

# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

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## General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The COVID-19 pandemic and the Governor's mandates in March 2020 impacted all schools in California. Glacier High School abided by a series of ever changing communications from the Governor, adjusting our program as mandated. On March 12, 2020, the Governor issued Executive Order N-25-20 limiting all public gatherings to less than 250. Because of this, Western Sierra Charter Schools' Glacier High School Charter cancelled our prom which was scheduled for March 14. We emailed our WSCS Board of Directors, all staff, and families that the prom and upcoming field trips would be suspended through April 13th. On March 13th, we sent another notice to our stakeholders that additional changes at Glacier High were being made because of the Governor's issued Executive Order N-26-20 (guaranteeing funding for schools) and because all Madera County schools were closing. This stakeholder communication stated that all Glacier's in person instructional classes would change to an online delivery format beginning March 23rd through April 13, 2020. By Monday, March 16, we directed all teachers to stop holding in person, student and parent Advising Meetings; All Advising Meetings were now to be conducted by phone, email, or video conference. On March 19, Governor Newsom issued Executive Order N-33-20 calling for all Californians to stay home. We again emailed all of our Glacier High families that our teachers would no longer be reporting in at the school's campus, but directed to work from home.

Between March 13 and March 20, all full and part-time Glacier teachers participated in online delivery training in preparation for continuing student course instruction offerings. In addition, guidelines for cleaning and disinfecting our buildings, expectations for teachers and students, and attendance and grading procedures were planned, communicated, and executed.

We initially thought that this shutdown would not extend past April 13th. Once the decision was made to not reopen Glacier for the remainder of the school year, our primary concern centered on two main components: how to best continue serving the needs of all of our students' academic, social-emotional, and nutritional needs as well as their parents/guardians who provide the daily guidance for their student, and second, how to protect the health of our Advising Teachers and all support staff while they conducted their assigned duties within the organization by continuing to provide the support to students and their parents with the least disruption.

Though officially closed, we were able to essentially continue our normal school operation, that of personalized learning through independent study, while putting into place a variety of measures to mitigate first, the school's spring closure and second, consideration for the upcoming school year opening with a Distance Learning approach. The affect of this shutdown changed a few of our practices, but the core of our program stayed intact. Below are the various practices established:

### 1. Health and Safety: Assurance and Guidance for all Students, Families, and Staff

Everyone coming to the school site must be free of Covid-19 symptoms and will need to sign-in each day affirming that they are free of symptoms.

Everyone 3rd grade and above are required to wear a mask or face shield while inside school buildings. The only exception is when a teacher or support staff is alone in an office or a room.

While at school we maintain social distancing.

We are recommending a preference that Advising meetings between students and parents with a teacher be done virtually by Zoom.

However, if meetings are conducted in person at school, we ask that:

Everyone maintain social distancing, wear a mask or face shield, and the meeting will be conducted outside or in a large, open area or classroom.

An enhanced protocol was established for cleaning and disinfecting all hard surfaces within our building to limit potential virus contamination; twice daily cleaning and disinfecting of all tables, chairs, door handles, and bathrooms carried out.

A licensed contractor was hired to build a large mailbox for placement outside to the entrance of our building so that students and parents could submit forms and student work records without having to enter our building.

We allowed our teachers to choose whether they wanted to conduct business from their home or work in their office on campus.

Communications between teachers and their students and parents changed from in-person to virtual, either by Google Meets, Zoom, phone, or email whenever possible.

Masks, face shields, and bottles of disinfectant were provided to all staff.

Plexiglass shields, as safety barriers, were purchased and placed on tables inside and outside our building, and where needed, hung in our library and at our reception areas.

Shade cloth was installed in order to move tables and meetings outside when video conference meetings couldn't occur; meetings held outside or in a more open area of the building

2. Breakfast Program: In August 2019, Glacier High School Charter began a meal program for the first time. We used a vending machine that we stocked with milk and ready-to-go USDA-approved school breakfast meals. These meals were available at no cost to any student qualifying as Free or Reduced Meal status. Further, these meals were available to all other students at our school at minimal cost. When the school shutdown occurred in the spring, families enrolled at Glacier were notified by our school communication system Parent Square, that our packaged breakfasts were available for any family with pick-up at our school campus. In addition, our local partner school districts (YUSD and FUSD) provided school breakfast and lunch for any child in the community, up to the age 18, irregardless of what school the child attended. This meal service operated Monday through Friday throughout school closures. With our 2020-21 school year opening with Distance Learning, we continue to offer our meal program to any qualifying student.

3. Professional Development: Teachers were required to attend professional development that focused on strategies and resources to improve distance learning. Our technology team provided this training. In addition to multiple days of virtual learning training this past spring,

all teachers received further training to improve and facilitate the best distance learning instruction for students. This professional development occurred before and during the first week of the 2020-21 school year. The basic fundamentals for running ZOOM meetings and classes was held on one day with advanced ZOOM platform training held on a second day. Glacier High purchased new Document Cameras and we held a training session on how to use these. Teachers were also trained on Google Classroom and how to use Flipgrid, which is a tool teachers can use to upload instructional videos to show students during instruction. Finally, we've held administrative and staff meetings so that discussion and collaboration with one another is prioritized.

4. Commitment to Students: Because Glacier operates an Independent Study program of Personalized Learning, we work cooperatively with parents and students to ensure that curricular and instructional pieces are built around each student's needs, abilities, and interests. The personalized learning model allows us to serve all pupils, including those with diverse learning needs such as English learners, foster youth, and low-income. This allows Glacier to tailor the education methods best suited to the needs of each individual student. Regardless of socioeconomic status, limited English, or those in foster care, this population of students are in frequent contact with their assigned, credentialed Advising Teacher.

Our standards-aligned curriculum includes integrated learning models for EL students. In addition, every student under our care whether EL, foster youth, and/or low-income is provided with a credentialed advising teacher who works closely with the student and his/her parent on a frequent, regular basis providing needed guidance and support. All unduplicated students have access to weekly distance learning classes which serve as added supports. Of our total enrollment of 2019-20 in Glacier, 39.42% were unduplicated pupils with 0.73% homeless/foster youth; 0% for EL pupils; and 38.69% qualified as low-income. Total enrollment numbers at the start of the 2020-21 school year, 25.29% of students qualified for free or reduced meals. We currently do not have any EL, foster or homeless student populations.

Glacier High also recognizes the special needs of our students with disabilities. Individual progress monitoring is maintained by our Special Education (SpEd) Coordinator and RSP Teacher ensuring that compliance and annual goals are met. Close collaboration between the SpEd team, Advising Teacher, high school counselor, and a student's parent/guardian ensures that the needs of the student are addressed. Through distance learning, the same level of supports are used to assist students with disabilities.

With our school model and constant communication and collaboration between teachers, support staff, students, and parents, any student needing additional services are easily identified. For example, if students need technology support, we have a process whereby students or parents complete a request form which is sent to our technology team. They in turn provide needed training or exchange a non-working device with a replacement. For a few students needing internet access in their home, a local community internet service company offers financial help to families with economic hardship. In addition, Glacier will provide a hotspot if needed.

5. Program and Distance Learning Model: As an independent study, personalized learning public charter school, a unique blended classroom and non-classroom based educational model that is tailored to the needs and interests of each individual student, Glacier High continues to provide the same high-quality educational option to students. We work cooperatively with parents and students to ensure that curricular and instructional pieces are built around each student's needs, abilities, and interests. Our teaching staff meet with parents and students by either telephone, email, or video conference on a regular weekly and/or monthly basis. Administrative and staff meetings are held regularly via video conference to connect with members of our school team. In addition:  
Every student is issued a chromebook and headphones;

Every student can access and receive tech support;  
Every student is provided textbooks and materials for learning success

Planning for the 2020-21 school year, Glacier High School Charter is following all state directives for the health and safety of all stakeholders. We discussed, collaborated with our teachers and technology team, wrote, and implemented a Distance Learning Handbook for teachers, students, and parents. As stated in the document's introduction: "WSCS has created this Distance Learning Handbook to help effectively communicate with parents, students and staff the responsibilities and practices of our Distance Learning program. We understand that this method of learning is new and may be challenging. We were hoping to be able to have onsite class options for all of our students. Unfortunately, at the time of this writing, Fresno and Madera County are both on the COVID-19 Watchlist and are not allowed to provide onsite instruction."

## Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

The following groups participated in surveys and/or feedback sessions, of meaningful stakeholder input for the understanding of needs and solutions to comment and make informed decisions:

District and School Administration

Teachers

Classified Staff

Western Sierra Charter Schools Board made up of parents, community members, and teachers

Parents and students who are in close communication with teachers, classified support staff and administrative personnel.

COVID-19 school closure-related updates to all stakeholders, led by Glacier's Executive Director, began on March 12 and continues as regular state level guidance changes. We made every effort to reach all of our stakeholders and for those without Internet access, phone calls were made. In addition to the frequent communications held between students, parents, and teaching staff, the following stakeholder meetings took place:

March 26 - Glacier Staff Meeting

March 31 - Western Sierra Charter Schools Governing Board Meeting

April 2 - Glacier Staff Meeting

April 30 - Administrative Meeting

May 1 - All Staff Meeting

May 5 - Glacier Staff Meeting

May 6 - Administrative Meeting

May 7 & May 12- Glacier New Family Meeting  
May 14 - Administrative Meeting  
May 19 - Administrative Meeting  
May 21 - Glacier Staff Meeting  
May 21 - Western Sierra Charter Schools Governing Board Meeting  
May 26 - Administrative Meeting  
June 4 - Glacier Staff Meeting  
June 16 - Western Sierra Charter Schools Governing Board Meeting  
June 23 - Administrative Meeting

[A description of the options provided for remote participation in public meetings and public hearings.]

1. All Western Sierra Charter Schools Board meetings met virtually, were broadcast live, and recorded.
2. All Advising Teachers held video conference meetings with parents and students on a regular basis.
3. All Staff and Administrative meetings were held regularly in live ZOOM meetings.
4. SELPA meetings continued to be held on a regular basis in live ZOOM meetings.
5. Annual I.E.P. and Section 504 meetings continued being held by video conference for Students with Disabilities.
6. Parents reached out to their student's Advising Teacher and Principal via phone call or email to address technology access concerns for their student, as well as social-emotional concerns or trauma their student was experiencing.

[A summary of the feedback provided by specific stakeholder groups.]

#### Student and Parent Feedback:

Outreach to families was extensive. In the course of frequent interactions with teachers, most students expressed how much they missed the camaraderie seeing their peers in-person. However, students were happy that they could connect during virtual classes. While all Glacier students were provided chromebooks and headphones, some frustrations arose with managing technology issues, Internet connections, and the virtual classroom platform itself, with some students requesting paper/pencil assignments for ease of use. And while the majority of students demonstrated a comfort ability with technology, many of their parents did not.

#### Teachers, Classified Staff, and Administrator Feedback:

A common theme among all school personnel was the importance of maintaining our school's day to day operation and program offerings in this virtual environment we found ourselves in to the extent possible. Establishing daily school routines for distance learning were recommended as a way to help students understand the continued importance of the work they were doing, despite not being in the classroom. Teachers described missing students and the rapport they had built over time through in-person interactions. Distance learning also gave teachers a heightened awareness of the need to provide students with additional support services. During staff meetings, teachers shared concerns about students feeling depressed or unmotivated to complete their assignments. In regards to instructional strategies, teachers appreciated the abundance of trainings and resources offered to them, but shared that the amount of information being delivered to them was at times overwhelming. Technology was also a challenge for some teaching staff, and many turned to their peers for additional

assistance. We also recognized the need to limit the variation in our delivery of instruction and implementation of programs. For example, some teachers were using Google Meets, some Zoom only, and not all teachers were using the Google Classroom platform.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Key takeaways from our stakeholders influenced Glacier's Learning Continuity and Attendance Plan. These included:

1. Addressing the common frustrations expressed by teachers, parents, and students regarding the remote use of technology for teaching and learning. Therefore, we are providing further professional development and resources to teachers, and technology help videos along with a tech help system that staff, students, and parents can use when they need troubleshooting,
2. Creating a Distance Learning Handbook detailing clear expectations of teachers, students, and parents for added support and school-wide consistency of distance learning instruction.
3. Recording all distance learning instruction to provide greater student support, especially for students who need to re-watch a class for concept review or those who were unable to attend the scheduled class.

## Continuity of Learning

### In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Glacier High School Charter is a California public, personalized learning charter school that operates an independent study program for students in 9th-12th grade. We meet the needs of students who, together with their parents/guardians, have decided that a home-based style of education best suits them. This parent-led education, with parents assuming the role of teacher, creates an effective and successful environment for educating their children. Glacier High believes that incorporating and empowering parents within the educational process is critically important, and is an essential part of how we operate as a charter school. The parents' priorities, their leadership, and their daily hands-on involvement are essential to the progress and success of each student. This involvement is guided by a credentialed teacher who has also been trained as an advisor, counselor, and curriculum specialist. As an independent study, home-based program, students and their parents meet frequently with their assigned, credentialed Advising Teacher to discuss not only a student's academic progress, but also the well-being of each student. Our Advising Teachers, the student, and their parent/guardian work cooperatively and develop a strong relationship and trust with the family.



Through the middle of July, Glacier was prepared to open the 2020-21 school year with a combination of distance learning and in-person instruction. We were prepared to comply with all guidelines and regulations required by our County Health Department with COVID-19 mitigation measures in place to allow small class size instruction, mask wearing, social distancing to allow for 6 feet of distancing, and rigorous cleaning and sanitation efforts. Under this re-opening plan, all stakeholders would abide by the safety guidelines. Glacier would require all staff and families to wear a mask or face shield, hold meetings outside or in large open areas of our building or in a classroom, and be required to sign a form affirming that he/she was free of virus symptoms and have not been in close contact with anyone experiencing symptoms while on campus.

Students and parents are able to choose the Instructional delivery method that best supports student learning: participation in our small class on-site courses, distance learning only courses, online instruction through Edgenuity and/or Rosetta Stone, online community college courses, or a standards-aligned textbook curriculum format. These blended learning options allow our school to best support all students who choose to attend Glacier.

Formal and informal progress monitoring will be provided by Advising and classroom teachers. Grades will reflect students' performance and be reported on a monthly basis to students, parents, and the principal. In addition, student progress reports will be communicated to the high school counselor, Section 504 and SpEd Coordinator or RSP Teacher, and ELPAC Testing Coordinator as needed.

While staying abreast of state and county guidelines, Glacier prepared for the following in-person and distance learning instruction:

1. all in-person classes would have no more than 10 students, allowing for social distancing protocol
2. to accommodate enrollment numbers, multiple sessions of the same course were added
3. replaced Google Meet with Zoom for instruction delivery in distance learning courses
4. use of Google Classroom as our learning management system
5. recording of every distance learning class

Students and parents were sent class schedule information in June 2020, thinking that we'd be able to re-open the school year with the small class size option. When we were notified that school could not resume in-person instruction, we made every effort to keep the original class schedule of courses as much as we possibly could so that when state and county guidelines and regulations relaxed, we could essentially maintain the current schedule for purposes of continuity for a seamless transition back into in-person classes.

**Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
Glacier High purchased appropriate safety equipment (masks, face shields, plexiglass table dividers, thermometers) to support safe interactions between students, parents, and staff in classrooms, main building, and outdoors on our campus. Glacier High purchased appropriate equipment and materials (hand sanitizers, disinfectant wipes, gloves, spray bottles, etc.) to maintain rigorous conditions of cleanliness. Glacier High purchased signage/posters to be posted in and outside our building (masks required, COVID-19 symptoms). Glacier High purchased shade cloth to provide outside meeting space.	\$1,027.00	Yes

Description	Total Funds	Contributing
Glacier High will follow rigorous safety protocols to ensure the well-being of students, parents, and staff while on campus.		

## Distance Learning Program

### Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Glacier High School created a distance learning course schedule that could be adapted to in-person instruction when the Governor's mandate specifies.

The Governor's mandate specifies that if a county has been on the state monitoring list within the last 14 days, the school must conduct distance learning. Therefore, until Madera County, in which Glacier resides, has been removed from the monitoring list for at least 14 days Glacier will operate a distance learning instructional program. To stay consistent, Glacier would operate its distance learning class schedule for the entire first semester of the school year.

Under this 2020-21 school year opening, students have the options of taking distance learning courses with our teachers, enrolling in Edgenuity, Rosetta Stone, and Online Community College courses, and/or instruction by the student's parent/guardian with a standards-aligned textbook curriculum. Teachers take attendance to students who are enrolled in distance learning classes and enrolled students are held accountable for all work assigned. Further, parents/guardians submit monthly attendance forms to their student's Advising Teacher. These attendance forms then are submitted to our secretary/registrar. It is worth noting that even when Glacier returns fully to in-person meetings and classes, our attendance protocol remains the same.

Teachers were given the option of reporting to their classroom/office on a daily basis or could conduct their work assignments from home.

Unduplicated students and students who are considered high risk (academically, social-emotional) are monitored frequently by their distance learning teacher, Advising Teacher, SpEd Coordinator/RSP Teacher, and the student's own parent/guardian. We have formal processes in place to closely monitor how students are doing academically, behaviorally, and socially/emotionally. We use a Student Support Plan to help identify students that are struggling academically, behaviorally or socially as early on in the academic year as possible, to provide a custom



tailored plan that is created together with the parent, to help students achieve progress in the identified areas of growth, and to provide documentation for future referrals (IEP or 504 Plans).

All teachers must send a monthly Progress Report to students and parents as well as the principal. Our SpEd Coordinator or RSP Teacher, when warranted, is also notified every month if a student is in academic danger. We also have a process for referring students to a Student Study Team (SST) meeting.

## **Access to Devices and Connectivity**

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

### **FOR STUDENTS:**

Glacier will provide technology for students to use with distance learning and with all other learning options such as Edgenuity and Rosetta Stone.

All students are able to check out a Chromebook, charger, and headphones from the school as part of their curriculum and materials. If a student does not have reliable Internet at home, their parents notify the teacher, technology coordinator, or receptionist. For qualifying students needing internet access in their home, a local community internet service company allows families to apply for free or reduced cost Internet service. In addition, Glacier will assign a hotspot for the student (household).

### **FOR TEACHERS:**

All teachers are provided with either a desktop computer or a laptop (either a PC or Apple computer) of their preference.

Teachers who wish to provide remote instruction on our campus use their computer to connect with a Promethean board (an interactive panel) as their main set-up for teaching

Teachers also have access to a Chromebook to use as a supplemental device

Teachers have access to Document Cameras which they can use in their classroom on campus or can check-out to teach from their home.

All teachers have access to high-speed Internet on campus.

## **Pupil Participation and Progress**

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Students will participate in digital instruction and learning from home using Zoom, Google Classroom, Edgenuity, Rosetta Stone, Online Community College courses, and standards-aligned textbook curriculum. These various learning paths are personalized for every student based on how the student learns best and the types of supports each student needs. These supports are determined when the teacher, student, and his/her parent/guardian meet at the beginning of the school year. In addition, the SpEd and Section 504 Coordinator help guide the instructional decisions for students with disabilities.

Students have the option of enrolling in Glacier High's distance learning courses. Below are the courses and days/times they meet during Semester 1:

Courses	Days	Times
Integrated Math 1	T/TH/F	8:30-9:30
Integrated Math 1 A/B	T/TH/F	10:00-11:00
Integrated Math 2	T/TH/F	8:30-9:30
Integrated Math 3	M/W	8:30-9:30
Pre-Calculus	M/W	10:00-11:00
Biology Lecture	M	1:00-2:00
Biology Lab	TH	11:30-12:30
Chemistry Lecture	M	1:00-2:00
Chemistry Lab	TH	11:30-12:30
World History	M	11:30-12:30
U.S. History	M	10:00-11:00
English 9	M/W	11:30-12:30 / 10:00-11:00
English 10	M/W	10:00-11:00 / 8:30-9:30
Leadership	W	1:00-2:00
ROV	W	11:30-12:30
CTE Computer Systems	W	2:30-3:30
Academic Decathlon	F	11:30-12:30
Graphic Design	W	2:30-3:30
Art 1 (A)	T	8:30-9:30
Art 1 (B)	T	10:00-11:00
Art 2 (A)	T	12:30-1:30
Art 2 (B)	T	2:00-3:00

## Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

In preparation for the 2020-21 school year, teachers participated in:

1. The Basics of Zoom training (August 10, 2020)
2. Advanced Zoom training (August 17, 2020)
3. Introduction to Google Classroom training (August 17, 2020) for those brand new to Google Classroom
4. Review of Google Classroom training (August 17, 2020)
5. Use of Document Cameras training (August 17, 2020)
6. Flipgrid training (August 17, 2020) which is a way to record videos and interact with students
7. Resources and apps that integrate well with Google Classroom (August 17, 2020)
8. Benchmark remote testing training for NWEA (August 24, 2020)

## 9. Processes and procedures for providing student supports (August 24, 2020)

In addition to the professional development days, Glacier's technology team continually supports our teachers by:

1. Sharing "how to" videos on trainings teachers have previously attended, but appreciate the refreshers
2. When teachers are having any difficulties with tech-related issues, they complete a form detailing the issue and submit it to our tech team. This allows all teachers to feel supported and have their issues resolved in a timely manner.

Glacier will continue providing teachers with professional development in effective distance learning practices and related professional learning to support our students' academic needs and social-emotional well-being. Teachers also collaborate regularly online to share effective practices for the distance learning classroom.

## Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Our Distance Learning Expectations Handbook outlines the roles and responsibilities that all of our teachers will implement.

### Teacher Responsibilities

Instructional Delivery Methods: Scheduled Live Zoom Classes; Each class has at least one scheduled live class meeting time per week.

Recorded Classes: All Zoom classes are recorded, however attendance is taken during live sessions. Recorded class links should be posted in the Google Classroom.

Instructional Video Links: Teachers may post links to instructional videos in their Google Classroom that will replace or supplement student learning in that class.

Student Tutoring Sessions: Teachers will create individual or small group tutoring sessions for students that need additional help. These tutoring sessions are also recorded but may or may not be posted in Google Classroom. Many classes have at least one scheduled live tutoring session per week.

Teachers have access to the following distance learning instructional materials:

- Laptops
- Headphones
- Promethean boards
- White Boards
- Document cameras

Progress monitoring will be provided by the distance learning teacher as dictated by students' needs. Teachers are expected to provide all current IEP and Section 504 Plan accommodations during their distance learning classes. Teachers should contact the WSCS SpEd Coordinator and/or RSP Teacher and the Section 504 Coordinator as needed. We have a monthly Progress Reporting Process established for any student who is not having academic success in their distance learning course.

Similar to our policies of never working one on one with a student with a closed door, the following teacher and student safety guidelines should be in place in regards to virtual learning:

1. If there will only be 1-3 students (tutoring/small group/class), teachers will invite one site administrator and another teacher to the Zoom meetings.
2. Teachers will invite parents to attend Zoom meetings for small group instruction or tutoring
3. Teachers will record and save every class/tutoring session .
4. All Zoom links are available to site administrators. In addition, all teachers will end the Zoom meeting for all attendees when the class is finished . Students should not be alone in a Zoom meeting without adult supervision.

Teachers will:

Notify parents and principal of any behavior issues: Depending on behavior concern, students may be denied access to commenting, chatting, and joining live sessions . Students will still be required to watch all recorded classes and directly communicate with teachers.

Reply to a student's question and email within a 24 hour period window (on a school day) with the preferred method of communication by EMAIL, PARENT/STUDENT SQUARE or Zoom (audio only is fine).

Assign work that can be turned in virtually through their Google Classroom . They will post directions on how and when to turn in these assignments in their class syllabus.

Add/invite a parent/guardian for each student into Google Classroom

Continue their normal grading policies and procedures

Email students a monthly progress report

Send school principal a monthly gradebook summary report of each class

If a student is not passing a class, the teacher will reach out to the student's parent/legal guardian and document communication. This documentation will be provided to the principal.

Teachers are able to offer guidance to students regarding late assignments if students are having difficulties turning in work

Teachers are able to help connect students to our tech support

Teachers will monitor attendance regardless of distance learning or in-person.

### Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Progress monitoring will be on-going for students with unique needs at all grade levels. Because of our personalized learning school model, all teachers meet regularly with the student and his/her parent/guardian to monitor progress and determine students' needs for intervention and additional supports. Determination of those needs are assessed formally and informally. For example, measures may include benchmark or state data, progress grades, work records, class attendance, and observations. Teachers respond to feedback given to them by their students and parents. When warranted, we hold Student Study Team meetings and hold Section 504 and I.E.P. review meetings when we determine that a student needs further help and support. All Glacier teachers received training on our Student Support Plan's process and procedures for identifying any student with unique needs.

### Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
1. Devices: Chromebooks made available for all students who need a device to access distance learning at home. 2. Additional Technology to Support Distance Learning: desktop computer cameras, document cameras, headsets, and laptops/devices for staff. 3. Assistive technology for Students with Disabilities to access distance learning instruction from home (for hearing impaired students) 4. Maintained teaching and support staffing (high school counselor, SpEd teachers, ELD Coordinator, library, custodial, IT, and office staff)	\$10,670.00	Yes

## **Pupil Learning Loss**

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

To determine learning loss that resulted during COVID-19 of the 2019-20 school year with the 2020-21 school year, Glacier High identifies and addresses gaps in learning through multiple measures. To measure current learning loss, Glacier gathers available assessment data on students using NWEA benchmark testing from the 2019-20 school year for math or reading and compares that data with testing results we receive from NWEA benchmark data that's administered to students by the end of September of the 2020-21 school year. Reviewing academic growth, the 2019-20 academic growth will be compared to what would have constituted a year's growth for those assessments. Any difference that indicates less than one year's growth in that academic area (math or reading) will be considered learning loss for 2019-20. The NWEA benchmark assessments are also administered to students at the end of the 2020-21 school year.

Additional measures we review as it pertains to learning loss include, but are not limited to, ELPAC scores, previous years' grade reports, as well as any special education evaluations. Formal Progress Report process and our Student Support Plan procedure, providing on-going documentation throughout the school year by teachers to determine students' needs for intervention and additional supports. This not only provides support for all Glacier students, but for our unduplicated population.

Because we know that social-emotional factors can impact learning loss, we also use informal assessment through teacher observation, attendance, grades, and of critical importance is the relationships we build between teachers, students, and parents who meet regularly to review student work, goal setting, and discussion. This is at the core of our school's personalized learning program.

## **Pupil Learning Loss Strategies**

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Glacier High will address learning loss and accelerate learning progress for all students, including English Learners, low-income, foster youth, those with exceptional needs and those experiencing homelessness by the following strategies:

1. Use of Google Classroom as the Learning Management System
2. Frequent teacher, student, and parent collaboration
3. Instructional methods (Zoom, online curriculum, independent study curriculum options) that best support students' needs
4. Targeted, structured tutoring support for individual students
5. Specific supports for students with IEPs or English Learners
6. Targeted reading and math support with Edgenuity based on NWEA benchmark scores
7. Our Student Support Plans document student interventions and goals and are reviewed monthly by the Advising Teacher with the student and his/her parent/guardian



- 8. Monthly Progress Reporting gets communicated to all students, parents, principal, and Section 504 Coordinator or SpEd Coordinator, when warranted
- 9. Professional development, teacher collaboration, and monthly staff meetings to discuss effective strategies to help students succeed

## Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Our goal at Glacier is to provide effective support to all students. The effectiveness of the services and supports Glacier provides to address learning loss will be measured by our on-going collaboration between the teacher, student, and parent. In addition, benchmark testing, our Student Support Plan process along with monthly progress reporting allows us to closely monitor student learning.

## Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Glacier purchased Zoom licenses for school use.	\$675.00	Yes

## Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Glacier High School recognizes that all students, their parents, and staff have been affected in one way or another by the COVID-10 pandemic. We have focused our attention on delivering supports for our school community to ensure a successful and productive 2020-21 school year.

For Students:

All students, and in particular those experiencing trauma or negative social-emotional situations are supported by:

1. Our school model of personalized learning and strong partnerships: this means that our teachers, students and their parents stay closely connected and in communication. As teachers hold one-on-one family meetings on a regular, frequent basis, the social and emotional well-being of students are discussed throughout the school year. This affords our teachers expedient, first-hand knowledge of how each student is feeling and coping. Issues are usually brought to our attention by the student's parent in these meetings.
2. We connect families and students to resources based on assessed needs

3. We fulfill all mandated reporter duties
4. Teachers can begin a Student Study Team process and include other teachers, specialists, and support staff to provide ideas and support to students
5. Teachers conduct routine check-ins when they know a student is struggling.
6. Glacier has a Suicide Prevention Policy, adopted in May 2017.
7. All Students have access to technology support
8. Glacier's distance learning class schedule was designed with students in mind. We've kept classes to a 1 hour time limit in order to keep students engaged and spread the classes out so that students were not sitting in front of a computer for an entire school day.

#### For Teachers & Support Staff:

1. Glacier teachers have participated in professional development activities tied to distance learning in order to strengthen their ability to teach students and thereby lessening the possibility of anxiety-related issues.
2. All teachers and staff have technology support when an issue arises.
3. We permitted our teachers and support staff to choose where they felt most comfortable working: from their home or in their office or classroom at the school site.
4. Staff connects with their co-workers frequently for support and during staff meetings on Zoom.

## Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Glacier sends clear and frequent communications to all of our families. Families were sent a notice by our Executive Director on August 6, 2020 that included a description for our 2020-21 school opening. This guidance takes into consideration all of the recommendations from the State and Local Madera County Public Health requirements. The notice described updates to our building, general guidance for students and families, and our scheduled in-person classes commencing to a distance learning model.

To support student and family engagement, Glacier uses the following communication methods:

1. Our school-wide communication system called Parent Square
2. Our school's Website which includes attendance and other important forms, school calendars, announcements, newsletters, and a variety of resources
3. Zoom sessions, email, and telephone between administration, teachers, parents, and students
4. Staff, students, and parents have access to technology support

During school closure in the spring from the COVID-19 pandemic, Glacier met the numerous challenges with effectively monitoring attendance and engagement. From this experience, Glacier planned and improved practices to enhance communication and engagement with our students and parents/guardians. We implemented a Distance Learning Handbook to effectively communicate the responsibilities and expectations of our distance learning program. Attendance and engagement monitoring include: participation in online and distance learning classes, monthly staff meetings, teachers given time to connect with their co-workers, our Student Support Plan process which include assigning appropriate interventions when needed, and regularly scheduled meetings that happen between the student, his/her parent, and Advising Teacher. In addition, connecting students and families to resources, such as technology supports.

## School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

In August 2019, Glacier High School Charter began a meal program for the first time. Glacier purchased this meal program from our operating budget, not with State or Federal Funding assistance. We use a vending machine that we stock with milk and ready-to-go USDA-approved school breakfast meals. These meals are available at no cost to any student qualifying as Free or Reduced Meal status. Further, these meals are available to all other students at our school at minimal cost.

When the school shutdown occurred, families enrolled at Glacier were notified, by our school communication system Parent Square, that our packaged breakfasts were now available for any family with pick-up at our school campus, irregardless of their ability to pay. Our packaged meals were placed for easy retrieval on tables inside and outside of our building, available to all of our families. In addition, our local partner school districts (YUSD and FUSD) provided school breakfast and lunch for any child in the community, up to the age 18, for any child living in the community at no charge. This meal service operated Monday through Friday throughout school closures.

For the 2020-21 school year, our meal program is once again available for any student who is eligible for Free or Reduced meals.

## Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
School Nutrition	Glacier's breakfast program which provides a daily meal to qualifying students at no cost.	\$900.00	Yes

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.18%%	49,702.00

### Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

All students enrolled in Glacier High School receive equal access to all necessary educational resources and programs. Glacier High School:

1. Ensures all Students with Disabilities are included in all offerings of our school education model through our I.E.P. or Section 504 process to customize their education and provide necessary support.
2. Ensures that assistive technology for Students with Disabilities is accessible for distance learning instruction from home.
3. Ensures all our unduplicated pupil populations are included and receive all offerings of our school education model through the Student Support Plan and Student Study Team processes.

4. Ensures all our unduplicated pupil populations have all necessary support materials to meet their needs such as, Chromebooks, headphones, IT support, curriculum, and additional learning materials for success.
5. Ensures that contact is made with parents/students to determine if they have special or unmet needs for accessing distance learning, including technology needs or Wi-Fi hotspots on a case-by-case basis.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Glacier High School uses all funding in a "school wide" manner. All students in Glacier High School receive equal access to all necessary educational resources and programs. As a Personalized Learning Program, every student receives a unique, customized learning plan that is designed around student performance data and includes student, parent and teacher input. Accordingly, unduplicated students are provided all educational resources, supplemental or otherwise, relative to their unique academic needs. This is the most effective use of funds because every student is engaged as an individual and receives targeted resources relative to their unique and specific needs.