

COVID-19 Operations Written Report

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone | Date of Adoption |
|-------------------------------------|---|--|------------------|
| Rite of Passage Charter High School | Kevin Monsma Deputy Superintendent of Educational Services | kmonsma@edcoe.org 530-295-2271 | June 2, 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.

At Rite of Passage Charter High School (ROPCHS), students proceeded with daily classes after the site was “closed” to school staff as a safety precaution beginning on March 16, 2020. A distance learning option was quickly put in place that incorporated some new strategies as well as programs that were already familiar to students and staff. These changes in the delivery of instruction involved teachers working from home to provide instruction using a variety of tools depending on teacher experience, availability of ROP staff on site, and student need. For the safety of students, classes were adjusted (as needed) to be smaller so that students were part of a cohort and therefore had less exposure to large groups (no larger than 10 students). The smaller groups have also afforded the opportunity for more individualized attention since the teacher can’t be there in person to interact one-on-one with students. The Zoom platform has been used to offer one-on-one conferences with students 2-3 times per week as well. At both SSA and Q House, Google Classroom/Hapara is being used extensively to deliver and monitor student learning. At Sierra Ridge Treatment Center, although the configuration of the classes has changed (students were rearranged to keep groups smaller), each students’ courses have remained the same and students have continued with instruction in core subjects and will “make up” elective courses in the future to receive necessary credits. The content is delivered via Zoom, Google Classroom, Odysseyware, CK12, Khan Academy. At all three sites, although there have been changes in the delivery of content in the classes, services for Special Education students continue as prescribed by IEPs. The changes in programs have not affected families since our students live on site, but students have indicated that they miss seeing staff in person and this is why we have made the one-on-one time a priority.

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

All students at ROPCHS are considered to be foster youth; therefore, the description of the program above applies to all students and is specifically designed to meet the needs of the foster youth we serve. Most students are also low-income, and the program addresses their needs as well. Practices that we have used to support students (and continue to use) include one-on-one conversations/check-ins with students to assess social-emotional needs and other concerns, individualized expectations in terms of completion of work and opportunities to re-submit assignments as needed, minimal homework, and options in terms of demonstrating mastery of content. In regard to English Learners, most of our students that are classified as EL are fairly proficient in English. Their needs are met as they are in small groups and

have frequent one-on-one attention by teachers and support staff to ensure success. For the students who do need more assistance, teachers work with them individually --especially in the area of vocabulary. For EL students who are also in need of Special Education services, their acquisition of language is included in the development of their IEP and associated goals.

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

ROPCHS has used a variety of distance learning platforms to meet the needs of our students (see response to question #1). As platforms were recommended and practiced, programs that best met the needs of our student population were kept and those that didn't seem to engage students were discontinued. We have found that students need variety in terms of delivering content. As we see patterns of engagement wane, we adjust to re-engage students. We continue to use a variety of distance learning platforms to provide a range of instructional formats to our students including Odysseyware, thematic units prepared by CEEAS, Khan Academy and direct instruction provided by teachers using Zoom, Google Classroom, or Hapara.

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

All meals continue to be provided on a daily basis through the ROP program. Students continue to eat breakfast, lunch, dinner, and snacks daily with social distancing procedures in place on site.

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

Students continue to have 24-hour supervision by ROP staff, as students continue to reside on site. Group living staff provide supervision in the dorms, at school, and in all elements of the program.