

# COVID-19 Operations Written Report for Wright Charter School

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Wright Charter School	Adam Schaible Superintendent	aschaible@wrightesd.org 707-542-0550	

**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.

In accordance with county and state directives, WCS moved to a Distance Learning model that included asynchronous and synchronous learning platforms. The District distributed over 700 Chromebooks and 30 wireless "hotspots" for families that could not connect to the internet. In addition, TK-1st grade students, as well as students who could not access technology were provided learning packets through the remainder of the school year. Furthermore, the WCS counselor provided services in a Distance Learning format. The District surveyed parents to determine areas of need to support students during Distance Learning.

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

All English Learners, foster youth and low-income students were offered Chromebooks to take home. Additionally, for those who lacked connectivity, "Hotspots" were provided. Bi-lingual para educators reached out to families on a daily basis to assess needs. In addition, teachers and administration made followup calls to families to determine additional needs. For students who were unable to pick up a device at the school, teachers and staff delivered them to student homes using social distancing practices.

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

WCS used the first two weeks of the closure to make sure that all students had access to the internet. This meant sourcing and purchasing wireless hotspots and distributing Chromebooks. From there, the instruction was synchronous, supplemented with asynchronous support for differentiated instruction. Intervention support for academically struggling students continues to be provided by reading specialists, math specialists, and special education teachers. This student support is conducted synchronously through small group online instruction, asynchronously with differential follow-up of individual students. Students took advantage of virtual office hours when students and/or parents could check in with a teacher for assistance. Teachers of students with disabilities have utilized a combination of mailed work packets, synchronous and asynchronous videoconferenced instruction based on student IEP goals, and video-conferencing conducted by other special education providers.

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

WCS offered all students 5 days worth of breakfast and lunch, distributed twice per week.

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

WCS worked with local non-profit 4C's to offer parents supervision of students during school hours.