



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
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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 began impacting Visalia Charter Independent Study high school on March 13th 2020 when the decision was made to close the campuses to in-person instruction. Planning began on how to continue to support students with Special Education services, 504

plans, and curriculum in general. VCIS high school worked closely with VUSD as a whole to provide a majority of the student services needed during the school closure including Nutritional Services, Social & Emotional Support and Curriculum. Since VCIS is an independent study program, the decision was made to continue to provide independent study instruction and online instruction during the closure. This allowed the students of VCIS to make-up credits that they may have missed during their high school career. Meals were provided to VCIS students at one of the many “Meal Distribution” locations across the city, by bus to specific homes and to surrounding communities.

Due to the continued closure of schools and heightened numbers in Tulare County, VCIS was forced to provide a ‘Drive-Thru” Graduation for seniors. The event was held on the same day as the traditional graduation was scheduled, but families were only allowed to view the process from the car. Students were able to get out, pick up their diploma, take photos and then get back in the car. All staff on hand observed social distancing and wore personal protective equipment (PPE) for the entire event. Even though it was not what most parents wanted, many found it to be much more personal and many liked it better than the traditional ceremony.

Since VCIS was able to continue serving our students during the closure, it made sense to support the district for summer school. All high school students were given the option to take summer school and no students were turned away. Students had the option to take it online or through the traditional independent study model. To support the district, VCIS provided all of the curriculum for the independent study model. For the online program, the district purchased additional Edgenuity licenses and utilized the courses through VCIS to provide during summer school. VCIS provided the training to all teachers for both the online and independent study program including support throughout the summer to the teachers and administration. VCIS was able to help the district serve over 4000 students for summer school with a 76% pass rate for all students. Considering this was the first time VUSD was able to serve students in a summer school program with a non-classroom based program was a success.

Alongside the district summer school program, VCIS also supported any 12th grade student who was not able to graduate in June. The school held their own summer school program focused only on the seniors still needing to complete credits towards graduation and 11th grade students who were deemed significantly behind in credits. In all, VCIS was able to serve 56 11th and 12th grade students and graduating all but 2 seniors. Any students who were unable to graduate by the end of summer school were referred to the Adult School to complete graduation requirements.

As of August 14th Tulare County as whole has 12,105 - Total positive COVID-19 cases, 10568 - Recovered Cases, and 205 – Identified Deaths from COVID-19. Tulare County’s case rate is currently above the recommended threshold, and although schools may submit a plan for reopening, public health officials will not be considering or approving waiver plans until COVID-19 case transmission rates decline. Ensuring the health and safety of children, teachers, staff, and all of their families is the top priority. Tulare County's unemployment rate nearly doubled to 19% in April as the nation’s most populous state lost more jobs in one month from the coronavirus than it did during the Great Recession a decade ago. Since June 1, 2020 new Unemployment Benefit claims have averaged 5324 “New Claims” each week. Prior to the COVID-19 the Unemployment Benefits claims were closer to 1022 claims a week.

Stakeholder Engagement

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

As a dependent charter of VUSD, VCIS relied heavily on the stakeholder inclusion opportunities provided by the District. These included, but were not limited to the following:

Parent/guardian surveys (Parent/student input survey (June 2020) and Returning to school options survey (July 2020))

Teacher surveys

Public comment at VUSD board meetings, including regularly scheduled and special meetings

Advisory committees including teachers (e.g., learning management system, distance learning, instructional support)

Focus groups for parent input

In addition to these activities, VCIS provided additional opportunities for stakeholders to participate in providing input and feedback, and to influence decision-making. These included, but were not limited to the following:

Family resource audit - certificated staff reached out to each family to determine resource needs, including access to Internet and student-specific devices.

Optional meetings for certificated and classified staff - At regular intervals during the summer of 2020, certificated and classified staff were invited to optional meetings for the purpose of providing updates, answering questions, and seeking input.

Shared decision making with Leadership Staff - certificated staff were instrumental in deciding on the model adopted by VCIS to provide distance learning to all students.

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

As a dependent charter, VCIS does not have an independent board of trustees. Rather, VCIS falls under the oversight of the VUSD board of trustees. To ensure that stakeholders could participate remotely in VUSD board meetings, the District developed a parallel system for community and stakeholder participation in their meetings. Interested parties could call in to speak during public comment, or they could submit comments in a written format in advance.

Once the school year begins and VCIS restarts School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings, meeting notification will be made public on the VCIS webpage and outside the VCIS front office. Details will be provided for public access to Zoom meetings.

The Board of Education meeting will be conducted pursuant to the provisions of the Governor's Executive Order N-29-20 dated March 17,

2020, which suspends certain requirements of the Ralph M. Brown Act.

At this time, the Visalia Unified School District Board of Education is continuing to hold Board meetings to conduct essential business. Based on guidance from the California Department of Public Health, the Governor's Executive Order and Office of the Tulare County Public Health Officer, the public is encouraged to observe the online video conference Board meeting on the District's YouTube Channel at <https://bit.ly/2QK02x7>.

The District has temporarily suspended public access to VUSD District Office building until further notice. At this time, public comments will not be accepted in person or by telephone. Members of the public may submit their comments using the online form: <https://bit.ly/32lx73j>.

The Public Comment Form will open at 12 p.m. the day before the scheduled Board meeting and will close at 3 p.m. the day of the Board meeting. If you wish to submit a public comment on more than one agenda item, please submit a separate online form for each item on which you are commenting. Although not required, we ask that you submit all requested information. The information is used to follow up with you if we need more information or to directly answer your questions.

Comments submitted via the online public comment form will be read aloud by a staff member during the applicable agenda item, provided that the reading of each email will be limited to three (3) minutes on each agenda item. As a general rule, a three minute statement will contain approximately 300 words. The Board may also limit the total time for public input on each item to 20 minutes. (Board Bylaw 9323.) Any portion of a comment extending past three minutes may not be read aloud due to time restrictions. The District reserves the right to not read comments, or portions of comments, that violate meeting guidelines. In regards to comments regarding items that do not appear on the agenda (general public comment), per Board Bylaw, the Board cannot enter into a formal discussion, nor can a decision be made.

In order to ensure that non-English speakers receive the same opportunity to directly address the Board, Google Translate will be used to translate any comments received. Individuals with disabilities requesting reasonable accommodation or modification of the comment procedure may contact the Superintendent's Office at (559) 730-7522.

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

VCIS only received 20 surveys back from the district online survey provided to families over the summer. That constitutes less than 1% of the returning student population of VCIS. Since VCIS had still been able to serve students in a different capacity than a traditional high school, it is assumed that parents did not feel this survey pertained to their student(s) and did not fill out the questions. Still, with the results of the survey there were mixed feelings about students returning to school in a full capacity or remaining in a distance learning environment. About half of the respondents wanted to return to a full time program while the other half clearly wanted a distance learning option. The survey also asked families about wifi in the home to plan for a distance learning model. Of the respondents, 90% said they did have wifi available in their home.

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

Ways in which the input from classified and certificated staff, as well as parents and students, influenced the development of the Learning Continuity Plan include, but are not limited to, the following:

- Adoption of online learning management and instructional tools, such as Schoology, Zoom, and IXL
- Professional development for teachers to prepare for distance learning
- Additional planning time for teachers to coordinate shared work and support one another
- Increased communication with parents prior to and during the 2020-21 school year
- Coordination with Pro-Youth HEART to provide a Day Camp for students, prioritizing families with working parents.

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.]

VCIS is an independent study high school. Even though we offer all of our courses in an independent study model, the school still provides direct instruction to students in the classroom in math and science courses. VCIS also provides additional educational supports to students with daily tutoring in all subject areas and enrichment opportunities with the many elective classroom course options available. To ensure that we are meeting the needs of all students and accounting for significant learning loss, VCIS will continue to assess students using the Measurements of Academic Progress (MAP) assessment to determine the learning loss over the past several months.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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.]

VCIS plans to continue utilizing the same instructional materials and textbooks during the distance learning program as we would in person instruction. VCIS utilizes the same textbooks used at the comprehensive high schools in the district and has created curriculum that closely paces with the courses delivered in a seat-based classroom. During the distance learning program, the school has made changes to the procedures on campus to ensure we are still meeting the needs of our students while adhering to the social distancing and safety protocols laid out by the state and local officials. Some of the changes to procedures and protocols include:

Modifications to the delivery of tests. Teachers are still using the same tests but will be doing verbal assessments over Zoom rather than providing online testing procedures.

Teachers will still meet once a week with each student via Zoom rather than in person.

Students will have access to many of our seat-based elective courses during distance learning via Zoom classroom sessions.

All core seat-based instruction will be delivered via Zoom classroom sessions.

Students will be turning in hand written assignments once a week during a scheduled drive through process at each VCIS campus.

A procedure to return work to students has been developed to ensure students receive the necessary materials to study and prepare for assessments.

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.]

Since VCIS is a dependent charter in Visalia Unified, the following plan was created district-wide and included all charter schools, including VCIS:

July- Survey was sent to families asking them to identify themselves needing wifi access.

500 families identified themselves needing wifi access. 3000 hot spots were purchased/cataloged for distribution

8/3- Family and Community Services made phone calls to all families who identified themselves as needing a hot spot on the district survey. Family and Community Services made phone calls to all known homeless/foster youth families.

8/4- Tech Services ordered 2000 additional hot spots to be delivered hopefully by 8/14

8/6- 250 hot spots were passed out to families who identified themselves as needing a hot spot along with our homeless/foster youth at the Visalia Learning Center (VLC).

8/6- Each site received 50 packets (Memo w/ distribution dates/times, Hot Spot Application & directions) to be given upon request by families

8/7-Continue to distribute hot spots to self-identified families

8/10-8/12 As families identify themselves as needing hot spots, sites will distribute packets to those families.

After August 14th: Families will make an appointment to receive a hot spot through Family and Community Services

Tech help desks developed for parents, teachers and students to troubleshoot tech and tech programs

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.]

Since VCIS is a non-classroom based program, students earn their attendance by their homework completion, not their physical attendance in the classroom. The school will continue to employ the same attendance procedures used before distance learning program implementation. The school will continue to collect student homework in the distance learning model while still adhering to safety protocols and procedures to ensure the safety of students and staff members. VCIS has created a procedure to collect student work once a week from students to be graded and given to the students' Supervising Teacher to review during the online Zoom meeting.

Attendance is granted to VCIS students based upon completed homework assignments collected during the student/teacher meeting and seat-based classes. For full attendance, all students must complete a minimum of 20 hours each week. However, in order to stay on track for graduation, a student must complete 30 hours of work each week. Students completing less than 20 hours per week may be given a Contract Violation for not completing the number of hours assigned by the teacher. VCIS will continue to follow the same procedures that have been implemented for the independent study program. Adjustments are not necessary during distance learning.

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.]

Minor changes have been made to the VCIS program during the distance learning implementation. VCIS has been able to keep many of the original processes intact while modifying the way we do them. Any modifications to the daily procedures have been documented in a COVID-19 Edition of the VCIS Policies and Procedures document. This document was shared with all VCIS staff members upon completing in July then reviewed with each group individually during strategic Zoom meetings. Expectations were provided for Supervising Teachers, classified staff and classroom teachers. Another guide entitled Best Practices for Classroom Teachers. This document was created with input from classroom teachers that covered all aspects of online learning in a classroom setting. Multiple zoom meetings were held to complete the document and discuss the implementation of it.

Additional support is provided on a daily basis for all staff members. As new procedures are being implemented, site administrators are guiding teachers and classified staff with implementation and problem solving. Site admin are providing technical support to staff and families in regards to accessing coursework online, troubleshooting zoom meeting problems and all other technology aspects. The district is also able to provide support with technology issues in the event site admin are not able to provide the support.

Technology resources have been purchased and distributed to all teachers in need of new devices and peripherals including but not limited to headphones, additional monitors, laptops, microphones, zoom cameras and desktop speakers.

Staff Roles and Responsibilities

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

As we moved forward with planning for distance learning, the majority of our staff members were still able to keep their original job descriptions with little disruption.

Classified staff members as part of the VUSD union have worked with our human resource department to change job descriptions that require staff members to be on campus. On the VCIS campus, classified staff members are correcting student homework, supporting teachers in the classroom on zoom meetings, and other paperwork filing and preparing as needed. Our campus supervisors are jumping in where needed throughout the campus to support our students, parents and teachers.

Certificated staff members roles have remained the same except for the zoom meetings rather than in person instruction. The VCIS administration remains flexible in their job duties ensuring that all programs are running smoothly.

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.]

With the onset of the COVID pandemic, it was clear to the school that the needs of the students come first, especially students with exceptional needs. VCIS services a local boy's group home with all students from those homes identified as foster youth. These specific students receive their educational services through one teacher at VCIS, which enables the academic communication between the school and the house to be very consistent.

VCIS has been offering Core Labs for three years. The purpose of the Core Lab is to provide a classroom type setting for students who are taking an independent study course and struggling to complete the required assignments. A credentialed teacher oversees each Core Lab to provide direct instruction and support to students enrolled in these specific courses once a week. English Learners at VCIS are given first priority in all Core Labs to ensure they are successful in their academics. Core Labs are still being offered even in the distance learning model.

At this time, VCIS has identified only 5 students as homeless. All 5 students are "doubled-up" meaning they are staying in a home with another family. These students have been given devices and hotspots when requested to ensure they have access to classes and zoom meetings. They also are given priority enrollment in any support classes offered through VCIS.

All students with exceptional needs are reviewed often for additional supports as needed.

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

Description	Total Funds	Contributing
Purchase of additional chromebooks	62,420	Yes
Purchase of laptops for teachers	5,806	No
Purchase webcams for Zoom meetings	1,455	No
Purchase of Huddlecams for performing arts, math and science classes to improve distance learning instruction	16,380	No

Description	Total Funds	Contributing
Purchase Docusign subscription to allow families to sign enrollment documents virtually	270	No
Purchase whiteboards and markers to allow students to show their work virtually via Zoom meeting	1190	Yes
Purchase desktop speakers, microphone and monitors for zoom meetings	276	No
Purchase of mobile TV cart for performing arts for Zoom meetings	80	No

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 address the educational loss to the students of Visalia Charter Independent Study for the 2020-21 school year, VCIS plans to utilize multiple measures to place students into support classes. Students will be assessed during the first trimester of school using the Measurements of Academic Progress (MAP) assessment. Administration will review scores and MAP's Comparative Data sheet to determine the students with significant loss. The VCIS administration will also seek input from each student's Supervising Teacher on placement into support classes. Math Diagnostic tests will also be administered to determine placement into math intervention classes. Students receiving a D or an F in their last English or math course will also be considered for intervention placement.

Using these multiple measures, students will be placed in support classes that include Math Assist, Reading Intervention, Core Labs and other supports as needed. All of the VCIS support classes do not exceed a 1:15 ratio allowing students to receive individualized instruction and small group work.

To address the potential higher numbers of students with learning loss, VCIS will need to employ more staff to ensure enough support classes are in place to meet the demand of the students.

Students are measured through the all school MAP testing 3 times a year; once in the fall, once in the winter, and once in the spring. The results of the assessments are given to each student's Supervising Teacher who receives the student's scores and creates goals based on their levels.

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.]

Since VCIS is an independent study program, it is expected that students enrolling at the school have the ability to work independently. Students who enroll with the school and are struggling due to exceptional needs will be provided additional supports in classes that VCIS offers and have priority enrollment. Tutoring is also available to students on a daily basis and students have access to the tutoring schedule and zoom links via Schoology.

VCIS has also been able to provide professional development to all staff members in regards to how to support the students of VCIS. Procedures have been developed, written and shared with staff members and priority enrollment in classes has been verbalized. Staff members are trained to work with students and families with exceptional needs and if they are not able to help with a situation, they have counselors on site to support each situation. VCIS is limited in its ability to modify the curriculum as an independent study program, but students are given enough supports to be successful at the school.

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.]

Since each student enrolled at VCIS has a Supervising Teacher that they must report to each week, monitoring student progress is automatically built into the program. Supervising Teachers consult with students and families in regards to academics, goals, and assignment requirements every week. These meetings happen via zoom and VCIS has actually seen a rise in the parent participation in the zoom meetings. Students' academic work is monitored and reported each week on the students' assignment sheet. The assignment sheet is provided to the student and parent upon request.

In the classroom, student progress is also monitored and reported regularly. Students receiving low grades in a class (60% or less) are contacted and counseled. Many times, parents are called in to meet with an administrator to discuss the student's progress in class. A plan is created between an administrator, parent, student and teacher and monitored closely for progress. Support classes are assigned as needed.

The MAP assessment is used to also monitor the student progress. Scores are shared with all teachers to allow classroom teachers to differentiate instruction as needed.

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

Description	Total Funds	Contributing
Support personnel for math classes and student tutoring	17,923	Yes
Student worker to provide additional tutoring supports in core subjects	10,000	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.]

Visalia Charter Independent Study High School but the health, safety and well-being of its students at the forefront of what we do every day. Every student on campus is assigned a credentialed teacher that they meet with each week to discuss academics and other issues that the student may be facing each day. From the conversation, teachers can assess the need of each student to determine mental health stability and well-being. If needed, teachers can:

Refer the student for counseling with on-site staff via Zoom meeting

If an on-site counselor feels the student is at risk or needs cannot be met on campus, students will be referred to Visalia Youth Services

Parents are called and a plan is created for each student being referred

Resources are provided to students and families for various needs, including but not limited to:

Coping skills

Mental health resources

Self-care (during COVID)

Anxiety

Teachers, parents and students can make counseling requests through the school website. There is also a list of community resources provided to families via the school website.

VCIS employs one counselor and one administrator is a PPS credential. These staff members reach out frequently to students that were on their caseload from last year as well as any new students that have been deemed at risk. Meetings are held via zoom or phone regularly

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.]

Visalia Charter Independent Study works closely with the district to provide student supports in many different areas. To ensure students are engaged during the distance learning program, attending online classes and completing homework, the following guidelines have been set:

If a student does not show up for a Zoom call from the Supervising Teacher, the Supervising Teacher will make every attempt to contact the student and the parent or guardian. If unable to contact family or student, the Supervising Teacher will contact a site administrator by phone and/or setup a Zoom meeting.

A letter will be sent home for every contract violation written for the student notifying the parent of the situation. The letter will also ask the family to contact the school if school contact had not been made yet.

If the school site has been unsuccessful in contacting the family, VCIS will contact the district office staff and a home visit will be made.

If a student is not completing enough homework to earn the minimum required number of hours each week, a contract violation will be issued by the Supervising Teacher, parent contact will be made and a letter will be sent home to the family.

If the student continues to not meet the minimum required number of hours, a site administrator will be contacted and a phone or Zoom call will be setup with the parent or guardian to correct the behavior.

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.]

When School closed on March 16th, 2020, VCIS students could pick up a week's worth of meals from any of the multiple lunch distribution locations across the city. Students in rural areas were serviced via school buses. During the summer, VCIS in partnership with Visalia Unified School District continued to provide grab & go meals to the children of our community. Although the Seamless Summer Food Service Program ended on July 31, 2020, VUSD began providing meals to VUSD students through the National School Lunch Program beginning on Thursday, August 13, 2020. VCIS families have been able to pick up a five-day meal pack consisting of five breakfast meals and five lunch meals per enrolled student. Unlike this summer's grab & go meal distribution, buses cannot be used for distributing meals during the school year under the National School Lunch Program guidelines.

VCIS students have received a meal card that will be scanned by school staff when students pick up their grab & go meals. Students and/or parents, with their meal card in hand, will be able to pick up meals at the student's home school or their feeder middle school. Details on how and when students will receive their meal cards have been shared with families. The District has scheduled meal pack pickups for every Thursday from 10 a.m. to 12 p.m. and from 5 p.m. to 7 p.m. to accommodate students and parents with the first pick up on Thursday, August 13, 2020.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
20%	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.]

As decisions were being made to open school in August, the VCIS in conjunction with the district reviewed information gathered through surveys, phone calls, and outside agencies. As a team, we identified these major categories to better support our foster youth, English learners, and low-come students:

- Access to wifi
- Need for technology
- Need for meals
- Need for additional support in learning English
- Need in language support when having difficulty with technology
- Need for academic support
- Need for social-emotional support

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

While our Increased Apportionment did not changed, the school estimated the increase services for the targeted students by 20%. To ensure that all students enrolled at VCIS receive a school issued chromebook, the school ordered an additional 200 chromebooks to meet the need. The district is in the process of building a community-wide wifi project and working with Verizon to provide internet access for the student Chromebooks at home where needed. Due to many students living in rural areas, Verizon doesn't provide service in some of our areas. The district is problem solving with each individual family to determine which provider works for their student.

It was identified that families are in need of meals. In April the county's unemployment rate was 19.3%. Currently the rate is 17.2%, with such high percentages the district changed procedures to allow families better access to meals.

Meals are now distributed once in the morning and once in the afternoon

Student ID cards were purchases so that students can pick up meals at any school

Social Emotional Support

The district recognizes that during this time many families are struggling. The district has implemented the following to support students and families:

Care line

Modified the intervention of support to help students while distance learning. The district is offering staff development in the three different tiers of support for students

Student Interventions & Support during both hybrid and distance learning will be available through:

Small group instruction

Virtual student groups

Virtual parent-student groups

Individual in person or virtual intervention sessions provided by VUSD staff

Referral to/coordination with community based partners

VCIS provided additional training and support for teachers in multiple programs including Zoom, Schoology, and distance learning as a whole. The school has been utilizing Google docs for years and continues to improve the usage and train teachers on the skills needed to be more efficient in their teacher meetings and classroom sessions. Policies and Procedures have been created specific to the COVID time that we are living through to help guide teachers to a productive meeting with students. Much of the training times are compensated for staff members. Teachers also receive training throughout the year on social and emotional support and awareness, suicide prevention and relationship building. VCIS also provides a College and Career technician to help students plan for the next steps after high school.

The onsite counselor is providing one on one support to students via Zoom counseling per request. She works closely with administration and teachers to identify students who are NOT on the tiered system of support but still may require serves. She also works with attendance to identify those students who are not logging in to classes to follow-up to ensure students understand the ramifications of not joining classes. She is often part of the restorative piece for students after an incident in class and she will often meet with students who were on the receiving end of verbal assaults to ensure they are ready to return to the classroom setting and are comfortable in that space.

The addition of technology for teachers and students has been critical to the successful start of this year. Teachers were all provided with new mobile devices (laptops) with video and audio capability. In addition as teachers began developing online lessons they identified hardware needs such as microphones, speakers and additional monitors to be used to share screens with students while still being able to see their classes. Teachers are utilizing Elmo's and whiteboards as well as self-made instructional videos.

VCIS continues to provide social and emotional services and supports to students via the school counselor and School Psychologist. VCIS utilizes a tiered system of supports to identify and provide appropriate services and supports for students.

