

COVID-19 Operations Written Report

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.

School closures due to the COVID-19 pandemic required RMCS to create learning, communication, and distribution plans for students and families in order to transition to distance learning. With a goal of planning with equity at the center, faculty and staff:

- Used the annually calendared two-week spring break to research learning options, programs, and platforms, design a needs survey for families, adapt Montessori hands-on curriculum to a virtual environment, and set up systems to engage students and families to launch upon returning from break.
- Created and continually updated a Digital Lesson Library
- Monitored student work online and interacted with students
- Provided distance learning handbooks for students and families
- Maintained the Montessori individualized curriculum by working directly with students and families
- Cultivated classroom meetings, opportunities for social interaction, and community for both students and families via Zoom
- Delivered Chromebooks, hotspots, and school supplies to all families who requested such with ongoing tech support
- Hosted weekly Zoom meetings with families to answer questions and provide support about learning, social-emotional development, mental health, as well as parenting and teaching at home
- Offered consistent support of OT, Speech Therapy, Education Specialists, Counselor, and School Psychologist for students and families struggling with the transition to distance learning, personalized educational plan, or mental health needs
- Ensured interpreters and translators for supporting Spanish-Speaking families
- Immediately continued Special Education services in conjunction with each student and family
- Nurtured community development with weekly online social games for children and discussion groups for families
- Invited all stakeholders to participate in partnership and rapport from the outset
- Developed website pages with resources for COVID-19 & Health, Distance Learning, Community Assistance- food, housing, employment, mental health, etc., Educational Supports, and Equity, Inclusion & Social Justice

To review the experience and meaningfully prepare for potential closures during the 2020-2021 year, RMCS:

- Distributed a quantitative and qualitative family reflection and feedback survey
- Reached out to each family for detailed feedback to teacher on the student’s experience
- Hosted an in-depth faculty debrief and study
- Analyzed academic data and parent feedback
- Attended a *Best Practices in Online Learning* workshop

- Is designing an improved educational experience to reflect stakeholder communicated priorities of technology, educational expectations, enhanced communication, and support for both student and families while at home

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

In order to mitigate inequities, RMCS maintains earnest and continuous efforts to meet the needs of those who are most vulnerable, including English Learners, foster youth, and low-income students with:

- Continued Team Approach- administration staff for communication (interpreting/translating) and technology, teachers for education and engagement, student services staff for additional educational support, and intervention team for students
- Chromebooks, hotspots, and supplies delivered and ready assistance in using technology
- Information and feedback loops in English and Spanish, with interpreters and translators provided as needed
- Close monitoring by educational support staff and intervention team regarding the progress of English Learners, foster youth, and low-income students with direct communication with the students, faculty, and families
- Targeted, personalized partnership and supports with English Learners, foster-youth, and low-income students and their families
- Additional educational interventions necessary due to distance learning provided by teachers continue student growth and progress
- Online tracking platform identified students who were not engaging or making progress with follow-up action by a coordinated support team of faculty, student services, specialists, and administration
- Needs Survey and continued communication regarding technology, school supplies, child care, and mental health
- Anonymous dialogue box on website for questions, asking for help, or stating needs
- Individualized communication to determine underlying needs and supports for vulnerable students and families
- Connecting families with the availability of local and community resources and services to foster stability at home
- Individual family support and meetings with teacher
- Individual and small group support and meetings with faculty, Student Services, Specialists, and Executive Director
- Virtual hosting of community-developed *Hispanic Family Gathering* meetings
- Distance Learning Survey to determine how RMCS can best serve the needs of all students
- While RMCS does not currently serve any foster youth, a designated Foster Youth Coordinator is ready to serve any foster youth who may enroll.
- Data Analysis by faculty and staff to better understand and meet the needs of families who are struggling during this time, especially English Learners, foster youth and low-income students
- Development of an educational plan driven by data and feedback of vulnerable students and families to reduce risks of learning loss and ensure academic achievement

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

High quality distance learning opportunities for students required the transitioning of the Montessori pedagogy of hands-on learning, peer interaction, and guide facilitation, to a virtual environment, and necessitated the following steps:

- Hotspots, Chromebooks, and school supplies delivered to ensure connectivity, devices, and software provided to all families in need
- Educational program offered via an online platform of Montessori lessons by teachers and supplemental online programs, addressing a variety of learning modalities for math, language, history, science, PE, and the arts
- Synchronous and asynchronous delivery of comprehensive curriculum and the personalized learning to which RMCS students are accustomed
- Scheduling of educational lessons, activities, and Zoom meetings to support families sharing devices
- Consistently engaging with students to confer about their individual work, learning goals, and needs to ensure student achievement
- Continued Montessori practice of student presentations of knowledge to inspire and encourage others in their curiosity and learning
- Specialists continued serving students with disabilities and provided any necessary additional technology needs

- Students who did not participate in on-line activities, virtual meetings, or group lessons were directly contacted by faculty, and support staff as needed, to understand the challenges and determine appropriate supports for the students and family
- Previously established online learning and assessment platform identified students who were not making progress and students received individual support from a coordinated team of faculty, student services, specialists, and administration
- Interventions continued as indicated by previous plans, or as identified during distance learning, and were tracked online in order to be able to tailor support
- Special education staff- Education Specialist, OT, Speech Pathologist, Counselor, and School Psychologist- were heavily involved in planning and implementation, and were available for counsel and direct support to students, families, and faculty
- Section 504 and IEP meetings were held on schedule virtually and services provided in accordance with team discussion and IEP amendments for distance learning
- Faculty met weekly to discuss instructional issues, developmental challenges, needs, and solutions to ensure learning at home
- Increased social emotional lessons and support
- Additional socialization and a feedback loop of student experience and perspective via weekly Zoom meetings with the Montessori Executive Director
- Virtual versions of school events such as student birthdays, school-wide play day, and Sixth-Year Promotion Ceremony to nurture belongingness and honor students

RMCS continued the engagement of community stakeholders through:

- Practice of partnership among students, teachers, and families adapting to virtual environment in Zoom meetings, phone calls, and emails
- Direct inquiry, surveys, and weekly parent meetings held by Executive Director to ensure understanding of community needs and provide supports accordingly
- Bilingual staff assumed a larger role in interpreting and translating in order to support families of English Learners
- Low-income students were supported with an ongoing presentation of resources, assistance, and check-ins to understand needs, provide stability for children and families, and support learning.

To be fully-prepared moving forward, given the possibilities of continuing distance learning in the upcoming school year, RMCS has:

- Distributed a quantitative and qualitative family reflection and feedback survey
- Reached out to each family for detailed feedback to teacher about their student's experience
- Hosted an in-depth faculty debrief and study
- Analyzed academic data and parent feedback
- Attended a *Best Practices in Online Learning* workshop
- Are designing an improved educational experience to include stakeholder communicated priorities of technology, educational expectations, enhanced communication, and support for both student and families while at home

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

As during the school year, RMCS ensures and provides school meals to students of need. During the school closure, RMCS partnered with Old Adobe Union School District to provide meals to RMCS families. Families were informed about this program, local food banks, and other providers in the community via consistent promotion in weekly emails, website posts, discussions with RMCS community leaders for promoting within their individual communities, and in meetings with families.

RMCS is delighted that OAUSD has agreed to continue this partnership during the upcoming 2020-2021 school year.

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

In order to arrange for supervision of students during ordinary school hours, RMCS first surveyed families to understand need, analyze roles within the school community of first-responders, essential workers, food services staff, etc., and investigated onsite and off-campus possibilities as well as outside of the organization. As Sonoma County Public Health Orders closed child-care programs, RMCS continually checked for updated availability, and provided families, through emails and website, with connection to child care organizations in the county. Outreach to community organizations continues in attempt to partner with community agencies. Coaching, counseling, and support were offered for families supervising students at home. Additionally, RMCS provides resources for children and families on the school website and facilitates a secure family forum where RMCS families can participate in discussion, share opportunities, and meet the needs of its community in coordinating child-care when public health orders allow.

California Department of Education
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