprays and wipes are also available to clean and disinfect frequently touched objects and surfaces such as telephones and keyboards. The CTEC High School Custodial Team will clean all workspaces at their designated cleaning times throughout the day. Common areas include all areas of the building accessed by the public or staff members for shared purposes, including lobbies and waiting areas, meeting rooms, hallways, restrooms and break rooms, and elevators.

Common areas are unique areas that will require modifications, both physically and procedurally, to minimize potential exposure. Disinfection of all common areas has been intensified in accordance with the Disinfecting Protocol. Because these areas may be accessed by others at any time and maintaining six feet of distance may not always be possible, face coverings shall be worn in all common areas except when eating.

There will be limited access to certain common areas/workspaces to reduce exposure to risks and ensure employee safety. Workspace usage is as follows:

**Lobbies and Waiting Areas**
Excess furniture will be removed or identified as not for use. Remaining furniture will be spread out to meet social distancing guidelines. Physical barriers will be put in place as appropriate at reception desks. Signage will be posted regarding self-certified health screenings, hand hygiene and social distancing.

**Meeting Rooms**
The capacity of meetings rooms is reduced to accommodate social distancing. Signage indicating the reduced capacity is posted at the entrance to the room.

**Hallways**
Because hallways may not be wide enough to allow passing while maintaining six feet of distance, face coverings shall be worn. Do not linger in hallways or engage in conversations as this will make the area more congested.

**Restrooms**
Restrooms are to be stocked at all times with sufficient supplies, particularly hand soap. Adjacent urinals and sinks may be taken out of service to maintain social distancing. If a multiple person restroom is already occupied, consider using a different restroom or waiting if social distancing cannot be maintained.
Break Rooms
Staff are encouraged to eat their meals in their office or outdoors at a safe social distance. Breakroom seating capacity is reduced, and tables are separated as appropriate to maintain social distance. Facial coverings may be removed while eating. Shared items should be taken out of service. Shared items include, but are not limited to, condiments, seasonings and toasters. Coffee stations, water dispensers, microwaves and refrigerators may be available for staff use. Staff is strongly encouraged to use proper sanitizing procedures before and after using any shared appliance. Signage encouraging proper hygiene

Copy Room
Staff will be required to follow social distancing requirements in the copy room. Signage indicating restrictions, and room capacity will be posted as each phase is implemented.

Section 6: Facilities Cleaning
The safety of our employees and students is our first priority. Prior to reopening, CTEC’s campus was cleaned and disinfected with EPA N list disinfectant to adhere to all necessary County Health and State recommended safety procedures. In addition to the deep clean of the office and school before employees and students return, the cleaning steps outlined below are to be taken to disinfect workplace surfaces, chairs, tables, etc. to protect employees and reduce the risk of spread of infection. We will require employees to maintain this safety standard by continuously cleaning and disinfecting based on the frequency stated below.

General Disinfectant Measures
FCSS custodians will disinfect high-touch surfaces in all common areas, including door handles, light switches, reception area and restrooms, three times a day. Classrooms, including student desks, student chairs, trash cans, in-classroom restrooms and all hard surface flooring will be disinfected one time per day.

Items such as student manipulatives, equipment, teacher/staff desks and chairs or items not listed above are the responsibility of the teacher/paraprofessional to clean or disinfect. Disinfecting supplies are available to staff in designated areas or by contacting the site custodian.

All classrooms and bathrooms are fogged with a probiotic spray one time per week. This probiotic fogging is not a substitute for disinfecting with a product on the EPA list of approved disinfectants but is an additional step to eliminate biofilm that can protect bacteria and viruses.

The goal is to establish a sanitary baseline before the site opens. The site should be 100% disinfected prior to anyone returning to work.

Signage
Signage will be placed throughout the offices and school to support hygiene and COVID-19 Awareness. Documents can be found on in the resource section. See FCSS Reopening Schools Protocols
Preventive Material Inventory
CTEC High school will work with FCSS Facilities & Operations Department to ensure the following:

1. Confirm CTEC has an adequate supply of soap, disinfectant, hand sanitizer, paper towels, and tissues
2. Confirm supply of gloves and other protective gear
3. Touchless thermometers on-site for employee and student screening

Section 7: Onsite Protocol
Classroom Arrangements
All classroom spaces are limited to 15 students. Students will be required to adhere to social distancing requirements as they enter classrooms. The sidewalk outside classrooms are marked to identify social distancing requirements and flow of traffic from room to room. All students will be required to use sanitizer as they enter and leave the classroom. To eliminate as many touch points as possible, teaching staff will open the door for students upon entry and exit. All classrooms will have posters communicating social distancing requirements as well as expectations for keeping a safe and healthy location posted. Each classroom space is identified below, and the procedures taken to support social distancing.

Computer Lab – Each student is assigned a specific seat and location within the classroom that meets social distancing requirements. Protective skins have been placed over keyboards to support disinfecting procedures. Computer mice have been purchased for each student to limit points of contact for each student. The computer lab will be cleaned and disinfected by custodial staff at the end of each day, when the lab is in use. Sanitizing wipes will be available for students to use on tables, keyboards, mice, computer screens at the end of each class period. Teaching staff will sanitize high traffic points of contact within the classroom. (Light switches, door hardware, pencil sharpener, and phone). The classroom will have posters communicating social distancing requirements as well as expectations for keeping a safe and healthy location posted.
**Core Subject Classrooms** – Each student is assigned a specific seat and location within the classroom to maximize space between seating and desks. Teaching staff will sanitize high traffic points of contact within the classroom between classes. (Light switch, door hardware, pencil sharpener, calculators, and phones). The classroom will have posters communicating social distancing requirements as well as expectations for keeping a safe and healthy learning environment posted. Non-classroom space for instruction, including the use of outdoor space, will be encouraged.

**STEM Labs** – STEM classrooms, while students are on campus, will focus on lab specific content. Each student is assigned a specific seat and location within the lab to maximize space between seating and lab stations. Students will be required to use proper safety equipment for lab procedures (eye wear, gloves, and facial coverings/shields). The STEM lab will be cleaned and disinfected by custodial staff at the end of each day, when the lab is in use. Tables and lab equipment (Microscopes, scales, rulers, calculators, etc.) will be sanitized with sanitizing wipes by students at the end of each class period. STEM teaching staff will collect all glassware to be cleaned and sanitized before next use.
**Innovation Center** – The IC has 6 locations available for the delivery of CTE instruction. Students will be required to adhere to social distancing requirements within instructional areas. Students will be required to use proper safety equipment for lab procedures (eye wear, gloves, and facial coverings/shields). Due to safety requirements specifically connected to equipment within the IC, specific procedures have been developed to minimize point of contacts between students and staff. The IC will be cleaned and disinfected by custodial staff at the end of each day. Tables, equipment, and tools will be sanitized by students and teachers at the end of each class period.

**Product Development Lab** – The Product Development lab focuses on Career Technical Education curriculum, and the use of industry equipment to obtain desired job skills. Students are assigned a specific seat and location within the lab to maximize space between seating and the use of equipment. Students will be required to use proper safety equipment within the lab (eye wear, gloves, and facial coverings/shields). The lab will be cleaned and disinfected by custodial staff at the end of each day, when the lab is in use. Tables and lab equipment and tools (3D Printers, Screen Printing, Large Format Printers, etc.) will be sanitized by students at the end of each class period.
Hallway Travel
Direction of traffic will be identified for all areas coming and going from school facilities to limit contact between individuals. Instruction/training will be provided to all individuals entering campus.

Restroom Usage During the School Day
CTEC High School will adhere to a maximum capacity of 2 students per multi-stall restrooms located on CTEC’s campus. Maximum capacity signs will be posted on the entrance to the restroom. Inside the restrooms, floors will be marked to support social distancing and signage will be located throughout the restroom to promote appropriate hygiene. All single stall/gender neutral restrooms will have signage to promote appropriate hygiene and COVID-19 awareness. CTEC staff will follow FCSS general disinfectant procedures to ensure restrooms are appropriately sanitized and disinfected for school use.

Cafeteria and Meal Periods
To limit points of contact, all students receiving meals at CTEC will be provided with individually plated or bagged cold breakfast, lunch and snack items. Students will be assigned to specific meal pick-up areas to adhere to social distancing requirements as well as identify points of contact. Access points will be identified and communicated to students for meal pick-up. Staggered release times will be provided to each teacher, to limit lines at meal pick-up areas. Social distancing requirements will be marked at each pick-up area with all-weather striping.

- Students may receive meals while on campus and during CTEC’s distance learning program. Grab-and-go student meals can be received at campus for consumption at home. Meals will be available for curbside pick-up, during designated times.
- During on-campus instruction, lunch areas will be identified and labeled to meet social distancing requirements. Signage will communicate maximum student capacity for each area and students will be assigned to locations throughout the campus. Tables will be dispersed to support a physical distance of 6 feet between tables and limited to a number of individuals to observe social distancing. The following locations have been identified with the maximum number of students per space (110 students):
  - 20 students- canopy in quad area
  - 10 students- grass area between the 400 and 500 Wing
  - 10 students- within the lunchroom (401)
  - 5 students- trees at the south end of the 300 wing, just east of quad area
  - 5 students- trees at north end of the 300 wing
  - 10 students- canopy at north end of the 300 wing
  - 10 students- trees at east end of the north basketball court
  - 20 students- trees east end of Innovation Center Canopy
  - 5 students- tree at east end of 500 wing
  - 5 students- tree at south end of grass field
  - 10 students- multimedia classroom (505)
• During severe weather, students will remain in the classroom prior to the lunch period and meals will be delivered to the classroom. Students and staff will adhere to social distancing requirements during lunch time.
• At point of contact for meal distribution, staff will wear masks and gloves while using POS touch pads. Students will be required to sanitize hands before entering ID into POS system and receive their meal. Students will then be directed to their assigned lunch area.
• At the completion of breakfast, lunch and snack distribution, areas will be cleaned and disinfected to adhere to all necessary County Health and State recommended safety procedures (see FCSS general disinfectant procedures).

Section 8: Academics and Home-Based Learning
CTEC administration and staff have worked to develop an academic program to address the impacts of COVID-19. We sought to create a high-quality academic program that was consistent with our mission and vision; providing students with a learning environment which encourages their development, while creating connections to industry and opportunities to impacting their community. Recognizing the complexity and uncertainty of our current crisis we have identified the option for students to participate in a blended learning model that includes on campus instruction along with distance learning or a distance learning only.

The CTEC staff has identified the following areas of focus as crucial to the reopening of CTEC’s campus and the effective delivery of subject area content to students.

1. Professional Development – To address the changes in our academic program and to meet every changing needs of our students, CTEC staff identified several areas where additional training could support the implementation of online instruction. Professional development for staff:
   a. Adobe Suite
   b. Support online learning content
   c. Google Classroom/Office 365
   d. Online communication
   e. Trauma Informed Instruction
   f. School-wide Rubric Development
   g. Embedding School Culture into an Online platform
   h. Course Subject Integration

2. Instructional Services
   a. Instructional Gaps: CTEC administration collected data from the 2019-2020 school year and have identified areas of need. Through targeted assistance, additional instruction and academic support will be provided to close instructional gaps.
   b. Scope and Sequence: CTEC teaching staff are working on developing vertical alignment of subject content within their respective department to ensure that educational gaps due to COVID-19 are mitigated. Furthermore, teachers are developing cross curricular connections and assignments to address content and standards within multiple subject areas.
c. **Online Learning**: Within the blended learning model, while students are not on campus, CTEC’s teachers will engage with students via Microsoft Teams and Google Classroom to support distance learning and content provided online. In the event of a full school closure, students are required to engage fully online, and CTEC teachers will follow procedures developed for online learning.

3. **Educational Access** – A needs assessment of students’ ability to access technology at home has been given to families. Families lacking access to technology components for their students will be supported with resources to remove barriers so the students can engage with their instruction at home.

4. **Student Services** – IEP and 504 services will be provided to qualifying students. All meetings can be attended in person, online, or by phone. Additional on campus and on-line time will be given to students qualifying under IDEA and 504 to support student learning. CTEC staff will work to address any parent concerns with special education and 504 services.

**Grading and Attendance Policy**

To receive credit for courses during the 2020/2021 school year, students are expected to complete assignments, attend on campus classes as well as required online meetings. The grading policy is located on our Parent/Student Handbook, which can be found on CTEC’s website. Attendance will be taken during on campus classes, online classes and calendared online meetings.

Students not making progress, not completing academic assignments or opting not to participate during this closure, will participate in an SST meeting to determine the best course of action to support the student. Potential outcomes include:

- Additional on-campus support
- Required on-line individual/small group meetings
- Required weekly counselor check-in

In the event that the student is opting to not participate, the following actions will be taken:

- Place student on academic probation
- Required course remediation (after school, summer school)
- Removed from CTEC’s Program

**Phased Reopening**

When Fresno County is removed from the state’s county monitoring list, CTEC will begin to phase in opportunities for students to access instruction on campus. Students will participate in a blended learning opportunity where students engage in both distance learning and voluntary on campus instruction. Through information received in parent surveys, CTEC’s phased reopening will focus on courses and instruction that specifically addresses industry skills.

During the phased reopening, students will participate/engage in activities on campus through rotating weeks for each grade, in line with social distancing requirements and expectations laid out in the FCSS Return to Work Toolkit. There will be a limited number of students present for instruction in the IC on each day. Within the phased reopening
distance learning will still continue for all students. In Phase 2, Our families will have the opportunity to have their students voluntarily come on campus from 2:00 pm to 4:00 pm on designated days to work with their peers and teachers in the IC. Each grade level will be assigned a work week within their Manufacturing or Construction courses. Students will be required to follow safety protocols outlined in CTEC’s Reopening plan and FCSS Return to Work Toolkit.

Grade level rotation in the Innovation Center will continue until Winter Break. The following procedures have been put in place to minimize the spread of COVID-19 adhering to FCSS’ Return to Work Toolkit, which is subject to change based on guidance from Centers for Disease Control and Prevention (CDC) and local public health officials (FCSS Return to Work Toolkit). The images above display the spacing we have in place for students. The following page explains the steps to be taken before coming to school and when arriving on campus.

Additional phases and opportunities for students to engage in learning on campus may be added to support student learning with guidance from Fresno County Health Department and FCSS. Phases will be added to the Reopening plan when they have been identified.

**Blended Educational Program**

Once distance learning restrictions are lifted students will have the opportunity to participate in a blended learning program. Students will be allowed on campus on their assigned days to complete hands-on activities connected to their CTE courses and to work with their core curriculum teachers. In the blended model, freshmen will be on campus every Monday and every other Thursday. Sophomore students will be on campus every Wednesday and every other Thursday. Juniors will be on campus every Tuesday and Friday. The students’ assigned days and bell schedule are provided below:

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>Junior</td>
<td>Sophomore</td>
<td>Freshman</td>
<td>Junior</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 2</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>Junior</td>
<td>Sophomore</td>
<td>Sophomore</td>
<td>Junior</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 3</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>Junior</td>
<td>Sophomore</td>
<td>Freshman</td>
<td>Junior</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 4</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>Junior</td>
<td>Sophomore</td>
<td>Sophomore</td>
<td>Junior</td>
<td></td>
</tr>
</tbody>
</table>
## FRESHMAN SCHEDULE

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:25am</td>
<td>10:10am</td>
<td>Construction: Introduction to Construction Technology</td>
</tr>
<tr>
<td>10:15am</td>
<td>12:00pm</td>
<td>Manufacturing: STEM Integrated Manufacturing</td>
</tr>
<tr>
<td>12:00pm</td>
<td>12:30pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:35pm</td>
<td>2:10pm</td>
<td>English Language Arts 9/Spanish 1</td>
</tr>
<tr>
<td>2:15pm</td>
<td>4:05pm</td>
<td>Physics and Its Applications/Quantitative Mathematics in Industry</td>
</tr>
</tbody>
</table>

## SOPHOMORE SCHEDULE

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:25am</td>
<td>10:10am</td>
<td>Manufacturing: The Art of Engineering Design with SolidWorks or Construction: Architecture &amp; Design</td>
</tr>
<tr>
<td>10:15am</td>
<td>12:00pm</td>
<td>Manufacturing: Community Applied Manufacturing or Construction Technology II</td>
</tr>
<tr>
<td>12:00pm</td>
<td>12:30pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:35pm</td>
<td>2:10pm</td>
<td>English Language Arts 10/Modern World History</td>
</tr>
<tr>
<td>2:15pm</td>
<td>4:05pm</td>
<td>Chemistry in the Earth System/Applied Mathematics in Industry</td>
</tr>
</tbody>
</table>

## JUNIOR SCHEDULE

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:25am</td>
<td>10:10am</td>
<td>Modern Welding Technology and Application</td>
</tr>
<tr>
<td>10:15am</td>
<td>12:00pm</td>
<td>Manufacturing: Advanced Product Development or Construction Management and Planning</td>
</tr>
<tr>
<td>12:00pm</td>
<td>12:30pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:35pm</td>
<td>2:10pm</td>
<td>English Language Arts 11/U.S. History and Geography</td>
</tr>
<tr>
<td>2:15pm</td>
<td>4:05pm</td>
<td>Integrated Environmental Biology/</td>
</tr>
</tbody>
</table>

On days where the student is not on campus, they will be required to log into online classes, small group instruction, individual tutoring sessions, or be working on assignments provided by instructors.
Students identified through Targeted Assistance will be provided with additional time on campus. Classes developed to support student success with CTEC’s academic program will be required to follow social distancing requirements. Students have been identified as needing Targeted assistance by the following criteria:

- Limited engagement with online instruction
- A-G course completion rate
- Dual Enrollment completion rate

When students have shown mastery of course content, or have improved marks to above a 2, then students may be released from the academic support class.

**Online Instruction**

With the state mandate for distance learning, CTEC recognizes the importance of providing students with a high-quality education that is rigorous and provides ample opportunities for students to engage with staff and peers within the learning environment. CTEC’s academic program is based on the ideals of Career Technical Education and the positive impact hands-on learning has on student development. Therefore, CTEC’s distance learning will continue to provide students with opportunities to engage with projects and activities that ensure hands-on learning, as well as the development of industry skills. Students will be provided with the appropriate training and materials to complete tasks at home and, in unique situations, on CTEC’s campus.

Through additional professional development, teachers are developing lessons to be taught through a Flipped-Classroom model. Lessons will be delivered via videos that are accessible through google classroom, and to be previewed before the online class. Students and staff will then work through assignments together to address further questions and clarifications.

The CTEC Guidance and Learning Specialist (counselor) is responsible for monitoring student subgroups that might be more challenged in an online environment. The support provided by the counselor is outlined below in the Student Services section. The subgroups that will be monitored are foster youth, homeless, students with disabilities and Title 1 students. In order to provide the additional support needed, CTEC has certificated support teachers to work with Special Education and English learner students.

**Learning Platforms**

Although each course may have different resources to access information, all assignments, recorded instruction, and learning platforms will be provided through Google Classroom. All classroom components including instruction, small group discussion and individual tutoring/support will be provided through Microsoft teams (MS Teams). Students will be trained to ensure they are able to access all elements of online learning. The students will access Google Classroom and MS teams through the student/parent portal on CTEC’s website and on the student’s CTEC Web Browser located on school distributed laptops. Students will be required to attend daily online classroom instruction for their scheduled classes. Students will receive a specific schedule with designated class times and assigned staff. For students who struggle with attendance, specialized support will be provided with a particular focus on foster youth, English learners, and homeless, students with disabilities and low-socioeconomic students.
Certificated staff have been identified to work specifically with these student subgroups and their families, which is outlined in the Student Services section.

Also required via the MS Teams schedule for each identified student is:
- Additional online class meetings
- Individual and group tutoring times
- Chat sessions

How students are identified for additional support is outlined below in the Student Services section.

**Career Technical Education**
Each student will participate in courses specific to CTEC’s career pathways. Distance learning can be problematic as teachers attempt to teach skill development with activities/projects that are specific to industry. To address this need, CTEC’s instructional team has developed opportunities for students to continue their process of being industry-ready by developing curriculum and activities to be completed at home and through one-on-one scheduled on-campus trainings, adhering to all CDC health requirements, on specific equipment.

On-campus trainings will be limited to a maximum of 3 students and all students and staff will be required to adhere to the safety requirements outlined above and on the CDC website. These scheduled meetings are available to provide students with the necessary support to master industry skills within their CTE courses. Additional online platforms have been added to CTE courses to broaden student access to instructional content. Technical support will be provided to ensure students have access to all instructional technology necessary to complete their pathways.

During 2019-2020 and 2020-2021 school years, teachers have participated and will continue to participate in intensive teacher professional learning around effective classroom instruction specific to distance learning. CTEC teachers have developed instructional lessons to be taught through a Flipped-Classroom model. In this model, lessons are digitally recorded and made available to students through the Google Classroom platform to be reviewed prior to the online class. Students and staff then work through assignments online together to address further questions and clarifications. The content provided in the recording provides the basis for learning that is expanded upon and illustrated through assignments and application in industry specific examples.

**Dual Enrollment**
CTEC students participate in several dual enrollment (DuE) courses each semester. Fresno City College (FCC) has also required all of their courses to be taught through distance learning for the fall 2020 semester. CTEC recognizes the challenge brought about because of COVID-19 and the transition to distance learning, specifically connected to college DuE courses.

During the spring semester of 2020, students in DuE courses had the opportunity to receive an Emergency Withdrawal (EW) due to FCC’s emergency school closure. Students who received an EW will be given additional opportunities to make up courses at a later date.
A summer session will be offered during the summer of 2021, to assist students in completing their associate degree by the end of 12th grade.

For the fall of 2020, students enrolled in DuE courses will use Canvas (the required FCC learning Platform) for instruction and for submitting completed assignments. To help with student success, DuE courses taught online via FCC instructors will also be supported by CTEC teaching staff to act as DuE on-site facilitators for course content. The CTEC teachers will work with FCC faculty to identify assignments that need to be completed, ensure students are participating in on-line instruction, provide academic support and communicate with families when students are struggling with engagement. Focused intensive support will be provided for foster and homeless youth, English learners, students with disabilities and Title 1 students.

Communication
Communication is a key component to ensuring all students have access to a high-quality distance learning program and that families have access to the support they need to assist their students in their learning. Each student and family will be assigned to a staff member liaison that will contact the family on a weekly basis to confirm the health and well-being of families and students. Any concerns or needs will be communicated to the counselor, who will provide support or connect families with the appropriate available agencies. Streamlining student and parent engagement with distance learning is a priority for our program.

Each week staff will identify all assignments to be completed by students and compile a weekly electronic ‘to do list’ that will be shared with students and families. This list will be accessible on the CTEC website through the student/parent portal. The daily course schedule, teacher hours and CTE on-campus specialized support schedule will be available on the student/parent portal as well and will be updated weekly.

To assist students with technology issues, students and families will be able to request technology support through the student/parent portal on the school website. Students can seek support to address software needs, troubleshooting computer malfunctions, computer damage, etc. If students are unable to access the internet, and therefore cannot log a 'Tech support tag,' administration can be contacted to schedule an appointment or assist to ensure students have full high-speed access to internet at home.

Social media platforms, such as Facebook and Instagram, will be used to further communicate resources to support students learning and opportunities available to families.

Student Services
To support student subgroups that might be more challenged in an online environment, the counselor will work with staff to identify and address student needs. Each week, teachers and administration will meet to address the delivery of CTEC’s distance learning program and identify any additional resources necessary to support students and families. On the Friday prior to the week’s assigned instruction, grade level cohort teachers will discuss instruction and assignments to identify possible collaboration/integration opportunities between subject matter, as well as to identify the
workload required of students. All teachers within each grade level cohort have an understanding of the assignments being assigned which provides additional support to students and families. At the end of each week, staff will evaluate each students' assignment completion and identify students who may need additional support and guidance in future weeks. The analysis of these data will provide valuable feedback on the rigor of assignments, students’ engagement with MS Teams, and how resources are effectively supporting student learning. The counselor can, if needed, identify additional support opportunities for students specific to identified subgroups.

Students on an Individual Education Plan (IEP) or 504 Plan receive accommodations such as additional time on-line through MS Teams, with instructors and their case managers. Designated time will be identified throughout the week for required instruction and support to meet the additional minutes required by an IEP and to support student learning. To address the learning gaps created by distance learning, students on an IEP or 504 will be given the opportunity to engage with staff through on-campus appointments that consist of 3 or less students. Students and staff will be required to adhere to the safety requirements. Schedules for additional support will be provided to students that qualify for Student Services. Additional training will be provided to parents on navigating online learning for students with an IEP or on 504 plan. This training will focus on how to access student assignments, resources to support student learning, how to access and use Aeries and Google platforms, information about dual enrollment courses, and how to engage with teachers and staff.

To address the specific needs connected to CTEC’s CTE courses, additional time will be scheduled for students to work with CTE staff and case managers to support safety training for the Innovation Center and equipment specific to their course curriculum. Instructional time may be provided via MS Teams or within the Innovation Center based on student needs.

Students identified as foster and homeless youth, or English learners will receive additional support on-line via MS Teams. This support from their class instructors and their identified staff liaison will provide additional guidance with class instruction and assignments. Students may also, when they require concentrated support, be assigned on-campus appointments to address their specific needs. Additional training will be provided to parents/guardians on navigating online learning specific to their student’s needs. Training will focus on how to access student assignments, resources to support student learning, navigating MS Teams, Aeries and Google platforms, information about dual enrollment courses, and how to engage with teachers and staff.

Students who meet any or all of the following criteria will be identified as Targeted Assistance (TA):
- Students who are identified as low socioeconomic status
- Students who have struggled with limited online engagement in spring of 2020
- Students who have 3 or more dual enrollment course non-completions
- Students who have 1 or zero marks for achievement on high school courses

These students will be scheduled for additional on-line and on-campus appointments to address the learning gaps created by the emergency school closure. Additional class
instruction and staff support will be given to students to close the learning gap and work
towards the goal of preparing them for industry employment or post-secondary
education. Additional training will be provided to parents on navigating online learning
for students identified for TA. Training will focus on how to access student assignments or
resources to support their learning, how to navigate Aeries and Google platforms,
information on dual enrollment courses, and how to engage with teachers and staff.

Section 9: Social-Emotional Well-Being of Students, Families, and Staff
CTEC will share resources developed by FCSS for parents and families in regard to the
social-emotional well-being of students through mail, email, and social media outlets.
All4Youth counseling services will be provided on a referral basis, and referrals will be
made by the CTEC counselor. Referrals can be requested by parents/guardians,
teachers, the school nurse, the school psychologist, administration, or the student them
self. The CTEC school counselor will develop lessons and resources for students to access
through Google Classroom. The counselor and school psychologist will work with students
individually (through Microsoft Teams or on-campus) or in small groups to address any
well-being needs. Students can sign up for individual counseling sessions by contacting
the school counselor directly. The counselor will develop a student and staff survey to
determine focus areas for the counseling program. In addition to this, the counselor will
also send a digital check in survey every two weeks to check in on students’ social-
emotional well-being.

Staff/Student Training
1. **Staff Pre-return to school training**
   Presented to ensure understanding and preparedness to align with procedures
   outlined in this manual and consistent with FCSS policy.

2. **Students’ First Day Training/Orientation**
   Present procedures outlined within this manual.
   - Freshman training will take place during the orientation nights prior to the
     first day of school.
   - Sophomore and juniors will receive training prior to the first day of school
     via video presentation. Students will be required to submit a school
     safety/social distancing certificate at the completion of the training quiz.

3. **Cleaning Crew Protocols**
   Disinfection methods, comprehensive cleaning training for all CTEC staff
   - Custodial staff will be trained for deep cleaning protocols.
   - Teaching staff will be trained for general disinfecting of high traffic point of
     contact areas.

Communication Methods
Communication is a key component to ensuring all students have access to a high-
quality distance learning program, and families have access to the support they need to
assist their students in learning. CTEC’s school counselor and liaison will be contacting
students and families that have been identified as at risk to assess the health and well-
being of families and students. Communication with regards to student success shall be
shared between the students’ academic teachers to identify courses of action. Each
week, students and parents will be provided with documents to support their online
learning, such as the Weekly Assignment Checklist, Teachers Academic Support Schedule, and Required Teams Meetings, via the school website. Social Media platforms, such as Facebook and Instagram will be used to further communicate resources to support families with students learning. Students with limited or no distance learning engagement will receive home visits by administration and the school liaison.

Cultural Sensitivity
Maintaining culturally and linguistically sensitive and supportive relationships with parents to process emotions, share challenges, offer support, and collaboration of program changes during the COVID-19 pandemic. Remember that parents are also adjusting to new policies and procedures established by CTEC/FCSS due to the COVID-19 pandemic.

All CTEC information will be translated in the parents/guardians’ home language as needed.

Parent Resources
Provide parent with resources for various types of support such including but not limited to the following:

- The **Disaster Distress Helpline**, 1-800-985-5990, is a 24/7, 365-day-a-year, national hotline is dedicated to providing immediate crisis counseling for people who are experiencing emotional distress related to any natural or human-caused disaster. This toll-free, multilingual, and confidential crisis support service is available to all residents in the United States and its territories. Stress, anxiety, and other depression-like symptoms are common reactions after a disaster. Call **1-800-985-5990** or text **TalkWithUs to 66746** to connect with a trained crisis counselor.

- Fresno County’s “**Information and Referral Helpline**” (Phone: 211) can provide you with community resources to assist your family, such as utility assistance and supplemental food and nutrition programs.

- **All 4 Youth** is a partnership program between The Fresno County Department of Behavioral Health and Fresno County Superintendent of Schools for children and youth ages 0-22 years old experiencing difficulties that affect them at school and at home. All 4 Youth is designed to enable youth and their families to access behavioral health services at school, in the community or in the home. The goal of All 4 Youth is to remove barriers and increase access to a positive healthy environment in which to live and learn. Call (559) 443 – 4800 for more information.

Receiving and Returning Student Work If CTEC Campus Closes
In the event that the school does not reopen or has to close in 2020-2021, students will engage with teachers by following their current on campus schedule for additional online meeting times. All other aspects of online learning will continue as before.

CTEC will use Google Classroom and Microsoft Teams to engage with students, provide feedback on assignments and return student work.
What you should know about COVID-19 to protect yourself and others

**Know about COVID-19**
- Coronavirus (COVID-19) is an illness caused by a virus that can spread from person to person.
- The virus that causes COVID-19 is a new coronavirus that has spread throughout the world.
- COVID-19 symptoms can range from mild (or no symptoms) to severe illness.

**Practice social distancing**
- Buy groceries and medicine, go to the doctor, and complete banking activities online when possible.
- If you must go in person, stay at least 6 feet away from others and disinfect items you must touch.
- Get deliveries and takeout, and limit in-person contact as much as possible.

**Know how COVID-19 is spread**
- You can become infected by coming into close contact (about 6 feet or two arm lengths) with a person who has COVID-19. COVID-19 is primarily spread from person to person.
- You can become infected from respiratory droplets when an infected person coughs, sneezes, or talks.
- You may also be able to get it by touching a surface or object that has the virus on it, and then by touching your mouth, nose, or eyes.

**Prevent the spread of COVID-19 if you are sick**
- Stay home if you are sick, except to get medical care.
- Avoid public transportation, ride-sharing, or taxis.
- Separate yourself from other people and pets in your home.
- There is no specific treatment for COVID-19, but you can seek medical care to help relieve your symptoms.
- If you need medical attention, call ahead.

**Protect yourself and others from COVID-19**
- There is currently no vaccine to protect against COVID-19. The best way to protect yourself is to avoid being exposed to the virus that causes COVID-19.
- Stay home as much as possible and avoid close contact with others.
- Wear a cloth face covering that covers your nose and mouth in public settings.
- Clean and disinfect frequently touched surfaces.
- Wash your hands often with soap and water for at least 20 seconds, or use an alcohol-based hand sanitizer that contains at least 60% alcohol.

**Know your risk for severe illness**
- Everyone is at risk of getting COVID-19.
- Older adults and people of any age who have serious underlying medical conditions may be at higher risk for more severe illness.

[cdc.gov/coronavirus](http://cdc.gov/coronavirus)
Lo que usted debe saber acerca del COVID-19 para protegerse y proteger a los demás

Infórmese sobre el COVID-19
- La enfermedad del coronavirus 2019 (COVID-19) es una afección causada por un virus que se puede propagar de persona a persona.
- El virus que causa el COVID-19 es un nuevo coronavirus que se ha propagado por todo el mundo.
- El COVID-19 puede causar desde síntomas leves (o ningún síntoma) hasta casos de enfermedad grave.

Practique el distanciamiento social
- Cuando sea posible, compre comestibles y medicamentos, consulte al médico y complete actividades bancarias en línea.
- Si tiene que ir en persona, manténgase a una distancia de al menos 6 pies de los demás y desinfecte los objetos que tenga que tocar.
- Obtenga entregas a domicilio y comidas para llevar, y limite el contacto personal tanto como sea posible.

Sepa cómo se propaga el COVID-19
- Usted puede infectarse al entrar en contacto cercano (alrededor de 6 pies o la longitud de dos brazos) con una persona que tenga COVID-19. El COVID-19 se propaga principalmente de persona a persona.
- Usted puede infectarse por medio de gotitas respiratorias si una persona infectada tose, estornuda o habla.
- También podría contraer la enfermedad al tocar una superficie o un objeto en los que esté el virus, y luego tocarse la boca, la nariz o los ojos.

Si está enfermo, prevenga la propagación del COVID-19
- Quédese en casa si está enfermo, excepto para conseguir atención médica.
- Evite el servicio de transporte público, vehículos compartidos o taxis.
- Manténgase alejado de otras personas y de las mascotas en su casa.
- No hay un tratamiento específico para el COVID-19, pero puede buscar atención médica para que lo ayuden a aliviar los síntomas.
- Si necesita atención médica, llame antes de ir.

Protéjase y proteja a los demás contra el COVID-19
- En la actualidad no existe una vacuna que proteja contra el COVID-19. La mejor manera de protegerse es evitar la exposición al virus que causa el COVID-19.
- Quédese en casa tanto como sea posible y evite el contacto cercano con los demás.
- En entornos públicos, use una cubierta de tela para la cara que cubra la nariz y la boca.
- Limpie y desinfecte las superficies que se tocan con frecuencia.
- Lávese las manos frecuentemente con agua y jabón por al menos 20 segundos o use un desinfectante de manos que contenga al menos un 60 % de alcohol.

Conozca su riesgo de enfermarse gravemente
- Todos están en riesgo de contraer el COVID-19.
- Los adultos mayores y las personas de cualquier edad que tengan afecciones subyacentes graves podrían tener un mayor riesgo de enfermarse más gravemente.

cdc.gov/coronavirus-es
Help prevent the spread of respiratory diseases like COVID-19.

- Stay at least 6 feet (about 2 arms’ length) from other people.
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash and wash your hands.
- When in public, wear a cloth face covering over your nose and mouth.
- Do not touch your eyes, nose, and mouth.
- Clean and disinfect frequently touched objects and surfaces.
- Stay home when you are sick, except to get medical care.
- Wash your hands often with soap and water for at least 20 seconds.

[cdc.gov/coronavirus]
Detenga la propagación de gérmenes

Ayude a prevenir la transmisión de enfermedades respiratorias como el COVID-19.

- Mantenga al menos 6 pies (aproximadamente la longitud de 2 brazos) de distancia de otras personas.
- Cúbrase con un pañuelo desechable la nariz y la boca al toser o estornudar, luego bótelo en la basura y lávese las manos.
- Cuando esté en un lugar público, use una cubierta de tela para la cara sobre su nariz y boca.
- Evite tocarse los ojos, la nariz y la boca.
- Limpie y desinfecte los objetos y superficies que se tocan con frecuencia.
- Quédese en casa cuando esté enfermo, excepto para recibir atención médica.
- Lávese las manos frecuentemente con agua y jabón por al menos 20 segundos.

cdc.gov/coronavirus-es
Online Resources for Families/Educators
This is a list of free resources to support families during the coronavirus (COVID-19) Pandemic. Information for educational professionals who work with families is also included. Resources are grouped by topic:

- About Coronavirus (COVID-19)
- Managing Stress and Anxiety
- Advice for Parents
- Talking to Children
- Daily and Weekly Tips for Families
- Enrichment and Home Learning Activities
- Collections of Resources from National Organizations
- Tips and Tools for Educators

About Coronavirus (COVID-19)

COVID-19 Information and Resources
Graphic poster with basic information and resources. Source: CT Commission on Women, Children, Seniors, Equity and Opportunity

Coronavirus: Multilingual Resources for Schools
Multilingual fact sheets and infographics about COVID-19. Source: Colorín Colorado

Managing Stress and Anxiety

Talk It Out
When it builds up, talk it out. For parents and caregivers who need someone to listen, to understand and to talk your feelings out. Trained counselors answer the Talk it Out Line at 1-833-258-5011. Source: Talk It Out Connecticut

Stress and Coping
Information for parents to reduce stress in themselves and their children. Source: Center for Disease Control and Prevention

Coping with Stress During 2019-nCOV Outbreak
Graphic poster with tips for adults. Source: World Health Organization

Helping Children Cope with Stress During 2019-nCOV Outbreak
Graphic poster with tips for supporting children. Source: World Health Organization

Helping Children Cope with Changes Resulting From COVID-19
Source: National Association of School Psychologists

Helping Children Cope with Emergencies
Age-based tips and resources for helping children. Source: Center for Disease Control and Prevention

Advice for Parents

Self-Care in the Time of Coronavirus
For parents, prioritizing your own well-being benefits your whole family. Source: Child Mind Institute
Also in Spanish: El autocuidado en los tiempos del coronavirus Dar prioridad a su propio bienestar beneficia a toda su familia.

**Tips for Homeschooling During Coronavirus**
Tips to keep kids engaged (print and audio). Source: NPR

**7 Guiding Principles for Parents Teaching from Home**
Understanding the “why” behind teaching practices can help parents create meaningful and effective at-home learning opportunities during the pandemic. Source: Edutopia

**From a Teacher: You Don’t Have to Strive for Perfection When Homeschooling Your Kids**
What teachers wish parents knew about home learning during COVID-19 related school closures? Source: Today

**Talking to Children**
**Trauma-Informed Guide for Families**
Age-specific recommendations for helping kids and families cope during the Coronavirus pandemic. Source: National Child Traumatic Stress Network

**How to Talk to Your Anxious Child or Teen About Coronavirus**
General tips for communicating with an anxious child or teen about coronavirus. Source: Anxiety and Depression Association of America

**Coronavirus (COVID-19): How to Talk to Your Child** Print article and audio. Source: Kids Health Also in Spanish: Coronavirus (COVID-19): ¿Cómo hablar con su hijo sobre este virus?

**Daily and Weekly Tips for Families**
**"One Great Thing" Each Day for Learning at Home**
Every day, Ednavigator shares a great tip, book, activity and e-learning resource to support family learning. Source: EdNavigator

**COVID-19 Tips for Stay-at-Home**
Provides tips and resources for successful distance learning, including links to activities to bring the family together. Parents can sign up for daily tips. Source: Prepared Parents

**Weekly Grade-Based Newsletters**
Weekly newsletters for home learning with grade-level information. Source: Great Schools

**Enrichment and Home Learning Activities**
**Keep Learning: Resources to Support Families and Student Success**
List of curated learning resources by grade level and subject. Source: Families in Schools Also in Spanish: Sigan Aprendiendo: Recursos para apoyar a familias y el exito de los estudiantes
Parent Toolkit - A One-stop Shop Resource for Parents
Includes information on every aspect of a child’s development, pre-k through high school, inside and outside the classroom. Source: Parent Toolkit

Enriching Activities for Children to Do While Parents Are Working
A database of activities created by parents for ages 0-18. Parents can search the activity list by age, level of parental involvement, indoors or outdoors, and whether or not it requires screens. Source: Enrichment Activities

Tips and Tools for Educators
Engaging Families Virtually
This guide includes resources and best practices for engaging parents and families virtually and fostering a sense of community while practicing social distancing. Source: TNTP

Guidance on Culturally Responsive Remote Education
Defines culturally responsive remote education and includes resources for families and professionals. Source: The Metropolitan Center for Research on Equity and the Transformation of Schools at NYU

Tools for Educators to Listen to and Learn from Families during COVID-19 School Closures
This document provides guidance for educators to listen to families and learn how they and their school can be most supportive during COVID-19 school closures. It offers sample emails, call scripts, and post-conversation reflection and action, and more for these conversations. Available in English and Spanish. Source: The Metropolitan Center for Research on Equity and the Transformation of Schools at NYU

Coronavirus: ELL and Multilingual Resources for Schools
Resources to support English learners and their families during COVID-19. Source: Colorín Colorado

Family Wellness Check In
This guidance provides school staff with a framework to connect with families during this difficult time and to let families know that you are thinking of them, concerned about them, and are available as a resource. Source: Flamboyan Foundation

Messages that Motivate How to Craft Great Messages for Parents
Video presentation on how to create text messages and emails that motivate and empower families to leverage teachable moments at home. Source: Ready4K

E-Learning Overload: 8 Tips Educators Can Give Frustrated, Anxious Parents
Tips that educators can share with parents as the pandemic plays out (Source: EdWeek)

Supporting Families and COVID-19: We’ve Got to Get This Right
Ideas to help support families during the COVID-19 health crisis, especially those families most impacted and most vulnerable. Source: STEM Next Opportunity Fund.

Note: FCSS does not endorse, represent or warrant the accuracy or reliability of any of the information, content, services or other materials provided by these educational services provide.