



COVID-19 Operations Written Report for Forest Charter School

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Forest Charter School	Peter Sagebiel Executive Director	psagebiel@forestcharter.com (530) 265-4823	June 23, 2020

Descriptions provided should include sufficient detail yet be 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.

As a non-classroom based school, the changes to our educational program did not require massive shifts. For students already working on a full IS program, students simply continued with the curriculum already in place. For our students who take advantage of the site-based based support classes we offer at our learning centers, the adjustments were more significant. Instructors provided assignments and instruction through a variety of platforms including, but not necessarily limited to Zoom, Google Classroom, Google Meet, posting assignments on our student information system, online classes, textbooks, and paper packets. Since the foundation of our school is to develop a program that fits the needs and goals of each student, we continued implementing this approach with more online based offering for students with appropriate connectivity. If students/families had connectivity issue, we adjusted the approach to use more paper/textbook assignments.

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

As articulated in our LCAP, additional funds are principally directed to support pupils who qualify as low income, English learners, or foster youth. In alignment with our personalized learning model, students and families work with their supervising teacher to determine the best use of these funds to support each individual student. Funds support things such as tutoring, bus passes, test fees, school supplies, or online classes.

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

- Students already had a high quality educational program developed that did not require technology, or they already had access to a school or personal device in order to access online options/programs
- If necessary, we checked out additional chrome books for younger students so they could access supports
- Opened accessibility to technology, such as Zoom and Google Meet that were previously restricted for safety reasons
- Provided material pick up opportunities on a weekly basis
- Provided special education services through a variety of virtual platforms. Used docuSign to collect required signatures
- Provided access to various mental health supports: ERMHS, school psychologist, general ed mental health counselor, and community resources

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

As a non-classroom based school, we are not required to provide meals when students are not on campus. However, we took it upon ourselves to offer meals once per week at each learning center during our weekly materials pickup window. Any family who stopped by the school was offered lunches for each student for the week. Although many passed on this offer, there were some families who were grateful for the support.

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

Forest Charter School is a non-classroom based school and therefore does not regularly provide supervision of students. However, we also acknowledge that some of our part time support classes were used by parents to support their work schedule. Therefore, parents requesting supervision of their children were referred to the Nevada County Superintendent of Schools office, who then referred them to local agencies within the county who were offering supervisory services for children.