

COVID-19 Operations Written Report for MINARETS CHARTER HIGH SCHOOL

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
MINARETS CHARTER HIGH SCHOOL	Darren Sylvia Superintendent	dsylvia@mychawanakee.org 559-877-6209	June 9, 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.

The changes to program offerings on March 13, 2020, in response to the school closure include several actions. The Superintendent and Board of Trustees met to establish the district plan. The Superintendent communicated to all staff and stakeholders via email, letters, webpage and/or personal contact. Minarets Charter High School flipped to more asynchronous learning in which staff lessened the direct instruction and provided more detailed/interactive assignments that were enriched by shorter zoom conferences. The focus maintained a large emphasis on review/enrichment with a small percentage of new content. Staff continued to meet all student IEP and 504 services and timelines with individualized accommodations/modifications as needed. Staff was in weekly contact through phone messaging, texting, and emails to parents and students. Staff targeted students off the record by calling and making home visits. We had a solid level of participation. Alternate assignments were been provided for qualified families. Individualized Education Plans and 504 Plans are reviewed and/or completed virtually. A variety of individual, small group, and whole-class instruction was provided. Parent meetings to collect community input were conducted utilizing online platforms such as Zoon. Community partners and support staff were added to daily and weekly meetings with students including Special Education teachers, Native American support -TANF, and school-based counselors and psychologists. Minarets Charter adopted a temporary suspension of Board Policy 6146.1, 5121, and 5127 which address grading and graduation. Grades were shifted to a credit/no credit system and graduation celebration events were coordinated to adhere to safe social distancing recommendations. The district gathered input about reopening from the community via each site and from employees. The Superintendent and Board of Trustees will utilize the most current recommendations from the CDC, Madera County Health Department, and the Madera County Superintendent of Schools to develop a reopening plan for the 2020-2021 school year.

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

Minarets Charter High has given English Learners, foster youth and low-income students individualized contact from our instructors, counselors, and support staff. We targeted these groups to contact them. Our assignments were provided with additional instruction that breaks it down through the Learning Management System (LMS) and Zoom conferences. Specific strategies included an emphasis on oral

language, language function, front-loading academic vocabulary, implementation of graphic organizers and sentence frames, encouraging family studies, and creating open-ended assignments where students could freely process the impact of the school closure. As needed staff delivered items to students' homes or agreed-upon locations utilizing social distancing and health protocols as advised by the CDC. Alternate assignments were provided in cases where resources and time required an alternative plan or completion schedule to include appropriate accommodations and/or modifications. In addition to providing laptops, the sites coordinated the internet set up with local companies as needed. In the rare case where language translation was needed the district provided primary language material(s), translation service, and support. Basic school supplies were provided to the home as needed or requested. Child welfare/safety checks were integrated during attendance/instruction with referrals to resources and/or support where needed.

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

Minarets Charter High has a fully built out Learning Management System (LMS) that incorporates interactive learning, communication, and rubrics for students to access 24 hours per day. This provided a historical/time-stamped record of all assignments and projects so that teachers and parents could monitor work. Staff held weekly zoom conferences as well as many cases of asynchronous learning such as Flip-grid. Staff tracked students in a shared Google Spreadsheet that was color-coded based on contacts and progress for all students. All staff became teachers of adults as they offer support to parents so parents are able to support learning at home. Ongoing staff training and support related to the use of multiple digital tools and appropriately aligned instructional strategies were put in place. Delivery of materials including books, new chargers, and replacement computers were made to homes as needed. Virtual psychology and special education services were continued for students previously receiving service and for newly qualified students. Teachers used the check-list to monitor student progress following challenging instruction or a technical issue.

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

Breakfast and lunch meals were provided to our students in non-congregate settings on all regular school days since March 18, 2020. The dependent Chawanakee Unified School District staff with CAC staff was surveyed for best distribution practices based on past district-wide school lunch purchasing practices. As a result, it was determined that food preparation would be conducted at North Fork Elementary School with tentative plans to open up additional kitchens at other school sites as needed. The need to expand foodservice did not come to fruition. Families with any child/ren aged 0-18 years were invited to collect breakfast and lunch "To-Go" in a drive-through manner at North Fork Elementary. Families were invited to notify site administration if they were unable to collect meals. Student participation was monitored and where qualified Free/Reduced lunch students did not pick up a meal, arrangements were made to consistently deliver breakfast/lunch meals on regular school days using social distance practices including no immediate contact. Meal distribution occurred between 11:00 AM and 1:00 PM each school day. No more than six staff members worked in meal preparation each day to meet safety guidelines. Daily meal service numbers ranged between 65-80 children of which approximately 14 were delivered directly to families due to a family transportation issue. Challenges ranged from having no transportation to no money for fuel or having too many small children to safely secure in a vehicle or lack of adequate child safety seats. The district elected to use the Summer Meal Count menu during the stay at home expectation. Few families from MCHS took advantage of foodservice most likely due to student age and the overall enrollment number.

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

Arrangements were made for the supervision of students of essential employees during ordinary school days and hours of operation. The district did not receive any requests for child care from essential employees outside of the district employees. Child care for essential employees was offered via district email, a letter from the Superintendent, social media, and word of mouth. Childcare service included meals and was been provided on every site by classified staff under the supervision of the administration. Only a handful of students numbering between 0-7 have been on any one campus each day since the N-56-20 Order. The students requiring child care services are the children of district employees conducting essential work. At times the student(s) remained in a classroom with the parent/employee. At other times the student(s) were supervised by a library-clerk or instructional assistant. The student(s) were given resources to complete distance learning and supplemental learning activity. All people on campus are required to adhere to the prescribed safe social distancing practices. District Disinfection Procedures are implemented. Any need for child care services beyond the scheduled school days/hours will be referred to Madera County or a neighboring school district when appropriate.