



COVID-19 Operations Written Report for Dixon Montessori Charter School

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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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.

Dixon Montessori Charter School closed its physical doors on March 13, 2020 in response to the COVID-19 outbreak. Our response to school closure came in two phases and allowed our students to have access to learning opportunity and adequate nutrition without any time lost.

Phase 1 of our response to school closures was the creation and provision of enrichment work to address what we anticipated would be a two-week school closure. We made Monday, March 16th a teacher work day so that teachers could close out their classrooms and hand out enrichment packets; most students in the school received enrichment packets, curriculum, and other learning materials on that day. The goal of the enrichment work was to prevent regression. Our classroom teachers, as well as our Special Education, English Language Development (ELD), and Response to Intervention (RtI) teachers, immediately began to prepare enrichment packet work for the students. Between Monday, March 16th and Monday, March 30th our students completed enrichment packets while we began an extensive outreach effort to ensure that all students were connected to the school through email, phone calls, Facebook, and home visits. Our teachers identified students who did not pick up learning materials or could not be reached, and our music teacher, counselor, and Executive Director drove to houses to check in with students and deliver materials to students who had not made contact. During Phase 1 we were able to connect with all (100%) of our students. In Phase 1 our teachers began to learn about Google Classroom, Zoom, Sea Saw, Zearn, and other remote learning tools. Our Special Education team released Prior Written Notices (PWNs) toward the end of Phase 1 and began to hold Zoom meetings to make appropriate amendments to IEP's to adapt to remote learning needs. During Phase 1 our school delivered all remaining food to our authorizer and helped to distribute food to any child in Dixon. We also sent out locations for free food pick up so that our students who lived in other cities and counties would have access to appropriate nutrition.

During Phases 1 and 2 our administrative team handed out over 100 Chromebooks to students in need of communication devices. The vast majority of our students had access to Chromebooks on or before April 1st. Through surveys and teacher outreach we ensured that all students (100%) had access to a Chromebook by April 23, 2020 (a small number of Chromebooks were hand delivered to students by the music teacher and the Director). DMCS posted the "Getting Internet Access: Available Plans" webpage from the California Department of Education (CDE) on our Facebook and web pages.

Phase 2 of our response was remote learning. On March 30, 2020 all teachers had transitioned to Google Classroom or Sea Saw. Our main goal in Phase 2 was to provide approximately two hours of remote learning per day that would allow teachers to provide additional curriculum and teach new material. Our teachers reworked learning plans based on the framework standards to help ensure that all major standards would be covered by the end of the school year. Our secondary goal in Phase 2 was to continue our relationships and connection with our students. We required all teachers to assign one math activity per day, one ELA activity per day (with SEL focus), and to rotate science, history, music, and PE into the schedule. Our Dean of Students continued our outreach efforts with phone calls to guardians and Zoom class visits. Our PE, music, and science teacher all created and posted lessons for students. We created a schedule for live meetings and assigned a priority order to time slots. Our Special Education team had first priority when scheduling, our ELD team had second priority, and our RTI Academies had third priority. Once our support teams schedules were in place our teachers claimed places on our live meeting schedule. Teachers held office hours at least two times per week to provide academic support, relationship building, and direct instruction. Academic RTI Academies and ELD held office hours at least once per week. The Special Education team provided office hours at least twice per week, and adhered to their students IEPs with other meetings as needed. Teachers continued to accept work and pass out new work during this time. Teachers organized an online art show with its own webpage, and an online talent show with FlipGrid.

Staff meetings occurred every Friday via Zoom. Board meetings occurred once per month via Zoom. ELAC and PTO meetings continued as originally planned, but changed to the Zoom format. Admin meetings were held via Zoom twice each week. We set up weekly Zoom meetings titled, "Coffee with the Director" to provide students, parents, teachers, and community members with a connection to our Director and with up to date information on the school closure and our efforts to address the crisis. Our Director sent out daily announcements to students and their guardians via Facebook.

We worked with our authorizer surrounding counties to provide meals to students, we communicated this through email, Facebook postings, and online meetings. According to our polls, email communication, and other outreach efforts we believe that all efforts were made to provide all students (100%) with access to appropriate nutrition during the closure.

We also adjusted our top down cleaning checklists to align with CDC guidelines and began to deep clean the school in accordance with those guidelines in mid May.

Google Slide deck on school closure presented by the Director to the Board of Education:

<https://docs.google.com/presentation/d/1VQQBShWa-Bi17TNQRjVPOU-53gWnzAKTBoK409zoXus/edit?usp=sharing>

Must Do's and May Do's list for teachers and staff during the school closure:

<https://docs.google.com/document/d/1iwHvqrEer059GPXepQKAEIK5u8fVT45MBQE6zr1U6VY/edit?usp=sharing>

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

To meet the needs of our English learners our ELD coordinator and classroom teachers provided students with integrated and designated curriculum. Supports to EL students included weekly group Zoom meetings with the ELD coordinator that were similar to the specialized academic instruction that they would receive in school. Classroom teachers worked in conjunction with bilingual staff members provided additional language support in one-on-one sessions, small group work, and synchronous and asynchronous teaching. Our ELD coordinator continued to keep close relationships with the parents, caregivers, and guardians of our EL students, and continued to hold ELAC meetings via Zoom. We also provided translation for parents of ELD and non ELD parents for IEP's and all coursework.

To meet the needs of DMCS families who have been identified as low-income or foster youth, our counselor was a crucial and ongoing support person. If she was not directly counseling or communicating with these families, the counselor was working with the staff to educate and inform them of their role in supporting our underprivileged families. She did so by connecting the staff to resources such as targeted Social Emotional Learning(SEL) lessons, relevant webinars, and ongoing professional development literature. Additionally, she personally visited zoom classroom sessions and taught SEL lessons that were targeted to our disadvantaged students. As a direct support to these families in need, she conducted outreach phone calls and emails offering an "open door" policy for family and student counseling which many families utilized. Additionally, she created a comprehensive list of resources for the families to refer to. These resources included: referrals to outside sources and community organizations, links to the CDE COVID resources website, links to self-care for parents and caregivers websites, and links to guide caregivers who are supporting children during this difficult time. This resource list was available in both English and Spanish to provide full access to our Spanish speaking community.

Our office posted COVID-19 updates including where to access free breakfasts and lunches in the city of Dixon, and neighboring cities and counties. We distributed over 100 Chromebooks to students and after many outreach attempts we believe that 100% of our students in need of a Chromebook received one.

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

The shift to remote learning began immediately. Our school closed its doors on Friday, March 13, 2020 and enrichment packets were distributed to students on Monday, March 16, 2020. Phase 1 of our distance learning program was intended to last for the anticipated two week closure and was designed to reduce learning loss until schools opened up.

When we discovered that we would not be returning in two weeks we began to prepare for Phase 2 of our remote learning plan. On March 23, 2020 our administration team released our "Must do, May do" remote learning instructions to teachers. While in the preparation phase our classroom teachers, SpEd staff, ELD Coordinator, and Rti Academy providers learned how to use an online Learning Management

System like Google Classroom or Sea Saw and how to use a live communication tool like Zoom. We also began to identify students who were in need of an electronic learning device and to deliver those devices to students in need.

When Phase 2 began on Monday, March 30, 2020, 100% of our teachers, including support providers were ready with distance learning plans designed to continue student learning. We prioritized frameworks standards, Social Emotional connection, and parent and family communication. By the beginning of Phase 2 our SpEd team had already sent out Prior Written Notices (PWNs) and had begun Zoom IEP amendment meetings. From March 30, 2020 through May 28, 2020 our staff provided framework standards based learning opportunities to all students. Teachers were told to provide between one and three hours of work to all students with the variance depending on student grade-level and capability. Teacher provided at least one math activity per day, one ELA activity per day, and rotated music, PE, science, and elective activities each day.

DMCS created a virtual meets Google Sheet to assign live learning time slots to teachers. Our priority time slots went to SpEd, ELD, and Rti teachers. All Classroom teachers added their designated time slots to the virtual meets sheet after the priority slots were filled. Teachers created "in person" synchronous virtual lessons and presented them via Zoom, YouTube, Sea Saw, and NearPod. They also created asynchronous lessons and assigned them via a LMS like Google Classroom or Sea Saw.

Student grades were held harmless, but teachers and staff strongly encouraged engagement in online lessons through town hall meetings, email, phone calls, home visits, board meetings, and other forms of communication.

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

On March 13, 2020 we met with our authorizer and formed a plan to provide school meals while maintaining social distancing practices. The district decided that they would distribute food in a "grab and go" fashion to any Dixon student. We would advertise the availability of free breakfast and lunch to our charter population on our webpage, bulk emails, Facebook, and school meetings.

We delivered all of our stocked milk and other packaged food supply to our authorizer on Monday, March 16, 2020 so that it would not go to waste. Our staff also helped the district distribute food. Because our charter school serves students from multiple cities and counties we provided links to free breakfast and lunch service pick up locations in Dixon and our surrounding cities and counties on our website.

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

Between March 16, 2020 and May 28, 2020 Dixon Montessori contacted multiple child care providers and First 5 to offer pop up child care facilities. None of the providers that we contacted were interested in using our site as a pop up facility.

We connected families in need with Solano Family and Children's services. We provided links to grants offered to first responders and essential workers. Our teachers sent out flyers providing information and resources to parents and caregivers in need of child care.

