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

The Office of the Fresno County Superintendent of Schools (FCSS) administration will update the return to work toolkit as new information or guidance from Local, State and Federal agencies change. Ongoing communication will be shared with staff, parents, agency and collaborative partners including Probation administration, All4Youth, Cencal Mentors, staff, and our community through a variety of means including but not limited to: weekly staff meetings, collaborative partner meetings, letters home to parents, and at parent orientation meetings. Additionally, a link to the plan will be posted on the FCSS webpage.

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

Ingress/Egress of Staff and Visitors
All who wish to enter the school building will first actively screen their health status by answering the posted FCSS questionnaire and taking their temperature as outlined in the FCSS Return to Work Toolkit. All of the necessary equipment will be stationed on the cart, Health and Sanitation Station (HSS), located in the school office.

Vhea/Project Hope Hybrid- Independent Study Program
VHEA will be moving to an Independent Study (IS) Program the fall of 2020. Project Hope was already following an Independent Study model. We will continue to offer services such as substance abuse, anger management, and mental health counseling as an enhancement to the minimum requirement of one hour in person meeting per week. Students with IEP’s will meet with the RSP teacher and School Psychologist to modify their program. During Stage 1 of this plan, substance abuse, anger management, RSP support, EL support, outreach to our Homeless/Foster Youth, and mental health meetings will be scheduled through online applications such as ZOOM, Google Classroom, Google MEET, and Microsoft TEAMS to offer telehealth and supportive services.

Objectives, Methods Of Study, Methods Of Evaluation, Credit And Resources
Subject/course objectives reflect the curriculum adopted by the Fresno County Office of Education (FCOE) Board of Education and are consistent with FCSS standards, as outlined in the FCOE subject /course descriptions. The specific objectives, methods of study, methods of evaluation, and resources for each assignment covered by this overview will
be described in the IS Curriculum Guide, the Subsidiary Agreement, and the Weekly Assignment Sheet. Credit for classes in independent study / distance learning are based on the time value of assignments as determined and certified by the teacher.

Additional Classes
If the student satisfactorily completes all subjects/courses before the ending date of our master agreement, one or more subjects/courses may be added to the agreement if the agreement is re-signed by the teacher and the student.

Assignments /Attendance
According to the district or charter school policy for grades 7 through 12, the maximum length of time allowed between the assignment and the date the assignment is due is in 7 days, unless an exception is made in accordance with FCSS policy. After three missed assignments, an evaluation will be made to determine whether Independent Study is an appropriate strategy for this student.

VHEA and Project Hope will document daily student participation when providing distance learning, and independent study by keeping weekly engagement records. We will continue to report absences for purposes of reporting chronic absenteeism and develop tiered re-engagement strategies for students who do not participate by making phone check-ups, mailing letters, and home visits when safe to do so. VHEA and Project Hope will regularly engage with parents or guardians regarding academic progress. Requirements shall be included in the audit guide.

As per independent study contracts, a student is only deemed absent if the appropriate amount of work is not completed.

Voluntary Statement
Independent Study is an optional educational alternative that students voluntarily select.

Quitable Provision of Resources and Services
The Independent Study option is to be substantially equivalent in quality and quantity to classroom instruction, and that students who choose to engage in Independent Study are to have equality of rights and privileges with students in the regular school program.

General Reopening Stages
Reopening will occur in stages at the direction of the Fresno County Superintendent of Schools and will progress as follows:

- **Stage 1:** Keeping Essential Workers Safe
- **Stage 2:** Modified Program (Will be adjusted as current conditions and orders allow)
- **Stage 3:** Modified Program with additional instructional time for students (will be adjusted as current conditions and orders allow)
- **Stage 4:** Return to Normal Operations
Stage 1: Vhea/Project Hope: Protecting Essential Workforce And Students.

Distance Learning

- Online independent study classes offered with times scheduled for students to meet with teachers for instruction through Google Meets (An application similar to Microsoft Teams and Zoom).
- Students will have appointments set up with their teacher for 9:00-11:30 AM scheduling and 12:30-3:00 PM scheduling. Grades 7, 8, 9, and 11 will be scheduled in the morning while grades 10 and 12 will have appointments in the afternoon. Schedules were planned using the numbers of students in each grade we are expecting to attend VHEA.
- Equity for all students ensured by:
  - All students will be issued a Chromebook for access to remote teaching.
  - Hot Spots provided for students not having Internet connectivity to assure students have equal access to education.
  - For students not wishing to use online learning, instructional packets and textbooks will be provided.
  - Academic support and advocacy services will continue to be provided to Foster Youth and their families in collaboration with FCSS, VHEA school staff, Probation Department staff, supporting agencies, and receiving school districts. Services for our Foster and Homeless youth include: access to a school issued laptop, counseling support, academic advising, school psychologist counseling, and when students return to their district of residence referrals for services for students in need of nutrition, housing, medical, and transportation needs will be made by our youth liaison.
  - All FCSS school staff continue to implement and monitor individualized services for all students, including learners with special needs. Individualized Education Plans (IEP), Section 504 and Student Success Team (SST) plans are maintained and evaluated through weekly portfolio assignments. This includes curriculum-based activities that have been scaffolded to meet individual student needs. IEP, 504 and SST meetings continue to be held remotely in order to discuss planning and implementation of current and new plans for students.
  - English Learners receive individual support by Cross-Cultural, Language and Academic Development (CLAD) teachers in order to continue English language acquisition. Instructional and support staff monitor enrollment rosters and communicate needs with assigned staff for review, implementation and monitoring of services.
  - Fresno County Superintendent of Schools (FCSS) Curriculum and Instruction (C&I) coaches, Visual and Performing Arts (VAPA) and Instructional Technology coaches will provide professional learning and coaching in the areas of Instructional Technology, Visual and Performing Arts, English Language Arts/English Language Development, Math, and Science for teachers and school site administrators. Through this training teachers and students will strengthen their ability to utilize online resources that are individualized at the student level and can be jointly viewed by teachers. Social Emotional Learning (SEL) strategies and building student engagement in a remote learning environment will be integrated into this...
training and shared with staff at the weekly professional learning communities.

- Nutrition program provided through district school sites and on site for weekly pick-up and drop off of student assignments. VHEA/Project Hope will provide list of available options.
- For students with special needs, the SPED teacher also is available to go online and give additional support to students.
- Staff will use a variety of strategies to re-engage students including weekly phone calls, letters home, offering changes to appointment schedule, services via telephone or by remote Microsoft TEAMS to offer counseling for mental health, substance abuse, anger management, and check-in for emotional support.

VHEA/Project Hope tiered re-engagement strategies

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

<table>
<thead>
<tr>
<th>TIER</th>
<th>PERSON(S) RESPONSIBLE</th>
<th>ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1: Student attending regularly</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/or custodial agencies 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></td>
<td>Teacher on Special</td>
<td></td>
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<tr>
<td></td>
<td>Assignment (TSA)</td>
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<tr>
<td></td>
<td>Guidance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Specialist (GLS)</td>
<td></td>
</tr>
<tr>
<td>Tier 2: Single day absence</td>
<td>Teacher</td>
<td>• Person responsible contacts the student and parent/guardian through their preferred mode of communication and let them know that the student was missed during the day’s 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 the student and family need.</td>
</tr>
<tr>
<td></td>
<td>Related Service</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Providers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TSA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GLS</td>
<td></td>
</tr>
</tbody>
</table>
### Tier 3:
**Consecutive absences** (student is absent from instruction for 2 consecutive days)

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>• Person responsible contacts the student and parent/guardian to check-in/identify reasons for absences; see if they need to change their schedule time and/or are in need of technical support to access online learning; verify contact information and preferred mode of communication; offer additional 1:1 support.</td>
</tr>
<tr>
<td>Para-educator</td>
<td>• Consider updating/adjusting Distance Learning Plan/Independent Study plan to address student/family needs.</td>
</tr>
<tr>
<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>Providers</td>
<td>• Teacher consults with fellow teachers for best ways to engage students and family</td>
</tr>
<tr>
<td>TSA</td>
<td>• Teacher notifies Principal of absences</td>
</tr>
<tr>
<td>GLS</td>
<td>• Principal works with the student and parents and/or custodial agencies to create solutions to attendance barriers; offer additional 1:1 support</td>
</tr>
<tr>
<td>Principal</td>
<td>• Consider adjusting Distance Learning Plan/Independent Study plan</td>
</tr>
<tr>
<td></td>
<td>• When student attends, provide highly preferred reinforcement(s)</td>
</tr>
<tr>
<td></td>
<td>• Principal notifies FCSS supervisor</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>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>• Principal works with the student and parents and/or custodial agencies to create solutions to attendance barriers; offer additional 1:1 support</td>
</tr>
<tr>
<td>Para-educator</td>
<td>• Consider adjusting Distance Learning Plan/Independent Study plan</td>
</tr>
<tr>
<td>Related Service</td>
<td>• When student attends, provide highly preferred reinforcement(s)</td>
</tr>
<tr>
<td>Providers</td>
<td>• Principal notifies FCSS supervisor</td>
</tr>
<tr>
<td>TSA</td>
<td>• Schedule an IEP, 504 or SST meeting with students to more formally address attendance/student engagement.</td>
</tr>
<tr>
<td>GLS</td>
<td>• Consider initiating SARB process with student district of residence</td>
</tr>
<tr>
<td>Principal</td>
<td>• Teacher notifies Principal of student absences and reasons provided by family</td>
</tr>
<tr>
<td></td>
<td>• Principal works with parents to create solutions to attendance barriers</td>
</tr>
<tr>
<td></td>
<td>• Principal notifies FCSS supervisor</td>
</tr>
<tr>
<td></td>
<td>• Schedule an IEP, 504 or SST meeting with students to more formally address attendance/student engagement.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>• Teacher notifies Principal of student absences and reasons provided by family</td>
</tr>
<tr>
<td>Para-educator</td>
<td>• Principal works with parents to create solutions to attendance barriers</td>
</tr>
<tr>
<td>Related Service</td>
<td>• Principal notifies FCSS supervisor</td>
</tr>
<tr>
<td>Providers</td>
<td>• Schedule an IEP, 504 or SST meeting with students to more formally address attendance/student engagement.</td>
</tr>
<tr>
<td>TSA</td>
<td>• Consider initiating SARB process with student district of residence</td>
</tr>
<tr>
<td>GLS</td>
<td>• Teacher notifies Principal of student absences and reasons provided by family</td>
</tr>
<tr>
<td>Principal</td>
<td>• Schedule an IEP, 504 or SST meeting with students to more formally address attendance/student engagement.</td>
</tr>
<tr>
<td>CCS Executive Director</td>
<td>• Consider initiating SARB process with student district of residence</td>
</tr>
</tbody>
</table>

### Stage 2: Vhea/Project Hope: Stay-At-Home Order Is Modified To Allow Lower-Risk Workplaces To Gradually Reopen. (Will Be Adjusted As Current Conditions And Orders Allow)

**Individual appointment with teachers, limited in-person instruction, and continued option for distance learning**

- Parents/students will be contacted and informed they can come to school and receive their work with individual appointments. All meetings will be conducted
under the FCSS COVID-19 guidelines outlined in the FCSS Return to Work Toolkit. All staff, students, and families who enter the campus will self-certify their health status by answering the posted FCSS questionnaire and taking their temperature; all of the necessary equipment will be stationed on a cart, Health and Sanitation Station (HSS) in the entry way to the school building.

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

- Online classes will continue to be offered should parents and students not feel comfortable coming into class to receive work at their weekly assigned meeting time. Again, times will be scheduled for students to meet with teachers for instruction through Google Meets (An application similar to Microsoft Teams and Zoom).

- Equity for all students ensured by:
  - All students will be issued a Chromebook for access to remote teaching.
  - Hot Spots provided for students not having internet connectivity to assure students have equal access to education.
  - For students not wishing to use online learning, instructional packets and textbooks will be provided.
  - Academic support and advocacy services will continue to be provided to Foster Youth and their families in collaboration with FCSS, VHEA school staff, Probation Department staff, supporting agencies, and receiving school districts. Services for our Foster and Homeless youth include: access to a school issued laptop, counseling support, academic advising, school psychologist counseling, and when students return to their district of residence referrals for services for students in need of nutrition, housing, medical, and transportation needs will be made by our youth liaison.
  - All FCSS school staff continue to implement and monitor individualized services for all students, including learners with special needs. Individualized Education Plans (IEP), Section 504 and Student Success Team (SST) plans are maintained and evaluated through weekly portfolio assignments. This includes curriculum-based activities that have been scaffolded to meet individual student needs. IEP, 504 and SST meetings continue to be held remotely in order to discuss planning and implementation of current and new plans for students.
  - English Learners receive individual support by Cross-Cultural, Language and Academic Development (CLAD) teachers in order to continue English language acquisition. Instructional and support staff monitor enrollment rosters and communicate needs with assigned staff for review, implementation and monitoring of services.
  - Fresno County Superintendent of Schools (FCSS) Curriculum and Instruction (C&I) coaches, Visual and Performing Arts (VAPA) and Instructional Technology coaches will provide professional learning and coaching in the areas of Instructional Technology, Visual and Performing Arts, English Language Arts/English Language Development, Math, and Science for
teachers and school site administrators. Through this training teachers and students will strengthen their ability to utilize online resources that are individualized at the student level and can be jointly viewed by teachers. Social Emotional Learning (SEL) strategies and building student engagement in a remote learning environment will be integrated into this training and shared with staff at the weekly professional learning communities.

- Nutrition program provided through school district sites and on site for individual appointments. VHEA/Project Hope will provide list of available options.
- For RSP students, SPED teacher also is available to go online and give additional support to students.
- Staff will use a variety of strategies to re-engage students including weekly phone calls, letters home, offering changes to appointment schedule, services via telephone or by remote Microsoft Office TEAMS to offer counseling for mental health, substance abuse, anger management, and check-in for emotional support (see page 5-6 for tiered re-engagement strategies).

**Entry To School/Screening**

Students will enter school through the main door of the front office. Before entry students will be screened by staff using FCSS procedures for Covid-19 outlined in the FCSS Return to Work Toolkit located on page 2. They will be given a mask if they do not have one and instructed to wash their hands. After screening, phones will be checked into the office, backpacks and materials searched. Also available upon entry will be hand sanitizer, masks, and gloves.

**Classrooms Setup/Social Distancing**

Students have individual appointment with teacher. Staff and students observing social distancing. Staff and Students will be required to where a face mask, unless exempt as defined by either their doctor’s order or by the California Department of Public Health when entering the classroom.

**Schedule/AM & PM Sessions**

Students will have appointments set up with teacher for 9:00-11:30 AM scheduling and 12:30-3:00 PM Scheduling. Grades 7, 8, 9, and 11 will be scheduled in the morning while grades 10 and 12 will have appointments in the afternoon. Schedules were planned using
the number of students in each grade we are expecting to attend VHEA and Project Hope.

Disinfecting And Cleaning Schedule
Custodian will clean all common area high-touch point disinfected three times per day and all classrooms will be cleaned at the end of each day.

Breakfast And Lunch
Food will be provided for breakfast, lunch and a nutritional snack done with masks, social distancing and as little contact as possible

Restrooms
Will be open and cleaned three times a day. Students will be escorted and allowed in one at a time.

Response To Symptoms Present
In event of a student presenting with COVID-19, or any symptoms of illness, they will be placed in the isolation room (currently a conference room) until such time as they can be picked up by parents. Students will remain out for 10 days from symptom onset and be free of symptoms without use of medication for one day.

Stage 3: Vhea/Project Hope: Stay-At-Home Order Is Further Modified To Allow Higher-Risk Workplaces To Reopen.

Socially distanced classrooms of 6-8 students
- Parents/students will be contacted and informed they can come to school and receive their work with individual appointments. They may also spend time with their teacher going over assignments and receiving additional support. All meetings will be conducted under the FCSS COVID-19 guidelines as outlined in the FCSS Return to Work Toolkit (see pg.2).
- Online classes will continue to be offered should parents and students not feel comfortable coming into class to receive work. Again, times will be scheduled for students to meet with teachers for instruction through Google Meets (An application similar to Microsoft Teams and Zoom).
- Equity for all students ensured by:
  - All students will be issued a Chromebook for access to remote teaching.
  - Hot Spots provided for student not having Internet connectivity to assure students have equal access to education.
o For students not wishing to use online learning, instructional packets and textbooks will be provided.

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

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

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

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

o Nutrition-lunch and snacks provided at site along with list of available options for district meal distribution for days when not scheduled for in person instruction.

o For students with special needs, the SPED teacher will provide additional support aligned to their IEP either in person and/or online depending on student instructional program requested by the parent (in person or distance learning).

o Staff will use a variety of strategies to re-engage students including weekly phone calls, letters home, offering changes to appointment schedule, services via telephone or by remote Microsoft Office TEAMS to offer counseling for mental health, substance abuse, anger management, and check-in for emotional support (see page 5-6 for tiered re-engagement strategies).
Schedule/AM & PM Sessions
Students will have appointments set up with teacher for 9:00-11:30 AM scheduling and 12:30-3:00 PM Scheduling. Grades 7, 8, 9, and 11 will be scheduled in the morning while grades 10 and 12 will have appointments in the afternoon. Schedules were planned using the numbers of students in each grade we are expecting to attend Project Hope/VHEA.

Disinfecting And Cleaning Schedule
Custodian will clean all common area high-touch point disinfected three times per day and all classrooms will be cleaned at the end of each day.

Classrooms Setup/Social Distancing
Classrooms have been measured out accounting for 6ft. social distancing between staff and students. Each classroom can accommodate 8 students, a para, and a teacher. Students will be required to where a face mask, unless exempt as defined by either their doctor’s order or by the State of California orders when entering the classroom.

Breakfast And Lunch
Food will be provided for breakfast, lunch and a nutritional snack done with masks, social distancing and as little contact as possible.

Restrooms
Will be open and cleaned multiple times a day. Students will be escorted and allowed in one at a time.

Response To Symptoms Present
In event of a student presenting with COVID-19, or any symptoms of illness, they will be placed in the isolation room (currently a conference room) until such time as they can
be picked up by parents. Students will remain out for 10 days from symptom onset and be free of symptoms without use of medication for one day.

**Dismissal**
At end of AM or PM session students will be dismissed by class at timed intervals to pick up phones grab a snack and leave campus by the side blacktop gate.

**Stage 4: Vhea/Project Hope: Restrictions Lifted.**
Return to normal operations

If you have any questions about this Reopening Plan, please contact Pam Coronado, Executive Director of Court and Community Schools at pcoronado@fcoe.org or 559-600-4950, or Tracy Klee, Principal of VHEA at tklee@fcoe.org or 559-443-4851