In response to the current conditions associated to COVID-19, the Special Education Department of the Fresno County Superintendent of Schools (FCSS) will continue to offer distance learning as a part of our instructional delivery model at the start of the 2020-2021 school year. We recognize that as new information comes in, state/local guidance changes and we will continue to re-evaluate our instructional model recommendations to ensure that we are being responsive to our student, staff, family, and community safety-related needs. Our goal continues to be for students and staff to return to full time in-person learning five days a week when it is safe to do so.

This document relies on guidance located in the FCSS Return-to-Work Toolkit and outlines campus and classrooms modifications that may be necessary at each stage of reopening. Please note that toggling between stages is possible at any time.

Stage 1 – Distance Learning Keeping Essential Workers and Students Safe
Students receive distance learning in the home setting. Distance Learning Plans are in place and students receive instruction with technology and/or provided curriculum. This stage of implementation primarily occurred in March through June of 2020.

Stage 2 – Distance Learning Enhanced Program & Early Re-Entry
Students served by the Fresno County Superintendent of Schools will receive 240 minutes of rigorous distance learning each day. Distance learning will be provided in the home setting via virtual/on-line electronic platforms and/or by telephone through direct instruction and home learning opportunities. In alignment with the mandates contained in Senate Bill 98, students served by FCSS will receive a minimum of 60 minutes of daily live instruction with their peers*. Additionally, they will receive 180 minutes daily of pre-recorded lessons developed through peer collaboration*. Print packets that allow for oral or written feedback will also be available to support lessons and address the needs of individual learning styles and families who require low technology or no technology accommodations. Supervisors and principals will have access to platforms utilized for instruction and internet links to live instruction.

Distance Learning Plans
- One, single distance learning plan will be created for each student. The distance learning plan will detail the instruction that will be provided to assist the student in making progress on their Individualized Education Program goals and objectives. The case manager and related service providers will collaborate on the single document that will be uploaded to the student’s record in SEIS. During stage 2, this document should be attached to the Current IEP.
- Once a naturally occurring IEP is held and emergency language has been added to the meeting notes, the Distance Learning Plan document may be discontinued. The emergency language can be found in the document library of the Special Education Information Software (SEIS).

*Students participating in Cyber High or enrolled in TIES or DHH programs should consult with their administrator for information directly related to these programs. Time in general education courses will be considered.
Specialized Academic Instruction

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

Related and Itinerant Services

- Service minutes provided should match those offered in the student’s Individualized Education Program through distance or in-person contact. Related and itinerant service providers will consult with case managers on the development of the single distance learning plan. Related and itinerant service providers will also collaborate with case managers on the daily schedule.

Physical Education

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

Mainstreaming & Access to General Education Peers

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

In-Person Instruction

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

Technology Support for Online Student Engagement

- Appropriate technology will be provided to individual students as needed and in order to access Distance Learning. The parent survey conducted in July of 2020 will assist us in determining who does not have current access.
- Each student/family will sign a Technology Use Agreement prior to borrowing a school/program device.
- Additional connectivity support will be made available, as appropriate, to families to help access online engagement. The parent survey conducted in July of 2020 will assist us in determining who does not have current connectivity.
- Hard copy packets (print materials) and low technology/no technology will be provided to support lessons and should a student or family need this option.
Supporting Ongoing Communication and Student Connectedness to School Activities

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

Student/Family Engagement

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

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

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

Tiered Re-Engagement Strategies:

Student engagement and participation is essential to student success in a traditional in-person school setting, as well as during distance learning. The following tiered re-engagement strategies have been developed to help teachers and related service providers reach out to families, case managers 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>Persons Responsible</th>
<th>Actions to Consider</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tier 1:</strong></td>
<td>Teacher</td>
<td>• Positive recognition/rewards for students.</td>
</tr>
<tr>
<td></td>
<td>Para-educator</td>
<td>• Reinforce positive with parents and commend.</td>
</tr>
<tr>
<td></td>
<td>Related Service</td>
<td>• Send U.S mail to reinforce.</td>
</tr>
<tr>
<td></td>
<td>Providers</td>
<td></td>
</tr>
<tr>
<td><strong>Tier 2:</strong></td>
<td>Teacher</td>
<td>• Person responsible contacts parent/guardian through their preferred mode of communication and let them know that they were missed during the day’s activities; remind them of the next day’s schedule of activities; offer to help/set up additional 1:1 time.</td>
</tr>
<tr>
<td></td>
<td>Para-educator</td>
<td>• Ask what areas of support family needs.</td>
</tr>
<tr>
<td></td>
<td>Related Service</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Providers</td>
<td></td>
</tr>
<tr>
<td><strong>Tier 3:</strong></td>
<td>Teacher</td>
<td>• Person responsible contacts 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.</td>
</tr>
<tr>
<td></td>
<td>Para-educator</td>
<td>• Consider updating/adjusting Distance Learning Plan to address student/family needs.</td>
</tr>
<tr>
<td></td>
<td>Related Service</td>
<td>• Teacher contacts related service providers to check on level of communication and engagement they are getting from families.</td>
</tr>
<tr>
<td></td>
<td>Providers Principal</td>
<td>• Teacher consults with previous teacher best ways to engage family</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher notifies Principal of absences.</td>
</tr>
<tr>
<td><strong>Tier 4:</strong></td>
<td>Teacher</td>
<td>• Principal works with parents to create solutions to attendance barriers; offer additional 1:1 support.</td>
</tr>
<tr>
<td></td>
<td>Para-educator</td>
<td>• Consider adjusting Distance Learning Plan.</td>
</tr>
<tr>
<td></td>
<td>Related Service</td>
<td>• When student attends, provide highly preferred reinforcement(s)</td>
</tr>
<tr>
<td></td>
<td>Providers Principal</td>
<td>• Principal notifies FCSS supervisor and district Special Education Representative.</td>
</tr>
<tr>
<td><strong>Chronic Absences:</strong></td>
<td>Teacher</td>
<td>• Teacher notifies Principal of student’s absences and reasons provided by family.</td>
</tr>
<tr>
<td></td>
<td>Para-educator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Related</td>
<td></td>
</tr>
</tbody>
</table>
absent for instruction more than 3 days per week for consecutive weeks

Service Providers
Principal FCSS Director District SPED Representative

- Principal works with parents to create solutions to attendance barriers.
- Principal notifies FCSS supervisor and district Special Education Representative.
- Schedule an IEP meeting to formally address attendance/student engagement.
- Consider initiating SARB process with District of Special Education Accountability.

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

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

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

Hybrid Model Schedule
- Students will attend school in person five days per week: 4 hours each day.
- Parent preference and student health needs will determine the student’s ability to participate in hybrid model learning.
- Guidance obtained from:
  - [https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/small-groups-child-youth.aspx](https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/small-groups-child-youth.aspx)

Modified and hybrid schedules both consist of students who are meeting for targeted supports and intervention services while the school is closed to in person instruction and in addition to distance learning. Specialized services include those offered in a student’s individualized education program (IEP). The groups must be of appropriate size to
maintain 6 feet of social distancing. The models must operate so that students and supervising adults within the group only have physical proximity with members of their own group during the day. Supervising adults and students must not interact with other groups. This practice decreases opportunities for exposure to or transmission of the virus.

<table>
<thead>
<tr>
<th>Timeline for Implementation of Stage 3a &amp; 3b</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>September 25, 2020</strong></td>
</tr>
<tr>
<td><strong>September 28, 2020</strong></td>
</tr>
<tr>
<td><strong>September 29, 2020</strong></td>
</tr>
<tr>
<td><strong>October 1, 2020</strong></td>
</tr>
<tr>
<td><strong>October 13, 2020</strong></td>
</tr>
<tr>
<td><strong>October 16, 2020</strong></td>
</tr>
<tr>
<td><strong>October 19, 2020</strong></td>
</tr>
</tbody>
</table>

**Stage 3a & 3b Procedures**

**Considerations**
- Physician orders and medication at school documents must be received for relevant students.
- No backpacks, unless required to transport clothing, dietary needs or health and medical necessities.
- No paper home-to-school logs used during this time.
- No field trips during this time; limited community-based instruction.
- Mainstreaming conducted through virtual platforms if possible and if on the IEP.
- Updated emergency contact information will be critical.
- Visitor restrictions are in place.
- Walkie Talkies are assigned to one person and disinfected daily.
- IEP’s will reflect accommodations for students who are unable to wear masks.
- Substitute staff may work with one group per day.
Staff Procedures:
- Staff will complete requirements outlined in the Healthy Schools Act.
- Staff will understand, acknowledge, and follow safety guidelines outlined in the FCSS Return-to-Work Toolkit, including daily active screening of their own health.

Parent Training and Communication:
Parents of FCSS operated school programs will be educated on the need to certify their child’s health before their child reports to school. These procedures are located in the FCSS Return-to-Work Toolkit. Teachers will contact families directly at least two times per week in addition to the opportunity to communicate through the online instructional platform being used for distance learning and the on-going communication during the online lessons. Families that communicate in Spanish will have the opportunity to connect with the school-site staff in Spanish.

Transportation
- Social distancing will be in place to the extent possible.
- Driver Screening
  - The driver will conduct an active screening of their health as outlined in the FCSS Return-to-Work Toolkit
- Driver will train on physical distancing while students are waiting for the bus.
- Seat arriving students from the rear of bus forward to prevent students from passing each other. Exit students from front to rear.
- Collaborate with both First Student and with district transportation leads to ensure consistent protections for students and staff.

Arrival
All students will arrive either by bus or parent transportation and will be received by staff in the parking lot bus zone. Students will be asked to remain in the bus until staff receives them to take them directly to their assigned arrival area. Parents will be asked to remain in the car while students are dropped off at the identified location. All students will be required to wear a facemask, unless exempt, as defined by their doctor’s order or by the State of California orders when entering campus. A curb-side drop-off and pick-up location is established with a phone number for parents/guardians to call to avoid entrance into the location. Wipe-down and disinfecting of wheelchairs or stroller handles and brakes upon arrival. Maps for each school location’s arrival area and curb-side drop-off and pick-up will be maintained by each principal.

- Active screening of students will be conducted by a designated receiving adult as outlined in the FCSS Return-to-Work Toolkit
- If the active screening results in any answers of “yes” as outlined in the FCSS Return-to-Work Toolkit, take the student to the isolation area and contact the parent for pick up. The student must meet criteria outlined in the toolkit before returning to school.
- For students proceeding on to campus, disinfect their hands with provided disinfectant and provide a face covering if they do not have one.
Face Coverings
Students shall wear face coverings as outlined in the FCSS Return-to-Work Toolkit. Clear face masks or face shields are available for students who are hearing impaired. The following students are exempt from wearing a face covering:
- Students younger than two years old.
- Persons with a medical condition, mental health condition, or disability that prevents wearing a face covering and the accommodation is in their Individual Education Program.

Ingress / Egress
From the drop-off zone, students will enter the campus through the designated entrance area specific to their group once cleared by their assigned staff member. Maps for ingress and egress plans will be maintained by each principal. All students will be required to adhere to social distancing requirements as they enter the classroom. The sidewalk outside the classroom will be marked to identify social distancing requirements. All students will be required to use disinfectant 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.

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

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

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

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

**Departure**
Students will be escorted following the routes on the Ingress/Egress plan above.

**Cleaning and Disinfecting**
Cleaning and disinfecting of school sites will occur in accordance with the FCSS Return-to-Work Toolkit and host site procedures.

**Testing of Staff**
Surveillance testing will be conducted in accordance with the FCSS Return-to-Work Toolkit.

**Identification and Tracing of Contacts**
The process for contact tracing may be found in the FCSS Return-to-Work Toolkit.

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

**Triggers for switching to distance learning**
The FCSS Return-to-Work Toolkit covers the circumstances that would require a return to distance learning.

**Communication Plans after COVID-19 case**
In the case of positive COVID-19 test result at one of our sites, the Supervisor's Guide: Return-To-Work covers the process of necessary notifications consistent with the FERPA and HIPAA. Alma McKeny, Director of Health Services for the Office of the Fresno County Superintendent of Schools, will be the designated Contact Tracker.

**Related Service Providers and Itinerant Teachers**
Students may receive one-on-one services and supports from other qualified adults outside of their assigned group. These additional supports and services must be done individually or with students from the same cohort. These services may be provided outdoors, in a related service provider's office, space not used by other groups, or virtually. Staff who are providing specialized services or targeted support – such as speech or occupational therapy or intensive tutoring -- should be assigned to work with students in as few groups as possible and must observe appropriate precautions to prevent transmission, including wearing appropriate personal protective equipment (PPE), as specified in the industry guidance for Limited Services. https://files.covid19.ca.gov/pdf/guidance-limited-services--en.pdf

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

**General Education Access and Group Mixing**
Group stability is important to minimize virus exposure. Students may only mix with other groups in a virtual format.

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

**Distance Learning & Distance Learning Plans**
One, single distance learning plan will be developed for each student unless an IEP has been held to describe emergency language related to service delivery during periods of emergencies.

**Attendance & Engagement**
Attendance will be taken daily, and engagement will be recorded weekly. AERIES is the system used by FCSS to track attendance and Illuminate is utilized to track engagement.

<table>
<thead>
<tr>
<th>Excused Absences</th>
<th>Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal illness (Education Code 48205).</td>
<td>Daily, or at least weekly, complete the student engagement log in Illuminate.</td>
</tr>
<tr>
<td>Quarantine under the direction of a county or city health officer (Education Code 48205).</td>
<td>Synchronous – Live, on-line instruction.</td>
</tr>
<tr>
<td>Medical, dental, optometric or chiropractic appointments (Education Code 48205).</td>
<td>Asynchronous – Participating in pre-recorded lessons or completing work assigned by a certificated staff member.</td>
</tr>
<tr>
<td>Attendance at funeral services for a member of the immediate family (Education Code 48205) a. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state (Education Code 48205) b. “Immediate family” shall be defined as mother, father, grandmother, spouse, son/son-in-law, daughter/daughter-in-law, sister or any relative living in the student’s immediate household (Education Code 45194, 48205).</td>
<td>Assessments – Completing assessments assigned by a certificated staff member.</td>
</tr>
<tr>
<td></td>
<td>Pupil Contact – Direct contact between the student and an employee (in-person or with the use of technology).</td>
</tr>
<tr>
<td></td>
<td>Parent Contact – A parent is contacted by an employee.</td>
</tr>
</tbody>
</table>
Jury duty in the matter provided by law (Education Code 45194, 48205).
The illness or medical appointment during school hours of a child to whom the student is the custodial parent (Education Code 48205).
Justifiable personal reason including but not limited to: (Education Code 48205) a. Attendance at a funeral service b. Observation of a religious holiday or ceremony c. Attendance at religious retreats.
Technical difficulties

Unexcused Absences
No Contact
Refusal

Tiered Re-Engagement Strategies:
Student engagement and participation is essential to student success in a traditional in-person school setting, as well as during Distance Learning. The following tiered re-engagement strategies have been developed to help teachers and related service providers reach out to families, case managers 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 1: Student attending regularly</th>
<th>Person(s) Responsible*</th>
<th>Actions to Consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Teacher Para-educator Related Service Providers</td>
<td>• Positive recognition/rewards for students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reinforce positive with parents and commend.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Send U.S mail to reinforce.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier 2: Single day absence</th>
<th>Person(s) Responsible*</th>
<th>Actions to Consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Teacher Para-educator Related Service Providers</td>
<td>• Person responsible contacts parent/guardian through their preferred mode of communication and let them know that they were missed during the day’s activities; remind them of the next day’s schedule of activities; offer to help/set up additional 1:1 time.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ask what areas of support family needs.</td>
</tr>
</tbody>
</table>
## 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>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person responsible</td>
<td>contacts</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Consider updating/adjusting Distance Learning Plan to address student/family needs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher contacts related service providers to check on level of communication and engagement they are getting from families.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher consults with previous teacher best ways to engage family.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher notifies Principal of absences.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 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>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal works with parents to create solutions to attendance barriers; offer additional 1:1 support.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consider adjusting Distance Learning Plan.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When student attends, provide highly preferred reinforcement(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal notifies FCSS supervisor and district Special Education Representative.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 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>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher notifies Principal of student’s absences and reasons provided by family</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal works with parents to create solutions to attendance barriers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal notifies FCSS supervisor and district Special Education Representative.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schedule an IEP meeting to formally address attendance/student engagement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consider initiating SARB process with District of Special Education Accountability.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Stage 4 – Normal Operations
The programs ran by the Office of the Fresno County Superintendent of Schools includes the following:

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

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

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

**Preschool Intervention Program**
The Preschool Intervention Program (PIP) is designed to meet the educational needs of preschool age children with autism who have significant language, social, and behavioral needs that cannot be met in a regular preschool classroom.
PIP is designed to provide intensive early education services utilizing evidence-based practices for students with autism. All students enrolled in PIP will be evaluated before their transition to Kindergarten. The PIP team will work closely with the student's district of residence to determine appropriate placement options for Kindergarten. Contact Charlene Clark, Principal, at 559-497-3902 or cclark@fcoe.org.

**Targeted Intervention for Emotional Support (TIES) Program**
The Targeted Intervention for Emotional Support (TIES) program serves students from kindergarten through twelfth grade with serious emotional disturbance after all program options and resources have been attempted in their home school or district. Regionalized classrooms, with a small teacher-to-student ratio, are provided on integrated campuses. The TIES program offers intensive, on-site psychological services and more support staff. This includes a classroom structure that is balanced between academics, social/emotional support and student need. Contact Erik Nyberg, Principal, at 559-443-4881 or enyberg@fcoe.org.