

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>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Peak to Peak Mountain Charter	Jeffrey S Fenske Principal/ School Business Official	jfenske@p2pcharter.org (661) 242-3811

General Information

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

California State and Kern County Background Information/Data:

Kern County was added to the state's County Monitoring List on July 21, 2020, which included additional closures to slow the spread of COVID- 19. On July 17, 2020, Governor Newsom announced that schools located in counties on the County Monitoring List may not open to offer in- person instruction until their county is off the list for 14 consecutive days. On July 27, 2020, eight counties in the Central Valley, including Kern County, were identified by Governor Newsom as COVID-19 "hotspots" to receive additional targeted support such as funding to expand disease investigation, contact tracing and quarantine efforts, and the deployment of United Support Teams to support local efforts to reduce COVID-19 transmission. As of August 3, 2020, Kern County had the third highest seven-day average positivity rate of 19.2% and the second highest 14-day average case rate of 428.8 per 100,000 (California Department of Public Health, County Data Chart). As of August 3, 2020, the Kern County Public Health COVID-19 Dashboard reported 20,651 cases of COVID-19 of which 5,752 had recovered and 144 deaths had been reported. Of those testing positive, 56% were of unknown race/ethnicity, 31.6% were Hispanic, 8.5% were White, 2.3% were African American, and 1.4% were Asian. Of those testing positive in Kern County, the largest number were those aged 18-49 (13,086) followed by those aged 50-64 (3,586), those aged 0-17 (2,254), and those aged 65 and older (1,725). In addition to public health, the COVID- 19 pandemic has also taken a toll on the local economy and job market. Based on June 2020 data from California's Employment Development Department (EDD), Kern County's unemployment rate of 17.5% is the sixth highest in the state and surpasses the state average of 15.1%. This is substantially higher than June 2019 California Employment Development Department (EDD) data in which the Kern County unemployment rate was 8.0% and the state average was 4.1%.

Peak to Peak Mountain Charter Background Information/Timeline:

March/April 2020: In consultation with Kern County Superintendent of Schools, Kern County Public Health, and in light of Governor Newsom's Executive Order N-33-20, which directed "all individuals living in the State of California to stay home or at their place of residence except as needed to maintain continuity of operations of the federal critical infrastructure sectors," Peak to Peak Mountain Charter extended its school closures on March 13, 2020 through at least May 1, 2020, to limit the community spread of COVID-19. Peak to Peak Mountain Charter provided a hybrid of Synchronous (online) and Asynchronous (offline using instructional packets/assignments) to provide instruction to all TK-8th grade students implementing our "Distance Learning" program.

May 2020: After consultation with the Kern County Department of Public Health, and the other 46 Kern County School Districts, and the Kern County Superintendent of Schools office, Peak to Peak Mountain Charter followed the recommendation of Governor Newsom to complete the 2019-20 school year utilizing alternative teaching methodologies, including online distance learning. This was part of a concerted effort to limit the community spread of COVID-19 and address the important continued safety of our students. Peak to Peak Mountain Charter continued providing a hybrid of Synchronous (online) and Asynchronous (offline using instructional packets/assignments) to provide instruction.

June 2020: Peak to Peak Mountain Charter's authorizing District (Maricopa Unified School District) formed a Reopening Task Force with representatives from stakeholder groups including, Teachers, Maintenance- Operations and Transportation (MOT), Food Services, Technology, Office staff, Administration, and Parents. Maricopa's efforts provided valuable insight and guidance that helped Peak to Peak form their own Reopening Action Plan document with three options for Board consideration. Peak to Peak also conducted a family and student survey to gain input from the students, parents and guardians.

July 2020: On July 17, 2020, Governor Newsom announced that schools located in counties on the County Monitoring List, which Kern County was placed on, may not open to offer in-person instruction until their county is off the list for 14 consecutive days. In accordance with the governor's order, Peak to Peak Mountain Charter's Board of Education approved implementation of Option #3 to start the 2020-21 school year with a 100% distance learning "School @ Home" model.

August 2020: On August 12, 2020, Peak to Peak Mountain Charter started implementing Option #3: Enhanced distance learning for all TK-8th grade students. This option has every student in Full Distance Learning mode from home providing daily, online, "Rigorous" distance learning based on new State requirements (SB 98 signed into Law on June 30, 2020).

Current: As of August 25, 2020, direction from the State to allow Districts currently on the County monitoring (State Color-Purple) was provided to support implementing the new Limited, Targeted, Specialized, Small Cohorts On-campus Support Services. All on-campus safety measures will be enforced. Peak to Peak remains prepared for Small Cohort Groups (less than 14) when necessary that will provide academic support in Special Education, language arts and mathematics. Most core instruction will be distance learning via teachers. The Board will consider approval on October 22, 2020 for implementation of this option.

IMPACT: Peak to Peak Mountain Charter has been closed since March 13, 2020 due to the impact of COVID- 19! Thus, the impact from the COVID-19 pandemic has been profound on TK-8th grade students. Peak to Peak is very concerned with the possible educational decline and emotional fallout from the lack of face-to- face on-campus instruction and daily connections that our students need in order to be successful during online instructional format. Peak to Peak has planned (Option #2) to provide safe and secure, one-on-one or small Cohort group, on-campus academic instruction for our high-need students following Kern County’s and Health Official’s direction.

Stakeholder Engagement

Regular stakeholder engagement remains a high priority for Peak to Peak Mountain Charter, especially in the current pandemic climate. In June 2020, Peak to Peak valued Maricopa Unified School District’s Reopening Task Force results to develop three Charter specific Reopening Options that included input from stakeholder representatives including, Teachers, Office staff, Administration, Parents, and KCSOS Technology and Canvas experts. The culmination of teamwork and distance learning technology support provided beneficial input toward the development of the Peak to Peak Mountain Charter 2020 Reopening Action Plan document. In addition, a family survey to gain input from the students, parents and guardians was conducted by Peak to Peak.

Peak to Peak Mountain Charter continues to reach out to the stakeholders in order to foster mutually respectful, supportive, and collaborative environments for on-going and meaningful dialogue that will determine goals and actions to achieve academic success for all students, and to minimize the effect of learning loss. Essential to the success of this Charter’s effort is the active participation of all stakeholders – parents, students, certificated and classified staff, and administration – to thoughtfully and openly communicate about how to address and overcome the challenges facing students during the pandemic crisis, especially those who are typically undeserved and/or at risk, and to provide the necessary means to maximize their learning. Peak to Peak has provided useable venues for stakeholders to convene and provide input. School board members, teachers, and principal also conducted conversations, conferences, and individual parent meetings, using all safety measures, to meet with anyone wishing to assemble face-to-face or via phone conference that didn't have access to internet services.

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

Prior to the current pandemic climate, Peak to Peak Mountain Charter was engaging all stakeholders through in-person meetings, however, since COVID-19, meetings and input have been gained through Zoom meeting formats for remote participation in public meetings and hearings. Specific groups and dates that stakeholders met are listed below:

Administration/Teacher Leadership Team (Weekly Since March)

* Peak to Peak Mountain Charter Board of Education Meetings: March 26, 2020; April 23, 2020; May 28, 2020; June 25, 2020; July 23, 2020; August 3 & 27, 2020; September 24, 2020

* PTSO-SAC: March 24, 2020; April 21, 2020; May 26, 2020; June 23, 2020; July 21, 2020; August 25, 2020; and September 22, 2020

* Teacher-Principal Planning and Professional Development: March 4 & 25, 2020; April 1 & 22, 2020; May 6 & 27, 2020; June 3 & 24, 2020; August 5 & 26, 2020; September 2 & 23, 2020
Peak to Peak Mountain Charter Board of Education: March 26, 2020; April 23, 2020; May 28, 2020; June 25, 2020; July 23, 2020; August 3 & 27, 2020; September 24, 2020

Pending-Pursuant to California Education Code (EC) 43509, Peak to Peak Mountain Charter will hold a public hearing on Monday, October 19, 2020 at 3:00 p.m. via Zoom.

Pending-Peak to Peak Board of Education will consider adoption of the Learning Continuity Plan at a public meeting on Thursday, October 22, 2020 at 3:00 p.m. via Zoom

Pending-Peak to Peak Mountain Charter will submit the approved Learning Continuity Plan to Charter Authorizer (Maricopa Unified School District) and KCSOS within five days of Board approval

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

Stakeholders have been involved and have provided important feedback for all aspects of the development of Peak to Peak's 2020 Reopening School Action Plan, instructional plans, and support materials and programs. Below are some of the specific stakeholder feedback provided:

Parents/Students:

- Parents who responded to the May and June surveys expressed interest in having their students receive at least some instruction in- person, either in a hybrid learning model or a full-time in-person model
- Students/Parents shared successes and frustrations with distance learning
- Parents expressed anxiety about student motivation to attend and commit to online teaching & learning expectations

- Parents stressed the importance of engagement with students in a distance learning environment, with communication, support, and regular interaction being keys to student success
- About 1/3 of Stakeholders wanted to implement Option #1: Fulltime In-person at School Campus beginning 8/12/2020 while about 1/3 favored Option #2: Hybrid/Blended model, and nearly 1/3 revealed Option #3: Distance Learning model until pandemic subsides
- Parents expressed interest in Canvas parent training following Peak to Peak's onboarding of Canvas learning platform
- Parents expressed concern over their students having to wear masks all day on campus

School Staff:

- Teachers contributed preferences around scheduling for distance learning, hybrid learning, and in-person learning plan options
- Teachers expressed Google/Canvas challenges and frustrations related to teaching & learning expectations while forwarding suggestions for curriculum & technology integration, professional development resources and funding devices
- Staff expressed the need for planning time and preparation for all options

Stakeholders/Advisory Groups:

- Stakeholders understand the importance of the use of personal protective equipment (PPE), specifically masks, and the need to adhere to physical distancing guidelines
- Stakeholders expressed the need to ensure that students and staff have access to technology devices and connectivity to ensure access to distance learning curriculum through synchronous and asynchronous learning
- Stakeholders emphasized the need to support student mental health and social-emotional learning opportunities
- Stakeholders expressed the need to provide academic support to students, especially those with the greatest need
- Stakeholders shared ideas regarding disinfecting processes on campuses

Please Note: No Feedback required the Principal to provide written responses for any session held.

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

The overarching theme from all stakeholders was the safety of the students and staff and the ability of all students to thrive academically as well as socially and emotionally in the different learning environments. Peak to Peak fully embraced most of the stakeholders' suggestions and comments. The influence of stakeholder input and feedback can be found throughout Peak to Peak Mountain Charter's 2020 Reopening Action Plan and this Learning Continuity and Attendance Plan. Stakeholder suggestions below were derived through meaningful conversations and timely planning leading to adjustments to Peak to Peak Mountain Charter's 2020-21 Reopening Action Plan:

- In-Person Instructional Offerings through small cohorts
- Continuity of Instruction and Learning through Actions identified
- Access to technology Devices (Chromebooks) and Connectivity at home
- Canvas student participation and grades
- Distance Learning Professional Development
- Support for student's Mental Health and Social-Emotional Learning needs
- Student Learning Loss actions and Learning Loss Strategies to mitigate deficiencies
- Family Engagement and Outreach (Home visits)
- Parent Training on Canvas
- Additional Actions to Implement the Learning Continuity Plan

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.]

The following options (#1 and #2) are listed in the most timely and likely approach for Peak to Peak to reestablish on-campus, classroom-based instruction when the Governor's office, California Public Health Dept. Guidelines, and Kern County Health Dept. Guidelines all allow for the reopening of schools. "Limited, Targeted, Specialized, Small Cohort On-campus Support Services," under Option #2 is Peak to Peak's first plan while Kern County remains on the Monitoring List-Purple. Option #2 can be implemented based on the August 25, 2020, CDPH Guidance regarding permissible small-group in-person services. This Option will support identified at-risk students, particularly students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a higher need of experiencing learning loss due to future school closures.

Once Kern County is removed from the State monitoring list for the appropriate number of days, then Peak to Peak can maximize implementation of Option #2: "Combination of in-person and distance learning with social distancing, smaller class sizes alternating with distance learning." Following Kern County's approval to return to school using Option #1: "FULL Return to School," Peak to Peak will implement this option. The Charter will continue to support parents who decide to remain with full distance learning using Option #3: Online instruction by providing support of a certificated teacher at each grade level span (TK-2nd; 3-5th; 6-7th, and 8th).

OPTION #2 Reopening Action Plan:

This option is a combination of in-person and distance learning with social distancing. Option #2 implements a Half Day Schedule (AM/PM) for all TK-8th students with a Half Day of Enrichment Activities or full day of in-person instruction 2 times weekly coupled with Distance Learning on alternate days.

On August 25, 2020, CDPH issued Cohort Guidance regarding permissible small-group in-person services. The Cohort Guidance authorizes small-group, in-person services in controlled, supervised, and indoor environments, such as those operated by local educational agencies (LEAs). Limited, Targeted, Specialized, Small Cohort On-campus Support Services is identified under Option #2. All on-campus safety measures will be enforced as Peak to Peak plans for Cohort Groups of 14 students or less in each grade level span (TK-2nd; 3rd-5th; 6-7th; and 8th) to provide support services (i.e. instructional technology, academic instruction, social-emotional learning, and motivational strategies, and special education). Most core instruction will be distance learning via teachers.

Key Points of Option #2:

- All of the related health, safety and wellness guidelines listed previously will be implemented and enforced to support the health and safety of students, staff and community members
- All students MUST wear a Mask on campus and within classrooms
- All students/staff will be socially distanced by a minimum of 6 ft.
- Daily Temperature and Health checks will be required
- One set of restrooms will be assigned to each grade level span for their use only
- Each location and all areas used for programs will be cleaned and sanitized daily in-between use
- Teachers and Instructional Aides will also use sanitizer during breaks
- Support Service can include helping students be able to access and receive the Online Instruction from their teacher(s)
- Special Education services include individualized educational programs such as speech and language and educational specialist services, and socio-emotional behavioral services as part of a targeted intervention strategy with assessments.
- Cohorts will be formed per grade level spans (TK-2nd; 3-5th; 6-7th; and 8th)
- Each Cohort support group will have less than 14 students with up to two staff members for supervision and support
- Selected students for the support program will be placed in One Cohort location and stay with that Cohort while on campus to restrict cohort mixing
- A limited number of identified and selected students will be invited to participate in the support program. The determination will be made based on the needs of students. Students with disabilities will be prioritized by the school for receiving targeted supports and services. In addition, English learners, students at higher risk of further learning loss or not participating in distance learning, students at risk of abuse or neglect, foster youth and students experiencing homelessness may also be prioritized.
- One mid-morning 15 min Break will be provided

- Students MUST bring their backpack with computer and charger. The computer MUST BE CHARGED and ready to go!!
- Grab n' Go Breakfast snacks will be provided to each student as they move through designated areas each morning for the temperature check.
- Families will be assigned and will attend same schedule, AM or PM to keep families together and/or Alternate Days
- Core subject content will be taught only (i.e. ELA/Math/Sci./S.S.)
- Recess/Breaks: One 15 minute recess per classroom-one class on the playground at a time
- Peak to Peak will arrange for technology support to families and students in connection to newly assigned Chromebook and power cords
- Parents/Students will be responsible for charging the computers at home each night ready for use the next day
- All classrooms, restrooms, and offices will be disinfected between AM/PM sessions and afterschool
- Teachers will be on Regular Schedules and Classified staff will work Monday-Friday w/modified times, as needed while Friday schedules may vary

OPTION #1 Reopening Action Plan- FULL Return to School: This is the Preferred Option; however, this option is based on Kern County Health Department full release for schools to return on a Regular Daily School Schedule (100% student population), but with additional safety measures and limited extracurricular activities.

Key Points of Option #1

- Peak to Peak would return to regular schedules, normal all-day school hours with instruction from Monday-Friday
- Distancing and hand sanitizer will still be used. All staff (maybe students) may need to use masks
- More input from State and County will be needed for the following types of activities to be held: Tutoring/Assemblies/Trips
- All of the related health, safety and wellness guidelines listed previously will be implemented to support the health and safety of students, staff and community members

Instruction

- Regular in-person instruction implementation of 100% students on campus
- Teaching and Learning through Distance Learning Plan available for families needing this format of education with support from our online teacher(s)
- Extensive safety precautions to set protocols for specific safety routines in classrooms, bathrooms, and at recesses
- All subject content will be taught
- Implement academic pre-assessment and interventions/supports and the need to address social-emotional needs
- Training and instruction on how to access computers, virtual tools and websites in order to prepare students in case we need to go back to distance learning (option #3)
- Traditional special education instruction per IEP plans

Site Operations

- No volunteers at school sites during the school day
- Minimize close group gatherings and encourage social distancing awareness
- Plan for outdoor break times
- Staggered class release times to minimize number of students crossing in close proximity
- Minimize the number of students in bathroom areas at the same time
- Minimize wait time outside of the classroom in group gatherings
- Students showing signs of temperature, sneezing, or coughing should be sent to the health office
- Requesting parents to have limited exposure to campus
- Any parent/guest on campus will wear a personally supplied mask

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
1000's (Unrestricted & Restricted) Certificated Positions: Direct Instructional Contribution: Classroom Teachers and RTI Teachers Non-Direct Instructional Contribution: Administration	\$330,021	Yes
2000's (Unrestricted & Restricted) Classified Positions: Direct Instructional Contribution: Instructional Aides Non-Direct Instructional Contribution: Office Secretary and Health Aide	\$75,137	Yes
3000's (Unrestricted & Restricted) Employee Benefits: All Statutory and Health Benefits for all Personnel positions-(STRS/PERS/SocialSecurity/OASDI/Medicare/Health/Unemployment/Worker's Comp/SUI/Retiree)	\$127,085	Yes
4000's (Unrestricted & Restricted) Materials/Books and Supplies/Equipment: Direct Instructional Contribution: Textbooks, Workbooks, Library books, Classroom supplies, Technology Hardware/Software programs Non-Direct Instructional Contribution: Office/Food/COVID-19 Cleaning, Health and Safety related expenditures	\$10,602	Yes

Description	Total Funds	Contributing
5000's (Unrestricted & Restricted) Services and Other Operating Expenditures: Training/Memberships/Communication/Prof. contracts/Insurance/Legal: Direct Instructional Contribution: Training, El Dorado SELPA Sp. Ed. Program, Instruction memberships and contracts Non-Direct Instructional Contribution: Non-instructional Training, Memberships, Communication, Prof. contracts, Insurance, Legal services	\$140,268	Yes
6000's (Unrestricted & Restricted) Capital Outlay: Site operations & improvements/ Technology & Equipment (i.e. Single Purchases over \$5,000): Direct Instructional Contribution: No budgeted purchases in this area at this point Non-Direct Instructional Contribution: No budgeted purchases in this area at this point	\$0	No

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.]

Due to the Governor's decision on Friday, July 16th, ordering Counties on the State COVID-19 "Monitoring List" to implement online learning only, Peak to Peak Mountain Charter moved implementation plans to Option #3: "School @ Home" or Distance Learning to be 100% online instruction starting on August 12, 2020. As of Monday July 20, 2020, Kern County was placed on this watch list.

Below is a description of how Peak to Peak Mountain Charter provided continuity of instruction to start the 2020-21 school year to ensure all students have access to a full, rigorous curriculum of substantially similar quality as on-campus instruction and plan for curriculum and instructional resources that will ensure instructional continuity, based on SB98 signed into law by Governor Newsom on June 30, 2020.

OPTION #3 Reopening Action Plan:

Full Distance Learning - "School@ Home" with rigorous distance learning for all students. This option means that every student is in Full Distance Learning mode from home. This option is being implemented due to the State and County mandates for COVID 19.

Key Points of Option #3

- This 100% Online option would support students and families to continue full educational implementation from home
- Online Instruction: Technology will be provided and instruction in an upgraded format to improve distance learning methods and will incorporate best practices from Spring 2020 implementation
- Instructional Technology Services will be provided for technology support to families and students
- Implementing well-designed, clear communication with students, families, and community about Option #3 guidelines
- Adhering to Strict safety guidelines when items are picked up at school (ex: books, lesson materials, etc.)
- Providing Social-Emotional wellness checks for students, families, and staff that include social-emotional learning lessons

"Rigorous" Distance Learning delivered daily based on New State Requirements (SB 98 signed into Law on June 30, 2020):

- Access for all students to connectivity and new devices adequate to participate in the educational program and complete assigned work. All Peak to Peak Students will have access to new Chromebooks and internet connectivity support (see section below)

- Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in- person instruction. All Peak to Peak Mountain Charter Teachers and students will be connected via Zoom or Google Meet for Daily Instruction (period by period) and will provide rigorous Common Core State Standard-Bases lessons. A focus on student collaboration and engagement using online formats/tools will be provided. Teachers will apply consistent grading policies. Planning time for teacher preparation will be scheduled daily to support online instruction. The Charter will provide needed instructional materials for classes with hands-on instruction (i.e. Science labs).

- Academic and other supports designed to address the needs of pupils who are not performing at grade level or need support in other areas, Peak to Peak will provide small group and individualized Response to Invention (RTI) Teachers to support students in need (English Learners/Special Education, Foster Youth, Homeless) with online tutoring in Language Arts and Mathematics skills. Addressing learning gaps will be based on Renaissance Learning STAR Diagnostic Reports that will be administered during the first two weeks of the school year. School counseling services will be available by appointment for any student who needs social, emotional, and/or academic support.

Special education, related services, and any other services required by a pupil’s individualized education program (IEP) with accommodations necessary to ensure that individualized education program can be executed in a distance learning environment:

- Peak to Peak Special Education Teachers and our Charter’s instructional aides, will provide online individualized skill lessons and classroom work to support IEP specifications. Training for instructional aides on providing online support during distance learning will be provided.
- Designated and integrated instruction in English language development including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning. All Peak to Peak Mountain Charter Teachers will provide small group and individualized EL support for all lessons. The English-Language Arts program and textbook materials have embedded supports for our EL students. The Charter will provide staff training for supporting English learners in distance learning if necessary.

Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness:

- This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders. If daily live interaction is not feasible as part of regular instruction, the governing board or body of the local educational agency shall develop, with parent and stakeholder input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness. Peak to Peak teachers will schedule and hold Daily live rigorous interactive lessons using KCSOS supported software and programs that work well with distance learning (Zoom/Canvas).

- Schools shall provide nutritionally adequate meals for pupils who are eligible for free and reduced-price meals, whether engaged in in-person instruction or distance learning, contingent upon the department receiving an approved waiver from the United States Department of Agriculture, for each day of the scheduled school year. See MUSD's Food Service schedule below

Technology:

- Individual Chromebooks will be checked out to all students and/or staff members
- Connectivity options will be considered for any student or staff member needing it for distance learning
- Increased family support for how to use the technology and programs
- Increased teacher support/PD to use the technology for distance learning through Canvas/Google integrated learning platforms supported by KCSOS

Services & Operations:

- Charter School Office will be open Monday-Friday from 9:00a.m.-1:00 p.m. (or call to set an appointment) to conduct necessary business that cannot be handled by phone or conference call
- Counseling Support: Charter School counseling services will be available for any student who needs social, emotional, and/or academic support through coordination with our authorizer Maricopa Unified School District and KCSOS resources. Should students need additional mental health services arranged, our Charter will seek and support through College Community Services in Taft. In the case of a mental health emergency the National Suicide Prevention Hotline can be reached 24/7 at 1-800-273-8255.

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.]

Peak to Peak Mountain Charter has been committed to providing the technology devices, internet connectivity, curriculum, and professional development for all students/parents and staff to be successful in a distance-learning online environment. The Charter has established a one-to-one technology ratio for all TK-8th grade students, and the support of technology tools and training Peak to Peak will strive for a seamless transition from Option #3: 100% Distance Learning to Option #2-hybrid-blended learning model and eventually the return to an in-person learning environment using Option #1. Peak to Peak Mountain Charter has worked continuously over the last few months to provide access, devices and connectivity for all students and staff. Our Charter recognizes the importance of providing professional development, support, and technology tools to allow teachers, instructional aides, and staff to successfully implement a high-quality distance learning environment. In addition, the School communicated with families and

caregivers about the distribution of Chromebooks through a variety of means including automated robo-calls, Canvas accounts, emails, texts and social media.

Technology Protocols that Support all Reopening School Plan Options-Option #1-FULL Return to School:

Technology responsibilities will be encompassed by students and teachers to ensure ALL of the safety and wellness measures for all three options listed previously are upheld while on campus with emphasis on:

- All TK-8th grade students have access to computer resources in each classroom daily
- Devices will not be exchanged between students
- Damaged or nonfunctioning devices will be resourced through IT support at KCSOS.
- Technology handling will utilize hand sanitizer prior and post handling of IT equipment.
- High touch areas on Instructional Technology (IT) equipment will be wiped with disinfectant before handling using district guidelines for safely handling disinfectants

Option # 2: 50% Hybrid/Blended Model

- Students responsible for safely bringing and taking home the computer each day
- Students/Parents will be asked to charge devices at home each night
- Devices will not be exchanged between students
- Damaged or non-functioning devices will be exchanged at Peak to Peak office or classroom
- Any time an outside technology member must go into classrooms or offices they will wear a mask when social distancing is not possible
- High touch areas on IT equipment will be wiped with disinfectant before handling using KCSOS and Peak to Peak guidelines for safely handling disinfectants
- Staff will utilize hand sanitizer prior and post handling of IT equipment

Options #3-FULL “School @ Home”/100% Distance-Learning Online:

- All students who need a Chromebook or connectivity will receive from Teacher/Office staff between 8/12-14/2020
- All students and parents/caregivers can reach out to their teacher, school office or Principal for repair and/or replacement of Chromebook or connectivity options
- Any time an outside IT resource person is on site they will wear a mask when social distancing is not possible
- High touch areas on IT equipment will be wiped with disinfectant before handling using district guidelines for safely handling disinfectants
- All staff will utilize hand sanitizer prior and post handling of IT equipment

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.]

Peak to Peak Mountain Charter teachers will schedule and hold daily, rigorous virtual interactive lessons using district supported software and programs that work well with distance learning (Zoom/Canvas/Google with KCSOS grade level content).

Peak to Peak Mountain Charter recognizes the importance of student engagement in their learning whether they are in the classroom or in a virtual setting. Per SB 98 attendance direction, to ensure student engagement, attendance will be taken based on their daily interactions in the online environment and/or in-person when transitioning to a hybrid or in-person learning model option. The days a student is receiving their instruction in a distance learning environment, their attendance is based on daily interactions or time value of work completed for that day as determined by the teacher. Documenting daily participation may be met through live interaction or virtual assignments, and it may also be documented through participation in online activities, completion of regular assignments, and contacts between employees, including those other than teachers, and pupils, parents or guardians. While daily participation is used to track attendance and ensure engagement by all students in learning activities, students should participate in scheduled daily live interactions to engage with their teacher and peers. In addition to daily attendance, teachers will maintain Daily Engagement Reports (DER), based on the CDE's suggested format, for each student in synchronous and asynchronous learning.

Peak to Peak Mountain Charter uses "Schoolwise" as the Student Information System (SIS), and it will be used to ensure that students are not only connecting with the school but are also engaged in the daily activities. Student activities will be noted for full or partial day in the following areas:

- Student is not engaged in synchronous or asynchronous instruction
- Student is engaged in synchronous instruction
- Student is engaged in asynchronous instruction
- Student is engaged in both synchronous and asynchronous instruction

Implementation for Option #2 and Option #1, Physical attendance is required on the days in which a student is receiving in-person instruction. Parents of students who have not demonstrated engagement/attendance will receive a daily call informing them of their student's lack of engagement/attendance and providing school site contact information to excuse the absence and/or assistance if needed.

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.]

Addition of IT (Instructional Technology) Specialist funds and Professional Development (PD):

Each year, Peak to Peak Mountain Charter provides professional development and training for all staff. Since receiving Five-Year Charter Renewal eligibility in 2017-18, Peak to Peak Mountain Charter has provided professional development for teachers and staff in regard to research-based instructional strategies following HET (Highly Effective Teaching) strategies, Explicit Direct Instruction (EDI) lesson planning, Common Core State Standards, Depth Of Knowledge (DOK) Level Strategies, English Language Arts (ELA)/English Learner Development (ELD) strategies, New Science Standards, and several trainings on Renaissance Learning (Accelerated Reader), and Canvas/Google Learning Platforms technology highlighting the Charter's one-to-one computer program.

For Option #3 & Option #2 online instructional implementation, Peak to Peak recognizes the importance of providing professional development, support, and technology skill sets that allow teachers and instructional aides to successfully implement high-quality distance learning and support. The Charter has provided training for teachers and aides in using various IT tools and programs such as: Zoom, Canvas/Google, Screencastify, and other learning software products to help with online engagement. KCSOS has provided an extensive list of trainings taken by our staff members.

Staff Roles and Responsibilities

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

As Peak to Peak Mountain Charter began the 2020-21 school year in Option #3: 100% Distance Learning or "School @ Home", staff roles and responsibilities will adapt to the learning environment as they support student well-being, academic development, and foster student learning remotely without being able to meet with students face-to-face. In many cases, staff will continue to perform their duties to assist students and families and/or address students' academic and social-emotional learning needs remotely by telephone and/or through Charter approved online platforms including Canvas/Google, and Zoom; however, some staff roles may be modified to address the needs of students at-risk. The School Board/Principal/Teachers and Office will continue to remain responsive around student and Charter needs throughout the year to address questions and changes as they arise.

As defined in SB98, distance learning provided by Peak to Peak Mountain Charter staff will include daily live interaction with students and adaptive lessons for pupils with unique needs, At-Risk, including ELs and students receiving special education services. All instructions, assignments, and learning materials will be posted in an online format (i.e. Canvas/Google Classroom). Teachers will post announcements and publish weekly grade level academic content with an overview of the learning objectives and expectations.

The principal has access to all links and online learning formats to allow them to observe and support learning for students and staff. Teachers will take attendance daily as described in the Pupil Participation and Progress section of this plan. Teachers will conduct a period-by-period and/or multiple daily check-ins with students and will provide intervention for students who are not engaging online through communication with parents (phone call, email, etc.), communication with our charter administrator and communication with intervention staff for additional support. Instructional Aides will continue to provide support to students while distance learning, including providing small group academic support and check-ins with At-Risk students who have become disengaged from learning. All Peak to Peak staff will be available via email and other online platforms including Canvas/Google and Zoom. Typically, emails/calls will receive a response within 24 hours.

As of August 31, 2020, in planning for implementation of the pending Option #2: Limited, Targeted, Specialized, Small Cohorts On-campus Support Services program, a certificated special education teacher, regular education teachers and several classified instructional aides will be moved into this program to support students using the new cohort model.

Peak to Peak Mountain Charter has provided the necessary protocols for our instructional and office staff for each Reopening School Plan Option with emphasis on:

- Classroom-based safety and wellness measures for all three options
- Wellness self-checks so that students with fever and sneezing are staying home
- Teacher communication with the office on specific cases and health-related situations

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.]

Peak to Peak Mountain Charter provides support for academic and other needed supports to address the needs of our students who are not performing at grade level or need support in other areas. Peak to Peak's teachers and resource staff will provide small group and individualized Response to Intervention (RTI) targeted instruction to support students in need (English Learners/Special Education, Foster Youth, Homeless) with online tutoring in Language Arts and Mathematics skills. Addressing learning gaps will be based on STAR Reader and STAR Mathematics diagnostic data that will be administered during the first two weeks of the school year. School resource services will be available for any student who needs social, emotional, and/or academic support.

All Peak to Peak teachers will provide small group and individualized support for core lessons. The English-Language Arts program and textbook materials have embedded supports for our EL and At-Risk students. The Charter will provide staff training for supporting At-Risk and English learners in distance learning when identified.

Peak to Peak contracted Special Education teachers and our instructional aides will provide online individualized skill lessons and classroom work support per IEP specifications. Training will be provided for specific needs under Special Education through our instructional aides for online support during distance learning.

Peak to Peak Mountain Charter teachers have been trained in HET to foster higher DOK level rigor with all levels of students. Teachers will support our Gifted students with these engagement strategies as well as other strategies targeted at areas/topics of student interests.

Our administration will ensure that individual support services to our foster care students and students experiencing homelessness are provided. Supports will include but not be limited to instructional, organizational, emotional, motivational and scheduling to help students cope as well as possible with the change in educational formats being implement based on all Reopening School Plan options.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
NOTE: All budget expenditures for Distance Learning Option is embedded in full budget. Any special expenditures related to this option have been budgeted. However, some positions and programs are highlighted (IN CAPS) for our Distance Learning at home using Canvas/Google Learning Platform options	N/A	
1000's (Unrestricted & Restricted) Certificated Positions: Direct Instructional Contribution: Classroom Teachers, RTI Teachers, EXTRA DUTY PLANNING & PREP Non-Direct Instructional Contribution: Administration	\$330,021	Yes

Description	Total Funds	Contributing
<p>2000's (Unrestricted & Restricted) Classified Positions:</p> <p>Direct Instructional Contribution: Instructional Aides, EXTRA DUTY assignments for DL option</p> <p>Non-Direct Instructional Contribution: Office Secretary, Health Aide and Food</p>	\$75,137	Yes
<p>3000's (Unrestricted & Restricted) Employee Benefits: All Statutory and Health Benefits for all Personnel positions-(STRS/PERS/Social Security/OASDI/Medicare/Health/Unemployment/Worker's Comp/SUI/Retiree)</p> <p>EXTRA DUTY assignments for DL option</p>	\$127,085	Yes
<p>4000's (Unrestricted & Restricted) Materials/Books and Supplies/Equipment:</p> <p>Direct Instructional Contribution: Textbooks, Workbooks, Library books, Classroom supplies, Training program, Technology Hardware/Software programs</p> <p>Non-Direct Instructional Contribution: Office/Food/COVID-19 Cleaning, Health and Safety related expenditures</p>	\$10,602	Yes
<p>5000's (Unrestricted & Restricted) Services and Other Operations: Training/Memberships/Communication/Professional contracts/Insurance/Legal:</p> <p>Direct Instructional Contribution: ONLINE Training, El Dorado SELPA SPED Program, Instruction memberships and contracts</p> <p>Non-Direct Instructional Contribution: Non-instructional Training, Memberships, Communication, Professional contracts, Insurance, Legal services</p>	\$140,268	Yes

Description	Total Funds	Contributing
6000's (Unrestricted & Restricted) Capital Outlay: Site Operations & Improvements/ Technology & Equipment (i.e. Single Purchases over \$5,000):	\$0	No
Direct Instructional Contribution: No budgeted purchases in this area at this point		
Non-Direct Instructional Contribution: No budgeted purchases in this area at this point		

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.]

Peak to Peak Mountain Charter will address English language arts, English language development, and mathematical learning loss for our high-need students (At-Risk, EL, Sp. Ed., low-income, foster youth, homeless) in several ways to support academic student growth, including but not limited to, the implementation of strong HET and EDI lessons, for first tier instruction, DOK Level rigorous lessons, RTI program for second tier support and Renaissance Learning's Accelerated Reader computer-based instruction for individualized skill development.

Peak to Peak Mountain Charter will assess student levels using STAR Reader and STAR Mathematics diagnostic data that will be administered and gathered four times during the school year for individual and group data comparison. Classroom teachers will collect and use formal and informal Check for Understanding (CFU) assessments, such as, Accelerated Reader comprehension assessments on Library books read, word recognition, and early education assessments for TK and Kindergarten skills, to better support individualized instruction and to assess ongoing growth for each TK-8th student. Depth of Knowledge (DOK) Level Performance Tasks will be developed and implemented aligned to core units. Peak to Peak Teacher Professional Development will be expanded throughout TK-8th grade levels with the mindset to discuss data, technology needs, Canvas/Google learning platform tools and plan strategies to support student growth.

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.]

Peak to Peak Mountain Charter is very concerned with the possible educational decline and emotional fallout from the lack of face-to-face on-campus instruction and connections that these high need populations rely on to be successful during our online instructional format. Our Charter has planned and is ready to provide safe and secure, using all safety measures, one-on-one or small Cohort group, on or off-campus instruction for our highest need student populations with implementation of Option #2.

Peak to Peak's goal is to provide support for academic growth to address the needs of our students who are not performing at grade level or that need accelerated learning due to learning loss from last spring's COVID-19 closure. Our Charter will provide small group and individualized Response to Intervention (RTI) teachers to support students in need (At-Risk, English Learners/Special Education, Foster Youth, Homeless) with online tutoring in Language Arts and Mathematical skills. Addressing learning gaps will be based on STAR Reader and STAR Mathematics diagnostic data that will be administered during the first two weeks of the school year. School resource services will be available for any student who needs social, emotional, and/or academic support.

All Peak to Peak teachers will provide small group and individualized At-Risk and EL support if necessary for all lessons. The English-Language Arts program and textbook materials have embedded supports for our EL and At-Risk students. The Charter will provide staff training for one designated teacher to support remaining teachers with English learners in distance learning. Charter teachers will schedule and hold daily live rigorous interactive lessons using Board adopted supported software and programs that work well with distance learning (Zoom/Canvas/Google with KCSOS grade level content) to directly support our At-Risk targeted students.

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.]

Peak to Peak Mountain Charter will collect data in several ways to ascertain if the instructional measures have supported student growth. As shared above, STAR Reader and Mathematics diagnostic data will be administered and gathered four times during the school year for individual and group data comparison. Classroom teachers will collect and use formal and informal Check for Understanding (CFU) assessments, such as, Accelerated Reader comprehension testing on Library books read, and early education assessments for TK and Kindergarten skills, to better support individualized instruction and to assess ongoing growth for each TK-8th students. DOK Level Performance Tasks will be developed and implemented aligned to core units. Instructional Technology needs will be evaluated by all teachers and administration to expand and meet teaching and learning needs.

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

Description	Total Funds	Contributing
NOTE: All budget expenditures for Distance Learning Option is embedded in full budget. Any special expenditures related to this area have been budgeted. However, some positions and programs are highlighted (IN CAPS) that directly relate to Pupil Learning Loss	N/A	
1000's (Unrestricted & Restricted) Certificated Positions: Direct Instructional Contribution: CLASSROOM TEACHERS, RTI TEACHERS Non-Direct Instructional Contribution: Administration	\$330,021	Yes
2000's (Unrestricted & Restricted) Classified Positions: Direct Instructional Contribution: Instructional AIDES Non-Direct Instructional Contribution: Office Secretary Health Aide and Food	\$75,137	Yes
3000's (Unrestricted & Restricted) Employee Benefits: All Statutory and Health Benefits for all Personnel positions-(STRS/PERS/Social Security/OASDI/Medicare/Health/Unemployment/Worker's Comp/SUI/Retiree)	\$127,085	Yes
4000's (Unrestricted & Restricted) Materials/Books and Supplies/Equipment: Direct Instructional Contribution: Textbooks, Workbooks, Library books, Classroom SUPPLIES, Training program, Technology HARDWARD & SOFTWARE programs Non-Direct Instructional Contribution: Office/Food/COVID-19 Cleaning, Health and Safety related expenditures	\$10,602	Yes

Description	Total Funds	Contributing
5000's (Unrestricted & Restricted) Services and Other Operating Expenditures: Training/Memberships/Communication/Prof. contracts/Insurance/Legal: Direct Instructional Contribution: Training, KCSOS Sp. Ed. Program, Instruction MEMBERSHIPS and contracts Non-Direct Instructional Contribution: Non-instructional Training, Memberships, Communication, Prof. contracts, Insurance, LEGAL services	\$140,268	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.]

As Peak to Peak Mountain Charter began the 2020-2021 school year on August 12th implementing Option #3 with 100% distance learning (School @ Home"), our intent will be to bridge gaps related to learning loss and deploy advanced student support structures when applicable. Peak to Peak's teacher, aide and administration staff exercise available resources to identify Student Behavior and Support needs. However, the Charter is ready to undertake the challenges of providing and seeking extended resources for mental health and social and emotional well-being during Option #3.

Our teachers, aides, and administration will monitor the mental health and social-emotional well-being of our students and staff by:

- Working to address possible learning loss and intense social-emotional learning (SEL) / mental health needs that students will have (i.e. anxiety, depression, grief, social-emotional needs, aggression, apathy, substance abuse, coping skills, bio-psychosocial needs etc.)
- Working to deploy assets for relief and support, as needed, sharing and tracking closely with administration, Charter Authorizer (MUSD), interagency community partners, and teaching/counseling to ascertain student and/or staff need for intervention and support so that we can respond in a timely and appropriate fashion.
- Creating hybrid and modified scheduling as needed for “distance supports” and planning for in-person student supports in accordance with public health guidance for students/families to access as needed
- Providing Parent support via Zoom every week (Dedicated Friday) as requested by parents who also need a support avenue. Parents are encouraged to share dialogue and discussion on successes, challenges, and frustrations with implementation of Option #3: Online "School @ Home" model where the ideal goal is to enhance teaching and learning through valuable stakeholder input
- Peak to Peak Mountain Charter has developed and integrated a “Great Start” 30 minutes every Monday -Thursday @ 9:00 A.M.
- The primary goal of “Great Start” is to honor tradition of opening with Flag Salute, Patriotic Song and Citizenship Pledge in addition to providing new academic, social, and emotional platform focused on student self-awareness, social awareness and Mindfulness (self-regulate personal responsibility) and start each day successfully.

To further develop a method of early identification and intervention of SEL needs, it is the intention of Peak to Peak to evaluate consider and adopt an SEL Model that best fits student needs at Peak to Peak . Maricopa Unified School District’s follows the MTSS (Multi-Tiered System of Support) method of early identification and intervention that can help struggling students to catch up with their peers via strong SEL support. As such, Maricopa’s MTSS uses three tiers of support to assist all students at various levels. These three tiers include, Tier 1 – Primary Level – Majority of students (75-90%), Tier 2 – Secondary Level – Small groups of students (10-25%) and Tier 3 – Tertiary Level – Individual students (< 10%).

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.]

Peak to Peak Mountain Charter continues to expand toward a Multi-tiered System of Support (MTSS) while developing and delivering positive Social-Emotional Learning (SEL) through Life Skills to help our students address mindfulness, further realize self and social-awareness for the purpose of self-regulation and increasing engagement during “Great Start” and Canvas/Google learning. “Great Start” (9:00-9:30 A.M. M-Th) grew out of the idea to protect opening each distance learning day similar to Peak to Peak’s normal practice during In-person instruction. Peak to Peak’s expectations for “Great Start” and Canvas/Google provide tiered learning platforms for students that are struggling with academics and/or behavioral challenges. Our Charter’s integration of both Response to Intervention (RTI) and Life Skills models provides a foundation for onboarding of SEL exploration and participation. Peak to Peak students and staff continually advance distance learning skill sets while waiting on our Charter’s three Reopening School Plan options. Our School is responding to students with challenges or struggles that interfere with their ability to learn that have been exacerbated by COVID19 educational issues. The Charter uses a framework of interventions and supports designed to address these behavioral and academic challenges. This framework helps our teachers identify struggling students early so that they may receive assistance quickly.

Early assessment and intervention for these students can help them catch up with their peers sooner. The key components of MTSS include:

- Universal screening of all students early in the school year using STAR Reader and STAR Mathematics
- Tiers of interventions that can be amplified in response to levels of need
- Ongoing data collection and continual assessment
- Local Schoolwide approach to expectations and supports
- Parent involvement
- Three Tiers of Support (see list below)

Peak to Peak Mountain Charter’s MTSS provides a method of early identification and intervention that can help struggling students to catch up with their peers. As such, MTSS uses three tiers of support to assist all students at various levels. These three tiers include:

Tier 1 – Primary Level – Majority of students (75-90%)

As the largest tier, and the foundation of strong first teaching and learning is the key for the entire framework. Tier 1 encompasses the entire school with HET (Highly Effective Teaching and Explicit Direct Instruction (EDI). Each lesson must be rigorous core instruction that supports deep learning at all four Depth of Knowledge (DOK) levels of learning.

This structure helps to build positive relationships between staff and students. It includes proactive classroom management strategies aimed at creating a supportive atmosphere. Students who do not respond to these interventions may move into Tier 2.

Tier 2 – Secondary Level – Small groups of students (10-25%)

Some of our students need a little extra assistance in meeting academic and behavioral goals, and it is in Tier 2 that these individuals receive that help. Often these interventions and supports are delivered in small group settings, such as RTI reading and mathematics groups, reteaching of skill lessons, use of hands-on manipulatives, use of graphic organizer tools. This targeted support allows students to work toward catching up with their peers.

Tier 3 – Tertiary Level – Individual students (< 10%)

A subset of our students has significant challenges that do not respond to the interventions and supports in Tier 1 or Tier 2. Tier 3 gives these students individualized supports for our Special Education, English Learners, Gifted and Talented Education students. Also Tier 3 can include assistance from outside agencies such as behavioral counselors or family therapists.

MTSS tiers helps Peak to Peak Mountain Charter's teachers to organize levels of supports based on intensity so that students receive necessary instruction, support, and interventions based on need. As such, student identities are not based on tier levels. Instead, individuals are identified as students in need of supports. This helps us to respond appropriately and provide students with the assistance they need to prosper in the classroom.

Implementation of Option #2 will support our MTSS program. Providing Limited, Targeted, Specialized, Small Cohorts, On-campus Support Services to our highest-need students will support Tier levels 2 and 3. Forming Cohort Groups with 14 students of less in each (TK-2nd/3rd- 5th/6th-7th/8th and SPED) will provide small group and individualized academic, motivational, and behavioral support services (i.e. instructional, technology, location, motivation, supervision, EL and special education). Of course, most core instruction will continue to be provided through Canvas/Google distance learning via teachers for Tier 1 level instructional support.

Peak to Peak's Attendance and Support program for Re-engagement strategies for pupils who are absent for instruction in all options being implemented:

Providing data and securing the engagement of parents and families is important in our MTSS support system. A District-wide Attendance and Support program has been implemented using the following steps for students not meeting compulsory educational attendance requirements:

- Teachers will take daily attendance and engagement using Schoolwise SLS, based on CDE suggested form.
- Office staff will provide daily calls to parents for all non-attending/absent students
- Teachers will intervene with non-engaged students and provide students/parents with the appropriate interventions and supports for re-engagement
- Office staff will initiate attendance procedures to notify and involve the parent by mail of unexcused absences:
 - Letter #1-after three unexcused days
 - Letter #2-after next unexcused day
 - Letter #3-after next unexcused day
 - Letter #4-stating that Doctor's note is required for any absence
- Principal communicates with student after the second letter is sent to help create a support plan
- Principal meets with parent and student after the Third letter is sent to help create a support plan for parent's understanding of the SARB process
- West Side SARB will be notified of needed hearing
- Principal attends and testifies at SARB hearing
- If developed, the SARB support plan implementation and monitoring will be followed by Peak to Peak

As needed, a District translator will accompany the administration during all contacts and home visits for families that require language other than English.

The following are Protocols for staff, students and parents that will support our MTSS for All Reopening School Plan Options: School Office/Administration Protocols for All Reopening Options:

All School Office Staff and Administration will implement ALL of the job-related safety and wellness measures for all three Peak to Peak Reopening options with emphasis on:

- School Offices and Classrooms will have hand sanitizer and masks at the door and everyone will be asked to use when entering
- No students, parents, or staff members should enter the school office if they are feeling sick
- Mask or face covering will be used by everyone entering the school offices

- Plexiglas installed at locations where the public interact with the secretary
- Consistent signage at all school offices will explain protocols
- Wipe down workspace at the start, during, and end of the day
- Use gloves as recommended by health staff
- Limit Parent sign-in/out by secretaries listing the names and information
- Maintain clean and used pen containers
- Limit the number of people (students, parents, etc....) in the office at one time
- Encourage parents to call for an appointment rather than having drop-in visits. Encourage Zoom meetings when possible
- Administration will follow the protocol listed for Behavior/PBIS when working with students and parents

Option #1- Student responsibilities for FULL Return to School: All students will implement ALL of the safety and wellness measures for all three options while on campus with emphasis on:

- Parents need to provide a wellness check for ANY COVID19 symptoms and a temperature check (higher than 100.4 for each child) before sending them to school each day
- Students Perform self-symptom check as age appropriate (if you feel sick at school, tell your teacher immediately)
- Students need to wash hands for 20 seconds, especially after going to the restroom, before eating, and after sneezing, coughing, or blowing your nose
- Use hand sanitizer if soap and water is not an option
- Avoid touching face
- Practice respiratory etiquette: sneeze into a tissue, or your inside elbow; cover your cough
- Keep your school supplies and materials organized and for only your use-No Sharing
- Keep your food, drink, personal items for you only
- Keep your hands to yourself in class and around the school

Option #2-Half Day or Two Full Day Schedule (AM/PM): All students will implement ALL of the safety and wellness measures for all three options listed with emphasis on:

- Students attend school daily for a half day or full day and work from home on assignments for remainder of week (Mon/Tu/W/Th/Fri). One day will be used for full-campus cleaning, staff training, and distance learning preparation
- Half (50%) of the students in classrooms at a time (about 12) AM Session 8:00-11:00 // PM Session 12:00-3:00

- Families will be assigned and will attend same schedule, AM or PM to keep families together
- Recess/Breaks: One 15 min recess per individual classroom-one class on the playground at a time
- Maintain appropriate physical distance in classrooms, on breaks/recesses and while on campus
- Students/Parents will be asked to charge computers at home each night to be ready for school the next day

Option #3-FULL “School @ Home”- Canvas/Google Online:

- All classrooms will be virtual, with possible individual instruction for ELD and Special education support using the related items listed in both options above
- Students need to set regular bedtimes/wake-up times to ensure you are rested for online classes
- Students need to be “on-time” for all online classes and complete all assignments
- Students need to use proper school-appropriate online behaviors
- Students need to go to the Canvas/Google learning platform every day to see the lessons, assignments and meetings scheduled for each day
- Students need to turn in work on time, as assigned
- Students need to connect with teacher(s) if you need help or have questions
- Students need to stay home if sick and please ask your parent/guardian to notify your school the day you are sick

Parent/Caregiver/Family Responsibilities for All Reopening Options:

Peak to Peak Mountain Charter expects all school staff and parents, working and communicating TOGETHER, to help our students receive the best education possible, especially now during COVID19! Parents and families must play an important role by supporting the implementation of our three options.

Option #1-FULL Return to School: All parents and families should implement ALL of the safety and wellness measures for all three options when sending their children to school to deal with items not able to be handled by phone or email with emphasis on:

- Parents need to provide a wellness check for ANY COVID19 symptoms and a temperature check (higher than 100.4) for each child before sending them to school each day
- Parents will be supported so that students with fever and sneezing are staying home. Please note that NO perfect attendance will be awarded this school year
- Please make sure to be on time for school and for pick up. Peak to Peak is not able to keep students in offices before or after school.
- No students/families may be on campus before 7:40 A.M. each day while Gates will be monitored
- To keep students and staff safe as possible, parents and guests will only be allowed on campus in the front parking turnaround and office areas. If you need to access the campus or classrooms, an appointment is needed and administration permission given:

Option #2-50% return to School: All parents and families should implement ALL of the safety and wellness measures for Option #2 when sending their children to school and while on campus to deal with items not able to be handled by phone or email with emphasis on:

- Please understand and adhere to the families assigned schedule for AM or PM attendance for Option #2. Remember we were able to place and keep families together on the same schedule, but were not able to assign everyone their first choice
- Please make sure to be on time for school and for pick up after the AM/PM sessions. Peak to Peak is not able to keep students in offices before or after school
- No students/families may be on campus before 7:40 a.m. each day while Gates will be monitored
- To keep students and staff safe as possible, parents and guests will only be allowed on campus in the front parking turnaround and office areas. If you need to access the campus or classrooms, an appointment is needed and administration permission given

Option #3-FULL “School @ Home”-Canvas/Google Online:

- All classrooms will be virtual, with possible individual instruction for ELD and Special education
- Parents can help students to set regular bedtimes/wake-up times to ensure students are rested for online classes
- Parents can help students to be “on-time” for all online classes and complete all assignments.
- Parents can help teacher instruct students on the proper school-appropriate Zoom/Online behaviors

MENTAL HEALTH:

- Parents and families need to pay close attention to the social-emotional wellness as part of health and safety of their children and let teachers and/or Peak to Peak office staff know as needed
- Parents can contact the school office or student's teacher to request needed support
- The following Five suggestions are provided from UNICEF for helping your children during this time, especially with Option #3:

1. Plan a routine together:

Try to establish a routine that factors in age-appropriate education program that can be followed online, on the television or through the radio. Also, factor in play time and time for reading. Use everyday activities as learning opportunities for your children. And don't forget to come up with these plans together where possible.

Although establishing a routine and structure is critically important for children and young people, in these times you may notice your children need some level of flexibility. Switch up your activities. If your child is seeming restless and agitated when you're trying to follow an online learning program with them, flip to a more active option. Do not forget that planning and doing house chores together safely is great for development of fine and gross motor functions. Try and stay as attuned to their needs as possible.

2. Have open conversations:

Encourage your children to ask questions and express their feelings with you. Remember that your child may have different reactions to stress, so be patient and understanding. Start by inviting your child to talk about the issue. Find out how much they already know and follow their lead. Discuss good hygiene practices. You can use everyday moments to reinforce the importance of things like regular and thorough handwashing. Make sure you are in a safe environment and allow your child to talk freely. Drawing, stories and other activities may help to open a discussion.

Try not to minimize or avoid their concerns. Be sure to acknowledge their feelings and assure them that it's natural to feel scared about these things. Demonstrate that you're listening by giving them your full attention and make sure they understand that they can talk to you and their teachers whenever they like. Warn them about fake news and encourage them – and remind yourselves – to use trusted sources of information such as UNICEF guidance.

3. Take your time

Start with shorter learning sessions and make them progressively longer. If the goal is to have a 30 or 45-minute session, start with 10 minutes and build up from there. Within a session, combine online or screen time with offline activities or exercises.

4. Protect children online

Digital platforms provide an opportunity for children to keep learning, take part in play and keep in touch with their friends, but increased access online brings heightened risks for children's safety, protection and privacy. Discuss the internet with your children so that they know how it works, what they need to be aware of, and what appropriate behavior looks like on the platforms they use, such as video calls.

Establish rules together about how, when and where the internet can be used. Set up parental controls on their devices to mitigate online risks, particularly for younger children. Identify appropriate online tools for recreation together - organizations like Common Sense Media offer advice for age-appropriate apps, games and other online entertainment. In case of cyberbullying or an incident of inappropriate content online, be familiar with school and other local reporting mechanisms, keeping numbers of support helplines and hotlines handy.

Don't forget that there's no need for children or young people to share pictures of themselves or other personal information to access digital learning.

5. Stay in touch with your children's educational facility

Find out how to stay in touch with your children's teacher or school to stay informed, ask questions and get more guidance. Parent groups or community groups can also be a good way to support each other with your home schooling.

Social-Emotional Learning (SEL) Protocol for All Reopening Options #1, #2 and #3:

District will continue to provide positive Social-Emotional Learning lessons during "Great Start" for our Charter students using our Life Skills program model and KCSOS SEL content. protocols and procedures regarding Positive Behavior Intervention System (PBIS) management are listed below

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.]

Peak to Peak Mountain Charter remains dedicated to providing breakfast and lunch snacks when requested that are funded from general and Mandated Block Grant monies to secure our Charter's Food program for all students.

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

Section	Description	Total Funds	Contributing
N/A	N/A	N/A	

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
0%	\$0

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.]

Peak to Peak Mountain Charter serves a low percentage of low income student population. With a Free and Reduced Lunch population below 35%, our Charter targets all students schoolwide for academic and social-emotional learning improvement. Our state and local assessment data indicates that almost all students are in need of support for academic, physical, and social-emotional learning improvement. A large cohort of our students tend to perform significantly below grade level standards. Funds will be principally directed towards and effectively used in meeting the needs of our students schoolwide to include Low-Income Students, English Learners, Foster Students, and Homeless Students/Families. To further reveal Peak to Peak's needs schoolwide and across subgroups: 1) our Charter will ensure the use of supplemental and concentration funds are used first to support Low-Income Students, English Learners, Foster Students, and Homeless Students/Families, and 2) the academic and social-emotional learning expectations accomplished during distance learning will reflect in higher state test and STAR results (based on Dashboard, STAR Reader and STAR Mathematics Diagnostic data).

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

No increase in funding was provided for services between the 2019-20 LCFF Budget and the 2020-21 LCFF Budget. Peak to Peak Mountain Charter will continue all efforts to increase services and educational programs to support our students schoolwide to include Foster Youth, English Learners, and Low-Income students. (The above Percent/Amount is based on comparison of LCFF Calculator v21.1a-LCAP Tab)