

COVID-19 Operations Written Report for Thompson Peak Charter School

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Thompson Peak Charter School	Sherri Morgan Executive Director/ Superintendent	smorgan@longvalleycs.org 530-827-2395	6/11/2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

Thompson Peak Charter School (TPC) provides a blended model of independent study. An immediate shift to provide distance only instruction and support for all students began when the school building closed on 3/19/20. Staff distributed print materials and textbooks to students not already utilizing online coursework for the first two weeks. Immediately preceding the school's spring break, a two-day intensive training "Distance Learning Academy" was developed and provided for staff. The training and the setting of expectations for providing instruction and making regular contacts with each student supported the launch of distance-only learning immediately following spring break. The school loaned its supply of laptops and Chromebooks and launched an effort to provide hot spots to families without Internet access.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

At the time of the closure, Thompson Peak Charter's enrollment included one (1) foster youth, two (2) English learners and five (5) homeless students. There were also 98 students or 58.33% of enrolled students eligible for free or reduced price meals. The school's liaison for foster and homeless students is the Assistant Director; she contacted each student's family individually to discuss access to instruction, learning materials, and meals. She arranged for Internet access and device loans for families needing these materials. TPC does not currently have one device for every student, however, every family inclusive of socio-economically disadvantaged students and English learners was offered the loan of a device and provided an Internet hot spot if needed to support attendance in virtual classes. Paraeducators, who ordinarily provide instructional support on campus continued to provide tutoring through individually scheduled video conferences or over the phone.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

The school began its entry into a full distance learning program with a technology needs survey. Families that did not respond to the survey instrument were polled over the phone to assure their needs were identified. Families were encouraged to access video conference classes for an engaging experience with their teachers and classmates. To accomplish this, attention to each family's needs were addressed including loaning devices and providing Internet hot spot devices. Prior to the COVID-19 closures, the school had already engaged with

LCOE Technology Department to provide remote filtering to provide safe Internet access. Each teacher posted a schedule of their virtual classes using Google Slides. Links for activities and programs embedded in the slides made daily access easy. In addition to grade level instruction, teachers provided access to i-Ready lessons which supported continued practice in individualized math and reading assignments. Weekly, teachers provided a lesson on social-emotional topics. Paraeducators provided instructional support to students through scheduled appointments and "drop-in" hours. A few families that did not want to engage in the virtual classes were given the option to meet in one-on-one conferences and/or provided print materials. Students in special education received individual contact from the school's special education teacher. Each family's needs were discussed and weekly appointments scheduled to continue providing services outlined in the student's Individual Education Plans. Speech services were previously and continued to be provided online.

Surveys at the end of May were collected to gain feedback on the distance learning program. There was an overwhelmingly positive response to the virtual sessions that included the opportunities for interaction with classmates. As a result, the school plans to provide one device to each student next year for ease of access in the event distance learning is again required. Teachers are planning for weekly usage of Google Slides to provide regular engagement and practice with virtual learning.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

Thompson Peak Charter is categorized as a non-classroom based program and provides meals when students are in attendance at least two hours in a day. The LEA's authorizer, Susanville School District in concert with Lassen Union High School District provided non-congregate meals daily during the school closures. TPC consulted with the districts and notified families of the times and locations for meal pick up and delivery.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

TPC provided virtual classes and individual video conferencing 4 days per week; during these endeavors, supervision was provided in this distance model. The LEA confirmed with county agencies that local day care and licensed child care providers availability was adequate to provide child care for essential workers.