

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sixth Street Prep School (SSPS)	Angela Bishop Cupp - Principal	abishopcupp@vesd.net - (760) 241-0962

General Information

This plan aims to guarantee that all students receive fair and uninterrupted access to instruction during natural disasters or emergencies that impact in-person learning. This plan will address the following key elements required to be incorporated into the site's Comprehensive School Safety Plan (CSSP):

- Engaging families within five calendar days of an emergency
- Resuming instruction within 10 instructional days
- Ensuring remote learning aligns with independent study requirements under EC Sections 51747 and 51749.5
- Addressing essential aspects such as mental health, technology, equity, and access for all students, including English learners, foster youth, homeless students, and students with disabilities.

Engagement Protocol

Sixth Street Prep School (SSPS) utilizes Google Suite, Google Classroom, Remind, ParentSquare, and Zoom Meet as its primary digital platforms for remote instruction. We uphold high standards for virtual learning, ensuring that students engage in daily live interactions with teachers and peers, receive grade-level content, and have their attendance recorded.

Committed to fostering student engagement and progress, the charter actively works to eliminate barriers such as connectivity and device access, enabling all students to fully participate in distance learning when necessary. For students with Individualized Education Plans (IEPs), families will collaborate with the classroom teacher and site principal to address concerns and maintain instructional continuity.

For students who were receiving counseling services provided by the school psychologist, the school psychologist will check-in the families to assess the need for short-term remote services via phone or remote video conferencing platform, such as Zoom or Google Meet. Mental health resources will be shared through communication platforms with all families to help them gain access to mental health supports, such as Desert Mountain Children's Center (DMCC), Care Solace, Inner Peace Therapy, United Way, etc.

To address academic needs during the disruption of in-person services, teachers will post independent/asynchronous activities related to core content areas on Remind, ParentSquare, Google Classroom, or other classroom-based technology.

In the case of power disruptions that would make gaining access to digital platforms difficult, the school staff will network with families to provide textbooks and other tangible resources to continue student learning. In the case of infrastructure disruptions, the school staff will network with community resources to set up local/centralized pick-up locations for student materials and resources.

Instructional Access Plan

Within 10 instructional days, school staff will communicate to parents whether in-person instruction will resume or if instruction will be delivered remotely. This will be communicated via Class Dojo/Remind, ParentSquare, updates on the school website, and by phone. If an alternate location is able to be acquired during the duration of the disaster, the location and hours of operation will be communicated to parents through the same platforms noted above.

If remote learning is the only option, the school will coordinate instructional material pickup with parents to ensure students have all necessary materials to continue learning. If parents are unable to pick up materials, the school site will utilize classified staff and the CWAL team members to deliver necessary materials to families.

Requirements by VESD or CDE for synchronous and asynchronous instructional minutes will be followed by the charter to ensure compliance.

Communication Strategy

To share ongoing information with staff, the site principal will provide, at a minimum, weekly updates, regarding timelines and methods for resuming instruction, through Google Calendar events, weekly bulletins, ParentSquare, and emails.

To share ongoing information with families, the site principal and instructional staff will provide, at a minimum, weekly updates, regarding timelines and methods for resuming instruction, through Google Calendar events, weekly bulletins, ParentSquare, and emails. Student assignments will be updated daily on learning and communication platforms. Instructional staff will also provide families with weekly updates, at a minimum, through Remind, ParentSquare, and emails.

Access to Devices, Materials, and Connectivity

If remote learning is the only option for resuming instruction, along with printed materials and supplies, families will be provided with a Chromebook and hotspot, if needed. The site already has 1:1 devices, so no additional devices will need to be purchased. The school will also have additional Chromebooks to check out in the event that a student Chromebook breaks or does not work so the device can be quickly swapped. We will use the previously mentioned platforms to communicate distribution and pick-up needs with families.

Special Populations and Support Services

For the English learners (ELs), they will continue to receive remote designated instruction from the classroom teacher as well as remote support from the bilingual instructional aide (BIA). As SSPS already provides remote speech and RSP services, those services will continue as normal and on the same schedule as in-person instruction. Remote instruction, due to emergency circumstances, are already embedded into the students' IEPs. For foster and homeless youth, the school principal will continue to share resources from the school district and local agencies to support their needs.

For students who were receiving counseling services provided by the school psychologist, the school psychologist will check-in the families to assess the need for short-term remote services via phone or remote video conferencing platform, such as Zoom or Google Meet. Mental health resources will be shared through communication platforms with all families to help them gain access to mental health supports, such as Desert Mountain Children's Center (DMCC), Care Solace, Inner Peace Therapy, United Way, etc.

The school site will coordinate pickup and delivery of meals for students with the Victor Elementary School District (VESD) Nutrition Services department.

Instructional Continuity and Independent Study Readiness

As a charter school, we can only offer short-term independent study (IS) for our students, with a maximum of 15 total independent study days allowed in one school year. The IS policy is outlined in the SSP Family/Parent handbook, which is shared with families at the beginning of the school year and when newly enrolled. If remote learning is initiated, the IS policy will be communicated to families via all communication platforms. A PDF copy of the Short-Term IS contract can be shared with families on those same communication platforms. Parents can sign and deliver IS contracts to the school site, if able to do so safely, or be given the option of completing the initial part of the IS contract via DocuSign, Adobe, or other licensed application.

If a parent requests independent study with advanced notice and the request is approved by the site principal, the parent and student will be required to complete the short-term IS contract before any work is given or assigned. The student will be issued a Chromebook and hot spot, if needed, to complete any online assignments. Students will be assigned online work and/or paper assignments to complete during the IS period to meet the minimum day instructional minute requirements outlined by [CDE](#): 180 minutes per day for TK & Kindergarten, 230 minutes for Grades 1-3, and 240 minutes for Grades 4-6. All work assigned during IS must be completed and submitted to the office and/or classroom teacher the next school day following the end of the IS contract. The short-term IS assignments will include all core content areas and will be aligned to grade-level state standards.

Assessment and Student Progress Monitoring

To progress monitor student learning remotely, teachers will utilize Google Suite applications, such as Google Docs, Google Slides, and Google Forms, to assess mastery of standards. Teachers can also use online assessments built into Pearson Savvas, iReady, and other instructional platforms currently subscribed to by the teacher and/or school site. Teachers can also create and administer assessments through the same platforms previously noted, along with Renaissance DNA assessments. Students will also take district benchmark assessments, SEL screeners, and K-2 reading screeners within the same windows outlined by Education Services and/or CDE.

During the school day, teachers will set aside specific office hours to be able to tutor students and provide extra support to students and their families. If remote learning is taking place during parent-teacher conference weeks, the same schedule for conferences will be offered as in-person conference times via Zoom, phone, or Google Meet.

Professional Development for Staff

Ongoing professional development (PD) will be offered to instructional staff during leadership meetings and Friday planning time, along with remote PD opportunities offered through VESD Educational Services department or other vetted outside organizations. PD opportunities will be promoted by site principal for addressing core content areas, SEL needs, behavior management, and supporting the needs of special populations. If a teacher participates in remote PD during the school day, a substitute teacher will be requested to cover their online classroom.

Remote instruction tips for virtual classroom management are provided on pages 17-18 in the [VESD Long Term Independent Study Plan](#).

Criteria for Returning to In-Person Learning

Once authorized by Victor Elementary School District (VESD) to resume in-person learning, the site principal, office, and teachers will communicate the return to campus with students and families. SSPS will follow all VESD procedures and protocols required to resume in-person learning (i.e mask protocols, temperature checks, social distancing, etc.).

Collaboration and Site-Based Planning

As part of the engagement process, the charter will bring forth the ICP for site council feedback and approval. The ICP will also be presented at a staff meeting for feedback before the approval cycle of the CSSP to update and revise the ICP as needed before presenting it to the site council.

Plan Review and Updates

The ICP will be reviewed with staff and educational partners annually to get timely feedback in order to update the ICP. The ICP will be incorporated into the CSSP going forward. The CSSP will be brought to the site council for annual review and approval, then forwarded for VESD board approval.