



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

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General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The COVID-19 pandemic has drastically altered the lives of our students, families, and staff. When Dixon Montessori closed its physical doors on March 13, 2020 we did not expect that the physical, emotional, social, and educational effects would carry into the 2020/2021 school year. Students, families and staff have all been affected by higher levels of stress and trauma.

School closure has impacted many DMCS students and families by challenging their ability to access basic service needs. The wider economic impact of the pandemic, including a rise in unemployment, have compounded the existing challenges like food insecurity and access to appropriate technology. Students, families, and staff have also been impacted by physical separation from services that have typically been in person like ELD, SAI, Speech, Small group RTI, and OT.

Increased isolation and disconnection due to the physical school closure is another result of COVID-19. The school has made community building a priority in the 2020/2021 school year to combat the negative effects of isolation.

Curriculum pacing, traditional methods of instruction and assessments of student learning have also been disrupted.

Parents, guardians, and caregivers have taken on increased responsibility this year to help mitigate the negative effects of off campus learning. They have always been important partners in the education of our students, but since the school closure they have taken on the challenging responsibility of being co-educators by staying at home with students during distance learning. This has been extraordinarily

challenging for those parents, guardians, and caregivers who are essential workers, or who can not work from home. Many parents, guardians, and caregivers who are not able to work from home have had to balance the competing needs of caring for their children and maintaining their employment and income. Older students have also had to take on greater responsibility for younger siblings and/or relatives, sacrificing their own education time to do so.

Staff have also faced tremendous challenges. Many DMCS staff are also parents, guardians, or caregivers for school-aged children and are themselves balancing professional and personal responsibilities. The new roles DMCS students, families, and staff have had to take on and the balancing of competing demands have added stress and trauma to an already challenging context.

In addition to these impacts and trauma stemming from COVID-19, many DMCS community members continue to experience trauma as a result of systemic racism and California wild fires. While Dixon is a small rural town, systemic racism, widespread protests and riots on the news, and the subsequent unrest that has resulted have contributed negatively to this already stressful time. Additionally, the LNU Lightning Complex fires have exacerbated the trauma and stress felt by the staff. Nearly 25% of our teaching staff was displaced this year due to the LNU Lightning Complex Fire threat. Other staff members have opened their homes to displaced people, including staff sharing homes with other staff team members.

DMCS serves approximately 450 students at one site in Dixon California. Students from the Sacramento Valley including Solano and Yolo counties attend our school. The Sacramento Valley is an area that is demographically diverse in terms of race, ethnicity, culture, economic status, and language. DMCS's 2019-20 student population was 44.3% Hispanic/Latino, 44.3% White, 0.7% Asian, 0.2% African American, 8% Multi-racial, 0.5% Native Hawaiian/Pacific Islander, 1% Filipino, and 0.7% American Indian/Alaska Native. Over 30% of students are identified as socioeconomically disadvantaged, including those students that are eligible for Free/Reduced Meals (30.1%), identified as Foster Youth (0.5%), and/or identified as Homeless Youth (1.9%). The student population also includes 9.9% English Learners and 10.6% Students with Disabilities. Some DMCS students speak a primary language other than English, with several speaking Spanish at home.

The impacts of the COVID-19 pandemic have been disproportionately large on students and families who were already experiencing inequitable outcomes. These students include English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and Socioeconomically Disadvantaged students. This disproportionate impact is resulting in the exacerbation of inequities during a time that is already historic in the levels of stress it is placing upon our collective community.

In recent years, DMCS has been identified by the state for Targeted Review based upon the performance of our Students with Disabilities in the areas of disproportionality by disability area, ELA achievement, and math achievement. DMCS completed a Performance Indicator Review (PIR) during the 2019/2020 school year and have implemented critical special education components into our program to address shortcomings. We have also hired a Special Education Chair to take the lead on Sped program improvement.

DMCS has planned to come back to school in both physical and virtual classrooms. Addressing the learning loss that students experienced during spring and over the summer is a priority whether we are in person or online. Our return plan is based on SB 98 requirements and is designed to fulfill our school mission and vision. As part of our 2020-2021 Remote Learning Plan we have created specific expectations that are must dos for our staff and school including the following:

Offer instruction of the California Common Core State Standards

- Use Canvas as your LMS
- Provide Daily Interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology.
- Content must be aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. Standard progression is expected whether we are remote, hybrid, or traditional.
- Provide video or audio instruction in which the primary mode of communication between the pupil and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
- Provide print materials incorporating assignments that are the subject or written or oral feedback
- Provide all students with support to access the curriculum

Lessons and planning

- Must be CCSS aligned and in sync with assessments.
- Follow the scheduled start times for instruction
- Create Weekly Learning Plans- In some cases these plans will be used for credit and for attendance.
- Weekly Learning Plans must be placed in the LMS ahead of time.

Work Environment

- Remote, hybrid, or on-site are all permitted work environments when done professionally
- Background-The background of any video presentation must be professional and academic. Recording from inside your classroom is encouraged.
- Privacy- All environments must be secure. A classroom with a closed door would provide proper privacy. In a home environment video must be made in an area that can be as secure as a closed classroom.
- Distractions- Recorded and live video must be made in an area free from distraction. Children, pets, noises, eating, etc should not be on any video calls (unless there is a special guest visit from a class pet or you are using it for your standards based lesson).
- Remote Access & Hardware. Staff must use a device that allows for video conferencing, Canvas use, and other use that would make them accessible to students. Staff must have a reliable internet connection that is capable of video streaming and zoom interaction. The internet connection at school is the baseline for “reliable” internet connection. Hardware and internet connection will be provided by the school at the school site.

Morning Meeting & Home Room

- All morning meetings are synchronous/live
- Begin on schedule
- Recite the Pledge of Allegiance
- Check in on well being of students

Office Hours

- Be available during scheduled times

- Students must be able to drop in for live interaction
- Parents may schedule meeting time during the office hour

Grades and Credit

- Grade and give credit for assignments
- All grade levels will assign grades for Math, ELA, and Science. Music and PE, will receive a P/NC/NP with a report card disclaimer stating “Due to the COVID-19 pandemic special class trimester one grades have been assigned a pass, no pass, or no mark”
- Middle School classes will receive a letter grade with the exception of PE, which will give a P/NP/NC.
- Give credit for assignments

Assessments

- Follow the Assessment Calendar
- Use STAR Reader and STAR Math

Well Being

- Take time everyday to focus on yourself
- Use the morning meeting time every day to focus on your students

Communication with parents

- Use Canvas, email, and phone calls
- Do not use text to communicate with parents and guardians
- Communicate professionally- Only send something that you would want a lawyer to read in court.

Communication with staff

- Use text or phone calls for informal communication
- Use Zoom for interactive group communication
- Use email for formal communication
- Staff Meetings and Staff Trainings
- TK-6 meets every other Friday from 1:00-2:00pm
- Middle School meets every morning from 8:00-8:30
- CPT: Teams are responsible for scheduling and holding virtual CPT meetings every other Friday.

SPED

- Comply with IEP- Utilize and update Individualized Education Programs and Plans (IEPs) with the help of the SpEd Department.
- Design lesson plans that are accessible to all.
- Make accommodations to help students access material
- Work with the SpEd team to identify needs and to provide for those needs.
- Specialized Academic Instruction and other SpEd services will be provided by credentialed specialists.

- SpEd meeting time slots get first priority on the schedule. All teachers must not interfere with SpEd time slots

Academies

- Provide students in need with targeted academic support with an assigned specialist.
- Academy meeting time slots get third priority on the Google Meetup schedule. All teachers must not interfere with academy time slots.

ELD

- Design lesson plans that are accessible to all.
- Integrate ELD practices into classroom lessons
- Designated ELD support will be provided by Ms. Angie
- ELD meeting time slots get second priority on the schedule. All teachers must not interfere with ELD time slots.

Providing these expectations to our staff represents one of DMCS's efforts to hold ourselves accountable for providing consistent, high-quality instruction and other services that meet the academic, social, and emotional needs of students and families. The implementation of distance learning provides both challenges, and new opportunities to improve student outcomes.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Dixon Montessori began reaching out to stakeholders regarding distance learning and planning for 2020/2021 in April of 2020, and have continued to reach out throughout the development of the Learning Continuity and Attendance Planning process. The school has held open Zoom meetings with the Executive Director (Coffee with the Director) twice per week, we have had constant communication with staff, we sent out five surveys to parents/guardians, and one to students, DMCS also discussed reopening plans in two board meetings over the summer. DMCS has held one Charter School Advisory Committee (CSAC) meeting to discuss reopening topics. In addition, DMCS has sent several emails inviting stakeholders to join the conversation, and has posted all opportunities for engagement on their website and Facebook pages. The questions, comments, and ideas were used by staff to inform our ongoing planning and are seen throughout this document.

[A description of the options provided for remote participation in public meetings and public hearings.]

Coffee with the Director is an open Zoom meeting for anyone within the DMCS stakeholder group. These meetings are held twice per week and use a slide deck as well as an agenda to help engage stakeholders in the planning process. Coffee with the Director was listed on our school website, invitations were sent via bulk email, it was advertised on our Facebook page, and links to the Zoom meetings were added to our school master calendar. Attendance at the Coffee with the Director meetings averaged at about ten participants per meeting, with up to

56 participants in a single meeting. Agendas included items like the 2020/2021 calendar, remote learning schedules, SB 98, technology needs, food services, daycare (EDP), the Canvas LMS, discussion of current information, latest guidance from CDE, CDPH, and SCOE/SCPH. Instructional planning, Conversations with daycare, Learning models for Trimester 1, parent meet and greet, new parent orientation, how to attend board meetings, how to be ready for the first day, and more. Every Saturday at our Coffee with the Director meetings we focused on our Spanish speaking group by inviting the ELAC and providing translation services.

DMCS staff started the stakeholder engagement process at the conclusion of the 2019/2020 school year. As the school year closed the administration continued to work on plans to reopen, they have not stopped working on the plans to reopen since. Several staff meetings, email communications, and individual or team meetings took place throughout the summer. A Friday email was sent to all staff and board members updating stakeholders on new information and asking for input on planning decisions.

As the spring semester closed, the district administered several surveys to families to obtain feedback on distance learning during the 2019/2020 school year. These surveys were made available in English and Spanish and was administered via Google Forms. Over 510 responses from parents/caregivers were collected by these surveys. A corresponding survey was also administered to students to seek their feedback on the distance learning experience. A total of 90 students in grades K-8 responded to the survey. This represented approximately 20% of the 450 students in grades TK-8.

At our Charter School Advisory Meeting (CSAC) we discussed stakeholder engagement, school safety, and mental health concerns. Committee members represented several subgroups and were an overall diverse group with important perspectives to add to our admin team vision. This meeting was conducted over Zoom and we used a Google slide deck as our agenda.

ELAC meetings engage a strong group of Spanish speaking parents monthly. This group is lead by our ELD Specialist and is accompanied by members of the administrative team when needed. Our ELAC and PTO presidents work closely together to ensure that members of the Spanish speaking community know about the ELAC committee and their meeting times and dates. The PTO and ELAC actively recruit new members and provide an energetic and welcoming environment for parents to join. Many members participate in every ELAC meeting and have formed not only a parent group, but a community within our community.

Stakeholders had options to participate remotely at multiple public board meetings. Beginning with the 6.08.20 meeting, board meetings included the opportunity for members to provide public comments live, in addition to the method utilized since school closures. These meetings included the opportunity for attendees to submit questions live through the chat function, through video conferencing, or audio features in Zoom. Public attendees at meetings were able to listen to presentations and discussions and, at identified times, participate or provide public comment.

[A summary of the feedback provided by specific stakeholder groups.]

Our stakeholders provided valuable perspectives and insights. Engaged stakeholders shared experiences during the spring closure, ideas about reopening, and needs for themselves and their students. Listed below are the key ideas that emerged across most or all of the stakeholder groups.

- The DMCS community wants to be on campus learning, but accepts distance learning based on the threat of COVID-19

- Clear, concise communication is the key to success while distance learning.
- Distance learning in the spring was relatively effective and it needs to be much better in the fall. Critical aspects include live instruction, access to recorded lessons, access to teachers and staff, and communication of clear expectations on a regular basis.
- We need to focus on our most vulnerable students in our planning and implementation.
- Parents, guardians, and caregivers need much more support to effectively partner in the education of students at home. This includes clear guidance for what they should expect from distance learning, opportunities to engage in two-way dialogue regarding district planning and their own student's learning, and training, resources, and support to utilize technology and support learning at home.
- Training and accountability for staff are both critical. We need to reduce the amount of variation in program implementation and the instructional experience of students and families. Specific training for distance learning is needed.
- Relationship building, Social Emotional Learning (SEL), and mental health need to be prioritized along with physical health and safety.
- Provide support to students and families to address access and connectivity issues that impact their ability to engage in distance learning.
- Students should have the option to continue distance learning when we return to school.

Following are highlights of feedback from individual stakeholder groups beyond the key ideas detailed above. More detailed listings of stakeholder input, including the comments submitted to the Director by the Charter School Advisory Committee (CSAC) and English Learner Advisory Committee (ELAC) can be found on the district's Learning Continuity and Attendance Plan page. The key input provided by stakeholder groups was shared with district staff to support their planning for the fall, revisions of this plan, and longer-term continuous improvement process.

The summer surveys administered to parents/caregivers and students yielded results that largely aligned with the overall themes listed above.

- For parents/caregivers, the majority of respondents indicated that they were concerned about their student's social, emotional well-being, that they were relatively satisfied with the spring distance learning experience, and that more guidance and resources for parents/families to support student learning were their top priorities for the fall.
- The majority of respondents reported a strong sense of connection to their student's school since school closures in March.
- Similarly, the majority of students responding to the survey indicated appreciation for teacher and school effort to provide quality education during remote learning.

The student survey indicated the following:

- More counseling services are needed due to challenging situations caused by the COVID crisis.
- Students miss school and prefer to learn on campus rather than remotely.
- Students need specific ways to avoid COVID infection at school. They need direct instruction on PPE
- Students need flexibility during distance learning. Receiving assignments and due dates in advance for self-pacing and recorded lessons provide a key support to students who need flexibility.
- Learning loss needs to be addressed

Parents who support individuals with exceptional needs and their families provided input through the Coffee with the Director meetings, board meetings, and individual meetings with the Director. Key ideas included:

- Students are diverse and need to continue learning in diverse ways. Multi-tiered support needs to improve, not stop, during distance learning.
- Professional development needs to address accommodations.
- Universal Design for Learning needs to be implemented so that we can see results.

The Charter School Advisory Committee members provided input through the June and August meetings. Key ideas included:

- Students do better on campus. If going back is possible we need to do that.
- Schedules need to be similar for all students so that parents with multiple children can manage
- We need a common LMS so that parents do not need to memorize all of the apps and passwords
- Learning pods could help if we are forced to distance learn
- We would have a higher rate of return on surveys if teachers sent them out rather than the school sending them out. When the school sends out surveys they sometimes go to a spam folder. About half of our parents/caregivers participated in our last two surveys, but the CSAC is wondering if we are hearing from the same people over and over while others are not able or willing to participate.
- Incentivizing surveys might help us collect more input.
- Parents, teachers, and administrators are experiencing a high volume of email during distance learning. Communication channels are being stressed far more than they would be during a typical school year. There is a need for clear and concise information whenever possible.
- The use of Montessori style work-plans is a great way to let students and parents know exactly what they are responsible for each week.
- Stakeholder engagement practices like Coffee with the Director, Back to School, Canvas, Open House, and Parent Networks are all great ways to collect stakeholder input.
- One of our student CSAC members said that he felt his input was well received by the school, and that it was even better received in his own classroom by his teacher, adding to the idea that smaller group communication may be more effective in some situations than large group communication.

The English Learner Advisory Committee (ELAC) provided input through July and August meetings. Key ideas included:

- Questions about how to test off campus
- Scheduling concerns, concerns about screen time, concerns about community events
- Communication is a critical component – translation is needed with all of the extra communication between parents and the teachers
- Training is needed for staff in designated and integrated ELD, meeting the needs of English Learners in distance learning, reclassification of dual designated students, anti-bias and anti-racism, and capacity-building for counselors to address non-academic issues and refer students to an appropriate support.
- Health and safety at home needs to be a focus in addition to at school.

The parent/stakeholder surveys administered in June, July, and August provided valuable data for the school's planning process. Highlights of this data

included:

- Approximately 70% of parents/guardians preferred in-person learning
- Approximately 15% of parents/guardians indicated that they need daycare through the school if distance learning is mandatory
- Approximately 45% of parents/guardians reported that their students have a computer available for distance learning.
- Approximately 93% of parents/guardians specified that they have access to internet service.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

DMCS has incorporated ideas and solutions from stakeholders in several aspects of the Learning Continuity and Attendance Plan. These influences include several key components of the Dixon Montessori Charter School COVID-19 Reopening plans, Staff May Do, Must Do lists, and school wide expectations for distance learning. Some of the main ideas include daily live instruction, increased connection to community, clear and concise communication systems (Canvas) between the school and parents/caregivers, and technology needs.

The Learning Continuity and Attendance Plan and the Dixon Montessori Charter School COVID-19 Reopening Plans have incorporated the following specific elements as a result of community engagement:

- Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day.
- Development of Social Emotional Learning (SEL) lessons by the counselor and teachers
- To support parents and caregivers in supporting their own students' learning, the distance learning plan includes specific expectations for weekly communication from teachers to students and families.
- Weekly communications will include the week's learning intentions, schedule of zoom times for synchronous instruction, content to be taught, criteria by which student success will be measured, and a description of assignments with related rubrics and due dates. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers are also expected to be available to students and family members during office hours by appointment. This includes maintaining open communication channels and identifying the times at which support is available.
- Reduce the variation in implementation and quality of the learning experience across classrooms. Related to this has been the expressed need for parents/guardians to have a specific understanding of what should be happening for their students. This input has influenced the development of a clear list of expectations for distance learning communicated by the school.
- The district has also included as part of the plan the expectation that lessons may be recorded to provide students the option of participating in recorded instruction later. This is seen as a critical support for students who may have different learning needs and benefit from re-watching instruction as well as a support for those students who may not be able to attend specific lessons.
- Reduce the variation in implementation and quality of the learning experience across classrooms. Related to this has been the expressed need for parents/guardians to have a specific understanding of what should be happening for their students. This input has influenced the development of a clear list of expectations for distance learning communicated by the school.

- We need to focus on our most vulnerable students in our planning and implementation to protect students who are most vulnerable and at risk of learning loss during and after school closures. This priority has influenced our planning in all areas. DMCS understands the disproportionate impact of school closures and distance learning on English Learners, students with disabilities, students with learning or attention issues, economically disadvantaged students, foster children, and homeless youth. To accurately assess learning status and monitor growth, DMCS has developed a common assessment calendar across grade levels for ELA and Math. To provide targeted supports to students, DMCS has increased the availability of our ELD, and RTI specialists.
- Training and accountability for staff are both critical
- Multiple groups have noted the importance of increasing awareness of systemic racism and violence and specifically calling out the traumatic impacts upon students, families, and staff as well as more clearly discussing what is going on in the world, nation, and California regarding racial inequities and trauma.
- Comments submitted included the recommendation that the plan incorporate explicit acknowledgement of the impacts of COVID on working parents. This has been incorporated and notes the impact on both parents that are able to work from home and those that are not.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

All schools in Solano county, including Dixon Montessori, have been unable to open due to COVID-19 since March 13, 2020. Our site has made specific and detailed plans to reopen and is waiting for Solano county to be removed from the "widespread" indicator before we attempt to send in a school wide waiver. Until we secure a waiver or our county moves to a safe position we will remain in our current distance learning state. According to our surveys and open forums, or stakeholders clearly wanted to come back to our brick and mortar classrooms. While current health conditions do not permit delivery of in-person instruction, DMCS is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. DMCS will continue to align decision-making to public health guidance at the state and county level. The information in this section is the district's current plan. It is important to note that this is based on the current public health context and will continue to be responsive to state and county guidance and the district's own monitoring of community conditions and needs.

Modes of Instruction:

DMCS has created a Learning Model Continuum that includes remote learning, hybrid learning, and traditional learning. When it is deemed safe to offer in-person instruction, students and families will be provided the option to return to school under a hybrid learning model or to continue distance learning. To meet health, safety, and learning needs, a 100% distance learning model and a hybrid learning model (which is part in-person, and part distance) will be offered. Students engaging in the hybrid learning model would receive part of their instruction each week at their school site.

- DMCS is preparing for the possibility of additional shifts in instructional model after in-person instruction has resumed. It is possible that, as determined by public health conditions or student need, a full return to distance learning may occur. One strategy under consideration is the continued use of Google classroom or Canvas in both in-person and distance learning. This would allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including collaboration with peers in virtual groups if we have a temporary shift back to virtual learning. This model of delivery would maintain continuity of instruction in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model.
- Students who choose to participate in Remote Learning after we return to school will be assigned a Remote Learning teacher. This teacher will require in person meetings periodically to determine effectiveness of the remote learning for each child who participates in the program.
- During times of the day when all students are engaged in the distance model, teachers will provide key supports that maintain the community of learning and meet identified student needs. These supports include office hours for students and family, small group and individual support for students, collaboration with co-teachers to prepare lessons, and professional learning with colleagues.

Cohorts

Cohorting is a strategy to prevent the spread of COVID-19 by limiting crossover contact between groups. Individuals within a cohort will limit physical proximity with other cohorts as much as possible. Cohorting helps to decrease opportunities for exposure or transmission, breaks the chain of transmission, reduces contact with shared surfaces, facilitates efficient contact tracing, and allows for targeted testing, quarantine, and/or isolation of a single cohort in the event of a positive case.

- To effectively coordinate with Sacramento County Public Health efforts to conduct contact tracing, students will be cohorted, or kept in designated clusters, as much as possible. Where this is not possible due to specific course enrollment, all district, state, and county guidelines will be followed to best ensure the health and safety of students and staff.
- To minimize bottlenecks and blending of cohorts arrival/departure times are staggered and large group activities like lunch, recess, and PE will be remote.
- Passing periods will be minimized. Where possible, teachers will move classrooms rather than students. Site-based safety plans will include passing period safety measures.
- Cohorts of students participating in in-person instruction will be on the school site at designated days and times, with disinfection occurring between those times and deep cleaning happening weekly.
- Students who remain in a 100% distance learning mode at the elementary level will, wherever possible, be paired up with teachers who are delivering 100% virtual instruction (not teaching at a physical school site).
- Classroom activities will, wherever possible, provide for virtual peer collaboration between cohorts of students – using Zoom breakout rooms to group students who are in-person and engaging in distance learning.

- Cohort sizes will maintain necessary physical distancing, keeping at least 6 feet of spacing between students within classrooms. Current analyses of the district's physical space and classrooms have determined that most school sites have the capability to bring approximately 75% of students on campus for in-person instruction at any one time.

Middle School Scheduling

- Our Middle School will schedule students into four core courses on campus and utilize a traditional six period day with elective time occurring remotely.

Staffing

- During in-person instruction, staff will return to school. At least one teacher will be designated as our distance learning teacher. This/these teachers will be scheduled with students who are engaging in 100% distance learning.
- As needed, some distance learning teachers may also be paired with in-person teachers to provide synchronous lessons.
- The school surveyed employees to assess the need for accommodations. Those employees indicating a need were contacted by administration to help provide a remote schedule.

Additional Student Services and Supports

- A services schedule has been developed. Determinations will be made as to which related services will be provided in person and which students and related services are deemed appropriate for continued virtual delivery.
- Most of our service providers are able to provide their services in a virtual setting; many contracted providers have been providing services online for several years. However, some of the related services are more easily provided in person, including physical therapy, adapted physical education, behavioral support and consultation, orientation and mobility, etc. Services determined to be more appropriately provided on site will be scheduled for the days/times that the student(s) is scheduled on site as appropriate and practical given the health and safety needs resulting from the pandemic.
- Where possible, students with additional needs may be considered for additional in-person instruction. This would include students with disabilities, English Learner newcomers, homeless youth, and foster students.

Students who are Medically Fragile or have significant behavioral or physical support needs

- For our students who are medically fragile, the Special Education Department will work closely with Health Services and the student's physician to determine the degree to which the student can participate in a return to a physical school setting. The physician will determine what additional accommodations need to be provided to the student to mitigate the student's possible exposure. If the physician determines that the student cannot participate in school due to their medical condition, an Individualized Education Program (IEP) will be scheduled to determine if Home Individual instruction or virtual instruction is appropriate for the student. Accommodations can be provided for students with significant behavioral needs or significant physical support needs; however, if a student requires a degree of support that is in conflict with the current County Health recommendations, the IEP team will meet to determine if a virtual service delivery is more appropriate to meet the student's need while additional guidelines are in place.

DMCS's planning to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures. Key measures include:

- Physical distancing: Everyone must practice physical distancing, keeping at least six feet away from other people at all times. This includes arrangement of desks within classrooms.
- Face Coverings: Wearing a cloth face covering is required for all DMCS staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.
- Ventilation and Air Flow: DMCS will replace all HVAC filters 2-3 times per year, an increase to the current practice of once per year. DMCS will run HVAC fans continuously throughout the 24-hour cycle, including when windows and doors are open. Windows and doors will be kept open, if possible, to increase airflow.
- Entrances and Exits: Parents/guardians will be encouraged to stay in cars when picking up/dropping off students and staggered start and end times will be considered. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.
- Designated 'Care Room': DMCS will have a designated area in the MPR for sick individuals where they can be isolated, assessed, and wait to be taken home.
- Classrooms: Good hygiene will be modeled and reinforced. Materials/supplies sharing will be limited and activities that bring students close together will be modified.
- Common Areas: Signage, cones, stanchions, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.
- Recess and Play spaces: Strategies for limiting the mixing of large groups will include recess cohorts, staggered playground use, and limiting activities where multiple classrooms interact. Major recess times will be moved to the remote section of most student days.
- Physical Education (PE) Classes and Athletics: Limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials. Most PE classes will be scheduled during remote portions of the school day.

Proper disinfection procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs. Staff will put inventory controls in place to order sufficient supplies including face coverings (individuals may be encouraged to use their own cloth face covering), face shields, hand sanitizer, disinfection materials, gloves, thermometers, and hand washing stations if sink access is insufficient.

Staff and students will be encouraged and provided instructions to self-screen for symptoms at home. Active screening, in which students and staff entering a site or bus are screened with a temperature check and review of signs/symptoms, will be implemented if deemed necessary. Staff will work with Solano County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed.

As state and county public health guidelines evolve, specific activities may be allowed and the district will evaluate the viability of each. If implemented all state and county public health guidance will be followed. Activities that are potentially allowable include:

- 1:1 Assessments and Evaluations
- English Language Proficiency Assessments for California (ELPAC) Administration
- Emergency Health supports

DMCS will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs. DMCS recognizes that each of its students and families have different preferences for returning, and different criteria that will make them feel safe enough to do so. To assess individual student and family preferences/needs, a Learning

Options Survey for the 2020-21 school year was administered in late July and early August. Details about this survey are provided in the Stakeholder Engagement section of this plan.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Personal Protective Equipment Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	503.44	Yes
Health Materials Additional Thermometers to screen student temperature and mitigate potential spread of COVID.	100	
Disinfecting Materials Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, a fogger, and masks.	1,391.12	
Visual Cues and Materials to Maximize Social Distancing: Visual cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols. Includes signage, posters, floor decals, and stanchions to direct traffic flow.	200	

Description	Total Funds	Contributing
<p>Heating Ventilation and Air Conditioning (HVAC) filters: Portable air scrubber units to be placed in classrooms, work areas, and common spaces within the districts to mitigate the spread of COVID-19. Increase the frequency of HVAC filter replacement to 2-3 times per year as recommended rather than once a year as has been past practice.</p>	100	
<p>Hand-washing Stations Additional hand-washing stations for locations where sink access is insufficient. Portable sinks will improve access to hand-washing to help mitigate transmission of COVID-19. Costs for each hand-washing station include rental and 4 services per week for a 6-month period.</p>	450.27	Yes
<p>Hydration Stations Current drinking fountains are to remain turned off during the pandemic in order to reduce the spread of COVID-19. The installation of a touchless hydration station will provide students and staff safe access to drinking water when on campus. Will include 1 station in the MPR.</p>	1,869	
<p>Surveillance system to reduce the cost of vandalism damage when staff is off campus. Three cameras will be installed to help keep staff, students, and the facility safe.</p>	8,188.38	

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Most districts in California, including Dixon Montessori charter, will open in a Distance Learning model. It is our hope to transition to some version of in person learning as soon as it is deemed safe to do so by public health officials. DMCS has created schedules and guidelines as part of the Dixon Montessori Charter School 2020-2021 Reopening Plan. This plan uses a COVID-19 Learning Model Continuum to outline the transition from Remote Learning, to Hybrid Learning, to Traditional Learning.

The student groups that are the most critical to target for return include:

Primary Age Students:

Students in this grade band typically struggle the most with technology, thus making Distance Learning more challenging for them. Furthermore, they have less independence at home, and therefore require more support from family or other adults caring for them. This creates a real equity question for us, as we know that some of our students are in daycare situations which are not conducive to much individual attention, or come from households where knowledge of technology and/or pedagogical practices is limited. In addition to academic development, students in the primary grades need access to their peers in order to progress socially. These are the grades where students learn how to go to school, and the skills they learn in K-2 influence the rest of their academic careers. Finally, these years are critically important for students learning to read. As a school we have committed significant resources to ensuring struggling readers have the support they need, and the very best way to provide this support is in-person when possible.

English Language Learners:

Prioritizing this group for return will be essential to ensuring they continue to progress with regard to English acquisition. Common sense tells us that this is true for newcomer learners with very limited English. However, we also believe that targeting long-term English learners provides us with an opportunity to close the language gap these students have traditionally experienced.

Students with Disabilities:

Meeting the IEP goals of students with disabilities in a Distance Learning model is much more difficult than it is when students have access to the classroom environment. Therefore, prioritizing students receiving Special Education services when classroom-based instruction becomes an option will be a key to mitigating potential learning loss for this group.

All other students:

Meeting the needs of all students is more difficult online. Giving students access to the classroom learning environment will be beneficial to students, teachers, parents and caregivers.

Items related to ensuring a safe return to school. Examples include whole room foggers, electrostatic sprayers, sanitizers, carpet cleaning, PPE, Plexiglass dividers, portable hand washing stations, and additional signage

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

As DMCS begins the 2020-21 school year in a full distance-learning context and prepares for the possibility that much of the school year will be via distance learning, ensuring access to devices and connectivity for all students is imperative. The technology gaps identified at the outset of school closures deepened the school's understanding of inequities that existed prior to COVID-19 and will continue to require attention even after students and staff have fully returned to an in-person model. DMCS's efforts in the spring to provide all students with access to devices and connectivity have significantly reduced the identified gaps. However, significant areas of need remain, particularly in ensuring that all students have sufficient connectivity to engage in distance learning.

- During the spring school closures DMCS distributed over computers to every student who was in need. In planning for the fall, the district has prepared enough devices to supply all those in need. This includes preparations for incoming Kindergarten students, students at other grade levels new to the district, and any continuing students who are in need. Hot spots have been ordered, but have not arrived yet. We have three families currently waiting on hot spots. The school has linked parents and guardians up with free and reduced price internet services. The school will continue to promote both of these opportunities in its outreach to families and explore how additional partnerships might expand connectivity access.
- DMCS will continue to assess technology access and support needs. In late July, a Google form was sent to parents and included questions to assess technology/internet needs. Site administrators/designees began contacting families prior to school starting, targeting the families who need internet access or have not yet responded to the survey and have not yet been issued a School computer. We provided and will continue to provide school computers to students in need via a drive-through/walk-up process
- Direct outreach efforts from the Dean of Students are ongoing and include technology and check in's to ensure connection of students and families to services. Where needed, the Dean of Students, Music teacher, and Director have delivered technology to homes while checking in on students. Technology support is a frequent outcome of Home Visits conducted for 'unreachable' students. On a case-by-case basis, hot spots are provided to families who are in need of internet access.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Students are expected to attend all mandatory classes and check-ins as required by their teachers. Attendance/Participation will be taken during both in-person and in virtual learning environments. Teachers enter positive attendance on PowerSchool during daily morning meetings documenting if students are Distance Learning Engaged, Distance Learning Not Engaged, or Absent. Students who are marked

absent are contacted by office attendance clerk and staff makes adjustments as necessary based on parent/guardian phone calls and emails. Based on documentation in PowerSchool and Google Classroom a weekly engagement record documenting synchronous or asynchronous instruction will be logged for each student.

Student participation in asynchronous learning will be measured by students attempting, completing, and/or turning in assignments, participating in assessments, commenting on chat boards, contacting the teacher during office hours, time-on-task logs in Go Guardian, and feedback on video, audio, technology, or print materials.

Office staff and school administration will identify which and how many students have a history of missing 20% or more of school, or who are at risk due to other major challenges which typically impact attendance such as involvement in child welfare, the juvenile justice system, and/or homelessness, among others. These students will participate in Tier 3 interventions such as SART, referral to appropriate service agencies (e.g. social services, human resources), counseling, housing, and health services.

DMCS will assess student progress through the implementation of common benchmark assessments and through the use of consistent formative assessment during instruction.

Common Assessments

A common assessment through Renaissance has been adopted to establish coherence and consistency in how student learning needs are assessed and, in turn, appropriate instruction or intervention is identified and provided to improve student outcomes. The school has emphasized that these assessments should be low stakes. Their purpose is to inform teaching and learning and to monitor student progress on grade level content. The results should not be confused with students' capacity to learn. Support materials for common assessments, including schedules and guidance for administration and use, have been developed to guide staff, student, and home implementation. The benchmarks used are on the California list of approved local assessments.

Key within the benchmarks this year are Math and English Language Arts (ELA). Baseline assessments administered at the beginning of the year and benchmarks administered at specific checkpoints throughout will help teachers guide instruction. These 'diagnostic screeners' allow teachers to conduct more detailed analysis of individual student progress on identified learning standards. The results can inform lesson design, unit design, and most importantly, identification of specific support needs for students. Where a student demonstrates significant gaps in a specific skill or cluster of skills, targeted support can be provided. This can include differentiation of instruction during live or synchronous instructional minutes and provision of tiered intervention support through small group or individual opportunities.

The assessment calendar is attached, but includes one baseline assessment, two benchmarks, and one summative assessment.

Formative Assessment

Consistent and effective formative assessment practices during synchronous instructional minutes and live contacts will enable staff to best use these times to meet collective and individual student needs. The use of these practices during daily instruction provides teachers real-time assessments of students' understanding of a specific concept or skill. This information in turn allows a teacher to determine whether additional practice or reteaching is needed before moving forward with the lesson and/or unit. It also allows for identification of specific student needs and supports differentiation of instruction.

Home-school Communication

DMCS will also value partnership with students and parents in progress monitoring. Regular home-school communication about student progress will provide important information for parents/guardians and will support more open communication channels. With more open communication channels, students and parents/guardians will be able to more effectively provide important feedback and information. This information might include details of current obstacles preventing full engagement. It might also include identification of specific content/concepts that are presenting difficulty.

Pupil Participation

Pupil participation will be determined based on multiple measures of a student's attendance and engagement in learning. Measures will include participation in live synchronous instruction, submission of assignments to the teacher, participation in daily morning meetings, and other forms of contact/communication with the teacher to be determined by the site and teacher. Teachers will document attendance/engagement for each student in the Student Information System (PowerSchool) every day (and for middle school, every period). Documentation of attendance in PowerSchool is not unique to distance learning and is required when students are attending in person. For Distance Learning instruction, teachers will keep a weekly record documenting each student's synchronous or asynchronous engagement for each school day. This will include verification of participation as well as a record of student assignments and progress. With portions of synchronous instruction being used to provide targeted small group and individual instruction, the total weekly amount of instruction received within the synchronous context will vary by student, though all students will be provided the minimum threshold of minutes through a combination of synchronous and asynchronous instruction.

Time Value of Work

Teachers will be responsible for assigning the time value of assignments given in their respective classes/courses. This will allow for more precision in assignment of time value given that teachers are routinely modifying instruction and assignments based upon ongoing assessment of individual and collective student needs.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

DMCS will provide professional development opportunities and resources that support staff in implementing the distance learning program described in this plan. These will include, but are not limited to, opportunities and resources to implement Universal Design for Learning (UDL) in mathematics, STAR assessments, Distance Montessori training, Canvas, ELA through Collaborative Classroom, NearPod, Social Emotional training through the counselor, Culturally responsive teaching, MDPT, Zearn, and trauma informed training and support from our SELPA.

Further training was and is available to staff through a document with links to asynchronous training.

Ongoing Professional Development: When designing the instructional schedules, stakeholders recognized that Distance Learning would require ongoing iterative professional development to ensure our staff has the support they need. As such, every other Friday an additional 120 minutes of non-instructional time has been built into teacher schedules to receive professional development, collaborate, and plan. Moreover, the District remains committed to providing professional development from inside or outside resources as need surfaces during Distance Learning and as we prepare for the return of in-person instruction.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

The Dixon Montessori Admin Team has provided teacher with a "Must Do's and ZMay Do's- 2020-2021 Remote Learning" list. Must do's will be followed by all teachers. May do's are suggestions from the administrative team.

Offer instruction of the California Common Core State Standards:

- Use Canvas as your LMS
- Provide Daily Interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology.
- Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
- Standard progression is expected whether we are remote, hybrid, or traditional. Provide video or audio instruction in which the primary mode of communication between the pupil and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
- Provide print materials incorporating assignments that are the subject or written or oral feedback Provide all students with support to access the curriculum.

May Do:

- Print materials: Packets, textbooks, workbooks, handouts, informational or other text, novels, journals, lined paper, etc.
- Electronic Asynchronous instruction/practice: NearPod, Zearn, Khan, digital books/text, journals, YouTube, etc. (Must be integrated into LMS)
- Electronic Synchronous Interaction: Zoom, Google doc, Google sheet, etc.

Lesson Planning:

- Must be CCSS aligned and in sync with assessments. Follow the scheduled start times for instruction.
- Create Weekly Learning Plans- In some cases these plans will be used for credit and for attendance.
- Weekly Learning Plans must be placed in the LMS ahead of time.

May Do:

- Organize: Follow a standard, know who you are going to teach, know every step of the lesson from your perspective and from your students perspective

- Team Teach: Help each other by working together to create and post lessons. This will provide efficiency, more time to specialize, and will help ensure quality if any staff member becomes ill.
- May begin individual learning time off schedule to accommodate lessons. This could start or end early depending on your instructional timing.
- Create rituals and routines: Songs, meals, fun activities, predictable timing, etc.

Video Conferencing

- Must follow school-wide Remote Learning Expectations.
- Must give student the opportunity to interact at least once per day (morning meeting).
- Promote student security by using waiting rooms, passwords, accurate student names, and PMR's.

May Do:

- Add other expectations to increase clarity, high expectations, and structure.
- Lessons may be recorded to provide students the option of participating in recorded instruction later. This is seen as a critical support for students who may have different learning needs and benefit from re-watching instruction as well as a support for those students who may not be able to attend specific lessons.

Work Environment

- Remote, hybrid, or on-site are all permitted work environments when done professionally

Background

- The background of any video presentation must be professional and academic. Recording from inside your classroom is encouraged.

Privacy

- All environments must be secure.
- A classroom with a closed door would provide proper privacy. In a home environment video must be made in an area that can be as secure as a closed classroom.

Distractions

- Recorded and live video must be made in an area free from distraction.
- Children, pets, noises, eating, etc should not be on any video calls (unless there is a special guest visit from a class pet or you are using it for your standards based lesson).

Remote Access

- Hardware-Staff must use a device that allows for video conferencing, Canvas use, and other use that would make them accessible to students.

- Staff must have a reliable internet connection that is capable of video streaming and zoom interaction. The internet connection at school is the baseline for “reliable” internet connection.
- Hardware and internet connection will be provided by the school at the school site.

May Do:

- Create a virtual background or use one that you find online.
- Choose your location: Your own class or any other appropriate environment that follows the must do’s.
- In your home, outside, at a location that works with your standardized lesson objective, etc.

Morning Meeting & Home Room

- All morning meetings are synchronous/live
- Begin on schedule
- Recite the Pledge of Allegiance
- Check in on well being of students

May Do:

- Start with opening rituals like songs, calendar, read a book, other activities depending on grade level, etc.
- Quickly remind students of agreements or expectations
- SEL check-in: Style and strategies vary by age, class personality, and teacher personality.
- Lessons: Character lesson, social emotional lesson, organization lesson, etc.

Office Hours

- Be available during scheduled times
- Students must be able to drop in for live interaction
- Parents may schedule meeting time during the office hour

Assessments

- Follow the Assessment Calendar
- Use STAR Reader and STAR Math

Communication with parents

- Use Canvas, email, and phone calls
- Do not use text to communicate with parents and guardians
- Communicate professionally- Only send something that you would want a lawyer to read in court.

Communication with staff

- Use text or phone calls for informal communication
- Use Zoom for interactive group communication

- Use email for formal communication

Staff Meetings and Staff Trainings

- TK-6 meets every other Friday from 1:00-2:00pm
- Middle School meets every morning from 8:00-8:30

CPT: Teams are responsible for scheduling and holding virtual CPT meetings every other Friday.

SPED

- Comply with IEP- Utilize and update Individualized Education Programs and Plans (IEPs) with the help of the SpEd Department.
- Design lesson plans that are accessible to all.
- Make accommodations to help students access material
- Work with the SpEd team to identify needs and to provide for those needs.
- Specialized Academic Instruction and other SpEd services will be provided by credentialed specialists.
- SpEd meeting time slots get first priority on the schedule. All teachers must not interfere with SpEd time slots

RTI/Academies

- Provide students in need with targeted academic support with an assigned specialist.
- Academy meeting time slots get third priority on the Google Meetup schedule. All teachers must not interfere with academy time slots

ELD

- Design lesson plans that are accessible to all.
- Integrate ELD practices into classroom lessons
- Designated ELD support will be provided by Ms. Angie
- ELD meeting time slots get second priority on the schedule. All teachers must not interfere with ELD time slots.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Additional supports required to address the impacts of COVID-19 need need to be provided and need to be equitable. Student inclusion is a hallmark of the Montessori philosophy, and we must adhere to it during in class sessions and remote learning. It is important to reiterate as often as possible that effective instructional strategies designed for students with disabilities, English Learners,

and other students with unique needs will benefit ALL students. Additionally, it is important that ALL of our pupils are seen as students first, and not solely defined by their disability, fluency, or other status.

English Learners

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. Designated ELD Instruction will meet or exceed the following amounts:

- Kindergarten: 120 minutes/week (150 minutes/week for newcomers)
- Grades 1-6: 120 minutes/week (120 minutes/week for newcomers)
- Grades 7-8: Designated class or 120 minutes/week (Designated class for newcomers)

For Integrated ELD, English Learners will receive regular instruction during core coursework. These short, more frequent lessons are provided to support English Learners with the language of the core lesson. Teachers will receive professional development on ELD instruction at least once per year. The focus will be on UDL and GLAD training.

Students with Disabilities

To fully include students with disabilities and ensure that the needs of all students are addressed in all instructional models, the following will occur:

- Individualized Education Program (IEP): IEP on file for students outline the services to be provided during distance learning. These will remain in our electronic file system and will be provided to staff and caregivers. Changes will be made through the amendment process and will address remote and in person education.
- Modification of IEP Goals: Most, if not all, IEP goals can be addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals and objectives in a student's IEP are based on the individual needs of the student, not the model of the instruction to be provided.
- External Vendors: For each Nonpublic School and Nonpublic Agency contracted partner, a new Master Contract is being developed and signed for the 2020-21 school year. These Master Contracts will address distance learning.
- Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE): IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) will guide the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments will be utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. This would apply to instances or periods of quarantine or self-isolation as well. Students who indicated a need during the school year were provided a computer to assist in accessing instruction. As needed, students will be provided additional consultation from staff or additional accessibility tools to actively engage in distance learning.

Homeless Youth

Distance Learning supports specific to Homeless Youth will include:

- Dean of Students and/or counselor contact with parents/students to assess needs including access to devices and connectivity. Provide technology as needed.

- Dean of Students and or counselor communication with schools/teachers & parents/students to locate ‘missing’ students or students who are not engaged in distance learning, and identification of special needs or services
- Coordination with parents/students & schools as necessary for optional delivery of assignment materials and school supplies.
- Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. Referral of parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.
- Coordination with county LEA Homeless Liaisons to provide continuity of educational services as students transfer

Foster Youth Distance Learning supports specific to Foster Youth will include:

- Case management to support all eligible foster youth
- Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail.
- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to both district and community agencies for additional support/resources as needed.
- Online tutoring services will be offered to eligible foster youth.
- Collaboration with Student Hearing and Placement and Special Education offices so that any new youth entering the district are placed in the appropriate school in a timely manner.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Devices and Connectivity: Computers made available for all students who need a device to access distance learning at home, Wi-Fi hotspots on an as needed basis,	10,000	Yes
Additional Technology for Students with Disabilities: Assistive technology for Students with Disabilities to access distance learning instruction from home. Includes headsets for computers	20,000	Yes
ELD Specialist Lead the implementation of designated/integrated English Language Development (ELD), newcomer programs, and language immersion programs. Within the distance learning model, support site staff in effectively delivering designated and integrated ELD in a virtual context, including use of targeted instruction. Collaborate with Curriculum and Instruction team to implement ELD standards and the ELA/ELD framework.	10,000	

Description	Total Funds	Contributing
<p>Counselor Counselors will provide students academic and other supports, including referral to appropriate services. Through the distance learning context, counselors will provide small group and 1 on 1 support. The counselor also leads SST's.</p>	20,000	Yes
<p>Collaboration Time Weekly hour of time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration will be focused on assessing and addressing learning loss and responding to the identified needs of students, particularly those who are most vulnerable to the disproportionate impacts of COVID.</p>	10,000	
<p>Communication Devices and ChromeBooks Provided ChromeBooks to all students who needed a device to access their distance learning classes. 250 systems were handed out. Provided laptops to all teachers who needed to work at home and needed an appropriate system</p>	21,250	Yes
<p>Expanded Learning Programs Provide support to students during synchronous and asynchronous learning time. In collaboration with partners, develop programs at each school site to provide supports that include home visits, outreach, referral to resources, online enrichment, small group instruction, tutoring, homework help, and credit recovery/elective courses at high schools. Pilot in-person learning hubs at elementary schools with possibility of expansion to additional expanded learning elementary sites</p>	2,000	
<p>Distance Learning Professional Development Additional days of professional learning to help prepare teachers to implement distance learning.</p>	2,000	

Description	Total Funds	Contributing
Special Education Instructional Assistants and Psychologists Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context.	20,000	

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

DMCS will measure learning status through the regular administration of benchmark assessments over the course of the 2020-21 school year. As discussed in an earlier section of this plan, the scope and sequence documents developed for English Language Arts (ELA) and mathematics include specific information that will be presented in benchmark assessments. These benchmarks will be used as one key means of assessing learning loss, along with the daily formative assessment conducted by teachers during live instruction and asynchronous activities. Over the course of the year, regular benchmark assessments in both ELA and Math will allow teachers and schools to continue monitoring student learning status, including the rate at which students are making up for any learning loss.

The initial benchmark assessment will be conducted within the first month of school to collect data as soon as possible while allowing for effective establishment of a safe learning environment and re engagement of students in school. It is important to reiterate that assessment of students' learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. The strategies at each Tier of Instruction are:

- Tier 1: All students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area.
- Tier 2: Supports will be provided primarily through synchronous, small-group Academy instruction that is targeted to identified student needs. Teachers will engage in ongoing assessment of learning loss and each student’s learning needs. This will enable them to schedule small group or individual sessions to provide additional support.
- Tier 3: Students who require support that is even more intensive will be recommended for a student study team (SST) meeting to determine next steps.

While the implementation of synchronous, small group and individual sessions will enable staff to deliver targeted supports to all students, these sessions will be of particular importance in addressing learning loss for English Learners, low-income students, foster youth, students with exceptional needs, and homeless youth. As noted in other sections of this plan, a range of staff are regularly monitoring students’ progress, identifying specific learning (and other) needs, and ensuring that students are referred to and receiving the appropriate supports. For students who have demonstrated learning loss, and in particular those who are most at risk for past and ongoing learning loss during school closures, these supports would include targeted small group and individual synchronous instruction. For students with disabilities, this might involve collaboration with additional staff such as instructional aides or others. For foster youth and homeless youth, this might involve collaboration with the Dean of Students or counselor to coordinate services for the student and family.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the interim/benchmark assessments for Math and ELA administered at 4 points over the course of the 2020-21 school year. Based upon the results of assessments for students (individual and overall), teachers and school sites will be able to assess the impact of the small group and individual supports being provided. Where practices demonstrate evidence of success, they can be replicated and scaled to positively impact a broader range of students. Where evidence of success is lacking, staff can engage in continuous improvement efforts to adjust their approach toward addressing learning loss.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Data Team and Software Tools	20,000	

Description	Total Funds	Contributing
Maintain three full time data team members to support implementation of district's common assessment system and to provide information to teachers and admin. Computers and Google forms will be instrumental in measuring pupil learning loss and monitoring the progress of students as staff work to accelerate their achievement.		

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The Dixon Montessori Community identified mental health and social emotional well-being as a priority during school closure and COVID-19. Beginning of year training included Trauma Informed Practices, led by El Dorado County Charter SELPA, Social Emotional Toolbox lead by our counselor, and two SEL Group Trainings lead by our counselor on separate days. It is critical to understand the five competencies of Social Emotional Learning (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making), understand our own SEL skills, and develop skills to teach SEL to our students. Professional Development for this school year included trainings on Identifying Child Abuse and Neglect and Mental Health Needs in a Virtual Environment and Building Relationships through Distance Learning. Staff will continue to be provided professional development throughout the school year during their Common Planning Time (CPT) on Fridays.

The next element is to ensure that our Positive Behavior Interventions and Supports (PBIS) are in place and fully implemented to support students and staff in Transitional or Distance Learning models. In addition, this creates a structure for PBIS and SEL to be integrated at each school site. PBIS teams will continue to participate in coaching, professional development and monitor site data. Our counselor will record and push out asynchronous learning lessons using our CASEL based NearPod curriculum in Kindergarten through 8th Grade. For our Tier2 students needing additional supports, they will participate in small group instruction. Students referred to the counselor and identified as needing the most intensive supports will receive individually customized counseling or behavior support from our counselor and Dean of Students, school psychologists, or behaviorists. Staff will also make referrals to outside agencies.

The third element focuses on supporting staff and student wellness. We recognize that staff are experiencing stress and trauma and that we need to make sure we are physically and emotionally supported so we can provide our students with a quality educational experience. Students will have access to our counselor and support from outside agencies. School staff and parents can make a referral to our counselor

through email or a phone call with the counselor or the Dean of Students. Finally, staff will monitor student emotional well-being through online screenings and surveys.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Attendance will be tracked in several ways while we learn in the remote environment. The first method of positive attendance tracking will be done during synchronous daily morning meetings in grades TK-8. This time is used to humanize remote learning. Teachers build relationships, practice SEL skills, use routine and ritual to engage students. Morning Meetings are meant to be engaging and to pull students into the lessons for the day. Attendance may also be recorded through asynchronous learning. Examples of asynchronous learning can include but are not limited to class assignments, assessments, participation in small group instruction and office hours. Office staff will make adjustments to attendance based on parent phone calls, emails, and work completion. Office staff will analyze and track all attendance to ensure accuracy and to find patterns of engagement. Weekly pupil engagement will be tracked as participation and will be entered at the end of each week on Friday. Teachers will sign off on weekly pupil engagement/attendance sheets to ensure accuracy.

Pupil engagement and outreach will be monitored, tracked, and documented in our student information system. Documenting this information in our student information system will allow the office to generate reports to identify trends, areas of strength, and areas of growth of pupil engagement. DMCS staff will conduct outreach for all students with a focus specifically on the following subgroups: ELLs, Low SES, McKinney Vento, Foster Youth, Students with Disabilities and Students with Section 504 plans. When pupil engagement is identified as less than 60% for the week or less than 90% during the year, school staff will intervene and seek to work with the family directly to increase engagement. School staff will work with the family to determine the cause and provide suggestions to increase and to remove barriers that are impacting the student's ability to participate.

Our outreach response includes three engagement tactics, Monitoring Data, Engaging Students and Parents, and Removal of Barriers to Attendance.

Tier 1: Students missing less than 5% (Satisfactory), Students missing 5-9% (At risk)

Monitor Data

- Teachers enter positive attendance on PowerSchool daily before 1:00

- The attendance office checks attendance after 1:00 daily and makes adjustments as necessary based on parent/guardian phone calls and emails
- Teachers ensure completion of a weekly engagement record documenting synchronous or asynchronous instruction for each whole or partial day of distance learning: Verifying engagement.
- The office corrects data based on evidence based attendance

Engage Students and Parents

- Create a school climate that encourages students to come to school everyday
- Provide an engaging curriculum that draws students to school
- Keep tech connectivity simple to reduce barriers to participation
- Cultivate an atmosphere where students feel respected and safe
- Create a welcoming culture of attendance
- Greet students in the morning meeting
- Create easy to read schedules

Remove Barriers to Attendance

- Invite parents and community members to help address the barriers that keep children from attending school. Strategies could include:
 - A school breakfast program and/or food pantry to address hunger and nutrition needs with the counselor
 - A safe routes to schools (WOW Wednesday) to school program to address community safety
 - Health interventions such as flu shots, dental checkups and asthma management plans in the nurses office
 - A clothing drive for winter coats or school uniform exchange
 - The PBIS initiative aimed at improving approaches to student discipline and creating a more welcoming environment

Tier 2: Students missing 10-19% (Chronic absence)

Monitor Data

- The office will review attendance every week for students who are chronically absent or at risk of chronic absence (due to chronic absence in the past or existence of a health challenge such as asthma). Look for patterns in attendance
- The office will look for qualitative data to assess the underlying cause for a student's continued absences
- The office will evaluate whether students with persistent chronic absence need an appropriate tier 3 response

Engage Students and Parents

- Create a school climate that encourages students to come to school everyday
- Provide an engaging curriculum that draws students to school
- Keep tech connectivity simple to reduce barriers to participation
- Cultivate an atmosphere where students feel respected and safe
- Create a welcoming culture of attendance
- Greet students in the morning meeting

- Create easy to read schedules

Remove Barriers to Attendance

- Identify barriers to attendance, such as health, transportation or housing
- Involve public agencies and community partners and resources as needed to address barriers to attendance
- Involve the school nurse with follow-up on medical related absences
- Provide families with information on community resources that can help overcome barriers
- Connect families with school-based resources that can support good attendance

Tier 3: Students missing 20% or more (Severe Chronic Absence)

Monitor Data

- The office will identify which and how many students have a history of missing 20% or more of school and or at risk due to other major challenges (involvement in child welfare, juvenile justice, homelessness etc.)
- The office will review attendance daily and ensure that Tier III students are in school each day. Follow up on each absence for each student identified for tier III intervention

Engage Students and Parents

- Assess student and family needs and intensify outreach
- Refer students and families to appropriate service agencies e.g. social services, human resources, counseling, housing, and health services
- Work with relevant agencies to develop a comprehensive educational plan that also address student and family needs
- Share data with appropriate agencies and ensure that agencies are using chronic absence as a must respond to indicator
- Work with families to avoid legal consequences to the extent possible

Remove Barriers to Attendance

- Implement agreed upon family intervention plan.
- Monitor for progress
- Connect students with chronic physical and mental health issues to medical providers

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

All school sites in Dixon will offer daily breakfast and lunch service for all students that meets all state and federal nutrition guidelines. This service will be in place during Distance Learning and in-person learning, when applicable. Dixon Unified School District or Dixon Montessori Charter School will provide this service depending on circumstances.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
%	

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Professional Learning for Staff to Increase Effectiveness of Distance Learning:

- While we believe that our distance learning effort at the end of the 2019/2020 school year was relatively effective, all stakeholder groups expressed a need for improving practice during remote learning for the 2020-2021 school year. In particular, EL, low-income, and foster youth, and other vulnerable student groups benefit from highly engaging, rigorous, standards-aligned content, which must be supported by high-quality, iterative professional development activities. Examples of improvement include state provided trainings for our ELD Specialist, a widening of translation services, and teacher transfer of GLAD trainings to remote environments.

Parent Education Activities Specific to Distance Learning:

- At the ELAC and Coffee with the Director meetings held in the summer of 2020, this was a consistent theme, in particular at the sessions held in Spanish. Moreover, we know that our EL and low-income parents tend to have less experience utilizing educational technology, as well as familiarity with how our schools function, how to advocate for their students, and how to monitor their academic success. These parent education activities are designed to demystify educational technology, give them the language to effectively advocate for their students, and provide strategies for keeping track of their student's academic progress.

Contracts for Online Platforms to Augment Distance Learning Curriculum and Instruction:

- While DMCS is utilizing its Board adopted curriculum as the foundation for academic work, there is a clear need to use the online platforms available to make school work more engaging, clear, and rigorous. By providing teachers access to these tools, they can differentiate with more facility, implement strategies and techniques consistent with Montessori, PBL, and UDL, and formatively assess student progress in real time. These platforms are especially important when serving English Learners, low-income and foster youth students as these student groups benefit from lessons designed to meet their learning needs, allow for multiple ways to demonstrate growth, and assessment which surfaces their learning needs efficiently so that teachers may address gaps quickly.

Social-Emotional Learning Curriculum, Collaboration Time to Update Site PBIS in Distance Learning, and our Counselor:

- DMCS is committed to ensuring social-emotional and mental health of our students. Substantial resources have been allocated to ensure students in need receive appropriate tiered intervention to meet their needs. This service is especially critical for students from socioeconomically disadvantaged families. In particular research around Adverse Childhood Experiences (ACEs) shows that children from poverty are far more likely to endure traumatic experiences than their counterparts. These experiences have been shown to have life-long effects, including lower educational attainment and outcomes, limited employment opportunities, and delayed brain development, among others (Centers for Disease Control). With this research in mind, providing access to mental health clinicians, professional development strategies to improve the social-emotional and behavioral health of students, PBIS, and

curricula to improve Tier 1 social-emotional instruction, are all Actions/Services which principally serve the needs of our Low Income students.

RtI/Academy Teachers:

- Elementary Intervention Support is provided school-wide at DMCS in a way that allows for unduplicated count students to receive small group instruction in accordance with the ELA Frameworks guidelines on “Multi-Tiered Systems of Support” (MTSS). One full time math academy and one full time ELA academy teacher will be increasing group participation in an effort to support more students this year.

Designated ELD Specialist:

- Services to English Learners will be adapted and improved through the addition of increased training for our full time designated ELD Specialist.

Montessori and UDL TOSA:

- The Elementary Instructional Coach will improve services to English Learners, Low Income Students, and Foster Youth by helping teachers to implement classroom practices such as engagement strategies that will help these targeted students gain more access to the blended Montessori/common core curriculum. Coaching will include support on how to organize lessons so that differentiated small group instruction is targeted to students’ academic needs.

Mathematics Coach

- As part of DMCS’s mathematics improvement process with the Solano County Office of Education in 2019-2020, DMCS recognized a clear need to more explicitly address curricular and instructional expectations. Our coach works to clarify these expectations for all tk-8 students to ensure consistent, rigorous, and engaging content designed to meet the needs of our students is delivered throughout DMCS. Our coach also incorporates UDL and growth mindset strategies into all classrooms during math instruction.

Technology Administrator

- The Instructional Technology Admin will be joined by a paraprofessional this year to train staff on using technology to engage students. Without this service, staff would not be as adept modifying lessons so they are engaging, relevant, and appropriate for all learners, but especially English Learners, foster youth, and low-income students.

WiFi Access for Homes:

- Our experience in the spring of 2020 taught us that many English Learner, low-income, and foster youth lacked sufficient internet access to effectively distance learn. DMCS had made available for any student who requests one a portable WiFi access device to meet the needs of these students.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

In order to increase or improve the services to foster youth, English Learners, and low-income students during the COVID-19 school closure, DMCS has focused its efforts on effective staff development and coaching, ensuring students have access to needed technology, a continued emphasis on our pedagogical mission, structures to ensure struggling readers have access to the services they need, additional English Language Development support, and engaging parents so they can fully partner with staff during Remote Learning. Each of these focus areas directly supports our mission, which states Dixon Montessori Charter School students will achieve their individual greatest potential in a nurturing environment that inspires discovery, academic excellence, and positive social contribution. In Dixon we have a significant amount of low-income and English Learners, as well as small, but important to serve group of foster youth pupils. If we are to live our Mission, then we must implement actions and services which specifically address their needs. Our discussions with stakeholders and the subsequent planning kept these students at the fore, and our 2020-2021 learning continuity plan is accounting for their needs. We are seeing staff engage students with effective learning techniques that are responsive to the needs of all students. Students have access to technology which allows them to access learning, regardless of their families' ability to pay for it. Specialized services, such as RtI/Academy for elementary literacy, math, and small group instruction, continue for our students remotely. Montessori, PBL, and UDL continues to be foundational programs for our school, ideas from these programs impact the way all of us approach our work to serve our most vulnerable students. And we continue to recognize our need to effectively partner with all parents, and have dedicated resources to do this more effectively.



Dixon Montessori Charter School
2020-2021
Reopening Plan

Message from the Executive Director

The effects of COVID-19 have caused all of us to be innovative in our approach to educating our students. As we prepare to reopen our campus. We want our students and staff to feel safe and supported. We will outline in this document our different strategies for Instruction, Operations Cleaning, Hygiene, Social Emotional Learning and more.

Ultimately, how we reopen will be determined in consultation with the Solano County Public Health Department, DMCS Board of Directors, its staff, and parents.

I want to thank our entire community for coming together during this time to provide voice in the process. We have an amazing community at DMCS and we will continue to walk through this process and refine it as we move forward.

I am proud to be a member of this community, and I thank you all for what we are doing together to support our students.

Ben Ernest

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Overview

We have learned quite a bit since we closed our doors on Friday, March 13, 2020 and we will use what we know to come back to school stronger together. It is the intent of this document to clearly provide an overview of our instructional plan for the 2020-2021 school year. This plan as written is not an exhaustive examination of schoolwide academics, safety, cleaning practices, etc., however, the links embedded in the document are intended to go into greater detail.

Reopening Goals

1. Providing a safe and healthy learning environment for the entire DMCS community
2. ALL students and staff back to school as soon as reasonably possible

3. Maintaining consistency for ALL students

Assumptions

- There will not be a cure for COVID-19 during the 2020-2021 school year
- We don't know what governmental regulations/guidelines will be in August or throughout the year
- We don't know what community spread will look like in our local area in August or throughout the year
- There will most likely continue to be federal and state waivers on attendance (seat time), assessments, etc.
- Some students will not enter our buildings next year, but will want to stay enrolled in our schools (due to health concerns or fear about exposure)
- We will have some employees that we need to accommodate due to health concerns
- The stay home order likely created gaps in learning. These learning gaps may have widened achievement gaps that are already present. We will need to assess students to address gaps.
- There are some best practices in learning that are coming out of this that will change our educational practices
- Based upon guidance from the state and local agencies, at some point we will need to transition between our 3 instructional models (charts below).
- If school buildings are closed, many of our teachers will be working from home with their own children present

How will my child receive their education in the 2020/2021 school year?

We have chosen the following three options for all families for the first trimester (August 5th-October 21) of the school year.

1. **In-Person Attendance:** Traditional with up to 100% of students on campus with a Virtual Learning option.
2. **In-Person Attendance:** Hybrid with up to 50% of students on campus at a time with a Virtual Learning option.

3. **Home:** Remote learning with 100% of students off campus. All students attend remote classes from home with teacher provided curriculum and instruction.
or
4. **Home:** Virtual Learning - Students attend school from home with an online curriculum, Virtual Learning Coordinator, and weekly check-ins with their classroom teacher. This option may be selected by parents or guardians.

Dixon Montessori Charter School understands that due to COVID-19, ***the instructional delivery methods may shift throughout the school year***. If there are orders from State or Local Health officials to close the campus for learning our physical campus will close. The school understands that there will be families who are uncomfortable with sending their student(s) back to the physical campuses until the pandemic is over and has created a virtual learning option for those students. If risk becomes negligible (immunity, vaccination, or cure) we will return to a traditional learning plan. In the case that risk levels remain moderate we will use a hybrid learning model.

Changes in our plan will occur at trimester start dates. The school holds the right to close down the physical campus at any time due to health related concerns.

How does the school decide which instructional delivery method to use?

Learning Model Continuum & Decision Tree



COVID-19 Learning Platform Continuum



Remote Learning
100% remote learning

Physically safest option

Lower level academics and SEL

Parents need child care or flexible work options

Hybrid Learning
50% in Person

Social distancing is possible

Only in school for twelve hours per week.

Parents need daycare solutions and/or transportation solutions

Traditional Learning
100% in person (Virtual Learning available)

Best academic option

Physical distancing not possible in the classroom.

All other layers of protection applied as practical.

Traditional Learning: All Students on Campus Every Day

All schooling done on campus

Virtual Learning Option in place for families who decide to stay home

Criteria	On Campus Students	Virtual Learning Students	Special Education	Lunch
Solano County Public Health says	Students attend classes as	Students attend class online from	All services provided in	Lunch outside when weather permits

<p>all schools can be open without strict physical distancing</p> <p>Surveys show that families are comfortable returning to school without strict physical distancing Remote learning is possible for students who choose not to return to the traditional classroom</p>	<p>normally scheduled.</p> <p>Focus on good hygiene</p> <p>Focus on preventative measures</p>	<p>home</p> <p>Schedules and lessons assigned by Virtual Learning Coordinator</p> <p>Check-ins every 15-20 days with coordinator on campus</p> <p>Trimester blocks/year long blocks</p>	<p>person or virtually depending on IEP</p>	<p>Two meal distribution locations</p> <p>Lunch in cafeteria as normal in bad weather</p> <p>Meals prepared and distributed following CDC guidelines</p>
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[Class Schedule](#)

Grading system

- Letters and standards (Traditional Grading)

Attendance

- Based on physical attendance and entered into PowerSchool (Traditional attendance)

If the State of California grants flexibility on Instructional Minutes and School Days. DMCS plans to implement the following daily and weekly on campus schedule.

Traditional in-Person Bell Schedule Options				
	Option 1a: Monday through Thursday		Option 1b: The traditional school day for Monday through Friday	
	Monday-Thursday	Friday	Monday-Thursday	Friday
Breakfast	7:45-8:10	7:45-8:10	7:45-8:10	7:45-8:10
TK	8:15-11:45	AM Remote Learning	8:15-11:45	8:15-11:45
K-1	8:15-2:10	AM Remote Learning	8:15-2:40	8:15-12:15
2-3	8:05-2:00	AM Remote Learning	8:05-2:30	8:05-12:05
4-5	8:15-2:20	AM Remote Let TK-1 enter at day	8:15-3:20	8:15-12:15



		care gate, 4-5 enter at front gatearning		
6-8	8:05-2:25	AM Remote Learning	8:05-3:05	8:05-12:05

Option 1a note Friday mornings will be an opportunity for teachers to develop and refine lesson plans, connect with students who solely do Virtual Learning and provide online assessments to monitor students' progress towards mastery of grade level standards.

Hybrid AM/PM: 50% of Students on Campus

*Major core subjects on campus, lunch, recess, PE, Science, and electives are remote
Virtual Learning System in place for families who decide to stay home*

Criteria	On Campus Students	Virtual Learning Students	Special Education	Lunch
Solano County Public Health says schools can resume with 50% in attendance and strict	Students attend in-person Instruction would be scheduled for	Students attend class online from home Schedules and	All services provided in person or virtually depending on	Lunch at home Grab and Go meals prepared and distributed following



physical distancing Scheduling priority based on siblings and special needs	morning and afternoon blocks limiting classes to 50% capacity Remote learning reduced to PE, Science, and other electives.	lessons assigned by Virtual Learning Coordinator Check-ins every 15-20 days with coordinator on campus Trimester blocks/year long blocks	IEP	CDC guidelines
------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------	-----	----------------

Option 2a: AM/PM		
-Monday through Thursday -Maximizes math and ELA instructional time -Follows social distancing orders -Give teachers time to prepare lessons		
Breakfast		
TK	AM	8:15-11:45
K-1	AM	8:15-11:15
2-3	AM	8:00-11:00
4-5	AM	8:15-11:15
6-8	AM	8:00-11:00
TK	PM	NA
K-1	PM	12:15-3:15
2-3	PM	12:00-3:00
4-5	PM	12:15-3:15
6-8	PM	12:00-3:00



Hybrid 2 Day Blocks: 50% of Students on Campus

Mixture of subjects on campus and remote

Virtual Learning System in place for families who decide to stay home

Criteria	On Campus Students	Virtual Learning Students	Special Education	Lunch
Solano County Public Health says schools can resume with 50% in attendance and strict physical distancing	Students attend in-person Instruction would be scheduled for Monday/Wednesday or	Students attend class online from home Schedules and lessons assigned by	All services provided in person or virtually depending on IEP	Lunch outside with cohort area when weather permits Lunch in classrooms in bad weather

Scheduling priority based on siblings and special needs	Tuesday/Thursday limiting classes to 50% capacity Remote Learning on non in-person day	Remote Learning Coordinator Check-ins every 15-20 days with coordinator on campus Trimester blocks/year long blocks		Meals prepared and distributed following CDC guidelines Grab and Go lunch will be available for drive by pick up for those who are remote learning
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- Add Class Schedules
- Grading system
- Letters and standards
- Attendance
- On Campus: Based on physical attendance
 - Virtual Learners: Based on work completion

2b- Hybrid 2 Day Block Bell Schedule Options	
Mon/Wed	8:05-2:30
Mon/Wed	8:15-3:20
Mon/Wed	8:05-3:20
Tues/Thrs	8:15-11:45
Tues/Thrs	8:15-2:40
Tues/Thrs	8:05-2:30
Tues/Thrs	8:15-3:20
Tues/Thrs	8:05-3:20

Note for all hybrid models: Fridays would be Remote Learning Days for all students. Fridays will be an opportunity for teachers to prepare and refine lesson plans.



Remote Learning

All subjects in remote delivery form through classroom teacher Monday-Thursday. Fridays for prep and meetings.

Virtual Learning System in place for families who decide to stay home

Criteria	On Campus Students	Virtual Learning Students	Special Education	Lunch
Solano County Public Health gives stay home order	<p>All learning is done remotely. Students attend class online from home.</p> <p>Schedules and lessons assigned by the classroom</p>	<p>Students attend class online from home</p> <p>Schedules and lessons assigned by Virtual Learning Coordinator</p>	All services provided virtually	<p>Meals prepared and distributed following CDC guidelines</p> <p>Grab and Go lunch will be available for drive by pick up for those who are remote learning</p>

	teacher.	Check-ins every 15-20 days with coordinator on Zoom Trimester blocks/year long blocks		
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[Problem finding and Innovation Sheet](#)

Grading system

- Pass/No Pass

Attendance

- Based on zoom attendance and work completion

Virtual Learning Option <i>All subjects delivered remotely through Virtual Learning Coordinator</i> <i>Virtual Learning System in place for families who decide to stay home</i>			
Criteria	Virtual Learning Students	Special Education	Lunch
Parents or guardians choose to enroll their student in the Virtual Learning (VL) program.	<p>Students use a self-paced, online, standards based curriculum.</p> <p>Students have access to our Virtual Learning Coordinator Monday-Friday.</p> <p>If we choose a traditional opening students will also have access to their classroom teacher on Friday mornings via Zoom.</p> <p>Schedules and lessons assigned by Virtual Learning Coordinator</p>	<p>Students with special needs are encouraged to use the in-person option whenever possible</p> <p>All services provided virtually</p>	<p>Meals prepared and distributed following CDC guidelines</p> <p>Grab and Go lunch will be available for drive by pick up for those who choose virtual learning</p>

	Check-ins every 15-20 days with VL coordinator on Zoom Trimester blocks/year long blocks		
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Parent Choice for Returning in 2020-2021

On July 13, 2020 the DMCS Governing Board will vote on a beginning of year instructional delivery model. In the case that you do not feel comfortable with the school decision DMCS parents and guardians will have the ability to choose Virtual Independent Study.

On July 15, 2020, Parents and Guardians will be notified of a sign up option for returning students to campus in person. The deadline to submit their choice will be July 30, 2020.

- **Option 1:** Return to campus in person with the schedule approved by the Board of Directors. (Traditional or Hybrid)
- **Option 2:** Virtual Independent Study at home. **By selecting this option, Parents/Guardians will be committing to Virtual Learning until the following transition dates.**
 - October 29, 2020 (End of Trimester 1)
 - Send intent to return by October 15



- February 18, 2021 (End of Trimester 2)
 - Send intent to return by February 5th

A parent or guardian choosing option 1 is able to switch to option 2 upon Director approval. **However, they will be committing to Virtual Learning until the next available transition date.**

What will distance learning look like if we need to shift to remote learning?

Remote learning will make use of digital tools to provide standards-aligned course content to all students. The exact process will depend on grade level, but generally, all teachers will be posting academic content and hosting class meetings and office hours to support students and families. We are still developing these plans as we learn more from CDE about remote learning requirements for the 2020-21 school year.

Technology Equity and Access

Dixon Montessori Charter School has purchased Chromebooks for nearly every student on campus. It has developed a 1:1 Technology Plan for Middle School students and has equipped every elementary classroom with extra chromebooks to avoid sharing of devices.

DMCS has partnered with T-Mobile and CDE to gain access to WiFi Hotspots and will have them available for students without connectivity at home.

Instructional Norms for Flexible Learning

Basic instructional norms can be applied to provide students with seamless instruction regardless of the instructional delivery method. We understand with the Instructional Model Continuum that there is a causal relationship between time spent in the classroom and higher levels of academic rigor. By providing the following instructional norms students will be provided with the same routine and structure that can follow their learning through the continuum should a shift be required, or when students transition from or to virtual learning.

All teachers will have a Google Classroom or Sea Saw account set up for their classes that run parallel to the learning happening daily in the classroom. In addition, Teachers will have access to Zoom for virtual meetings and a wide variety of online learning platforms including Zearn, Typing Without Tears, Mystery Science, and many more.

[Sample Weekly Learning Plans](#)

Behavior Norms for Instructional Models Continuum		
Traditional	Hybrid	Remote
Whole School in class Expectations	On campus: Whole School in class Expectations Remote: Remote Learning Norms	Remote Learning Norms Remote Learning Guidelines for teachers Teaching Expectations for Remote Learning

Are students required to participate in remote learning?

Yes. Should the school close, students will be expected to fully participate and will be graded (pass/no pass) and assessed for work completed at home.

Support Objectives

Leadership:
<ul style="list-style-type: none"> • Support teacher well-being so they can address student well-being. • Develop re-entry protocols and procedures for students with SEL in mind. • Provide professional development regarding student and staff reactions to stress and imposed isolation/change. • Be available to serve as a proxy counselor when needed
Counseling:
<ul style="list-style-type: none"> • Implement referral plan and extra support plan based on teacher input and wellness screening assessments • Be especially aware of students who express fear, grief, anxiety, or signs of depression. • Develop social or processing groups for students that can take place in-person or remotely. • Provide families with information on services available at school and beyond. • Work with all staff to identify families who need extra support.

- Reach families who require urgent attention weekly (or more often, as needed).
- Connect families to services. Connect students who need extra resources (food, counseling, etc.) to the correct services and check back to make sure they are using them.
- Consult with classroom teachers about student needs and develop classroom lessons (on change, regulating anxiety, etc.) and supports as needed.
- Create and/or co-create lessons on how to be in community but maintain physical distance.
- Create lessons to address violence, racism, and bullying
- Train staff. Provide professional development for staff on issues related to the possible return of the virus, stress management, etc..

Supports for All students and Families

- [Nurturing Children During Times of Stress](#)
- [Solano County Wellness Recovery Resource Guide](#)
- Additional Supports Folder of Resources
- Counseling Resources webpage

Health and Safety of School Community

- [Continuation of Food Services](#)
- [Families/Caregivers Comprehensive Resource List from the School Counselor](#)

Special Education, English learner, and academic support groups

We will continue to support students with disabilities, English learners, and academy students whether the school campus is open or closed.

Special Education Services Delivery

Overarching Considerations:

- *Ensure compliance.*
- Update IEPs and process “change in placements” to meet mandated accommodations/modifications for students as their placements change.
- Although students with disabilities received the support and services they needed through remote learning, compensatory minutes may be offered if deemed necessary by the Director.
- Work with our SELPA to stay abreast of changing mandates and compliance considerations.
- *Research* universal design for learning (UDL). The CDE has named UDL one of the most effective tools for serving students with atypical learning

profiles. This still holds in a hybrid-learning setting, in which students can still have multiple options for engaging with content. Give students choices around how to present their learning.

Traditional On-Campus Considerations:

- Focus on peer connection and SEL. Prioritize inclusion, socializing, and peer connection when possible.
- Prioritize services to ensure inclusion and least restrictive environment:
 - While on campus, prioritize group services over one-on-one services that could happen remotely.
 - Make sure case managers support students in whole-group settings (rather than pull-out sessions) as much as possible, unless explicitly called for in their IEP.
 - Decide which support services (OT, PT, speech, etc.) can translate to a remote setting and for which kids.
- Use multiple modalities. Provide explicit instruction in multiple formats.
- Support independence. Improve independence during off-site learning by explicitly teaching executive functioning skills in class.

Hybrid Considerations:

Our students with IEP's will be scheduled to attend in groups. In addition, individualized services such as Speech Pathology, Counseling Services, and more will be scheduled to be done remotely on the students' scheduled remote learning days or times in order to maximize the amount of time the student is in the general education classroom. Occupational therapy will need to be done on campus during the students' scheduled class days or times.

Remote Learning Considerations:

- Deliver mandated minutes remotely. Ensure that support minutes not covered on campus are offered remotely—especially for one-on-one support, when possible. Trained in tele-support.
- Provide academic and SEL resources for families. We will provide resources for families to lean on while students are learning at home.
- When curating content, use multiple modalities and leverage tech tools for your students with disabilities to accelerate learning.

- Provide resources for families to support executive function and organization
- Connect with families. Assign a special education staff member to connect with students and families about their home-learning experience.

Academic Resource Service Delivery

English Language Development, ELA Academy, and Math Academy

Overarching Considerations:	Traditional Model Considerations:	Hybrid Considerations:	Remote Considerations:
<p><i>Ensure compliance.</i></p> <p>Some students may need services to make up for the loss during distance learning. Assignments based on Director or ELL Coordinator recommendation.</p> <p><i>Research</i> universal design for learning (UDL). The CDE has named UDL one of the most effective tools for serving students with atypical learning profiles. Valuable in hybrid situations also.</p>	<p>Focus on peer connection and SEL.</p> <p>Prioritize inclusion, socializing, and peer connection</p> <p>While on campus, prioritize group settings over one-on-one services that could happen remotely.</p> <p>Support students in whole-group settings (rather than pull-out sessions) as much as possible.</p> <p>Use multiple modalities.</p> <p>Provide explicit instruction in multiple formats.</p>	<p>Scheduling</p>	<p>Live practice</p> <p>Connectivity options</p>

	Support independence. Improve independence during off-site learning by explicitly teaching remote learning skills in class.		
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Additional Student Services and Supports

- A services schedule has been developed. Determinations will be made as to which related services will be provided in person and which students and related services are deemed appropriate for continued virtual delivery.
- Most of our service providers are able to provide their services in a virtual setting; many contracted providers have been providing services online for several years. However, some of the related services are more easily provided in person, including physical therapy, adapted physical education, behavioral support and consultation, orientation and mobility, etc. Services determined to be more appropriately provided on site will be scheduled for the days/times that the student(s) is scheduled on site as appropriate and practical given the health and safety needs resulting from the pandemic.
- Where possible, students with additional needs may be considered for additional in-person instruction. This would include students with disabilities, English Learner newcomers, homeless youth, and foster students.

How are we going to keep shared spaces safe?

DMCS will follow all practical [CDC guidelines](#) in shared indoor spaces including the office, bathrooms, MPR, and support classrooms.

Remote	Hybrid	Traditional
EDP will be closed	Follow all social distancing protocols <ul style="list-style-type: none"> • 15 students in the room maximum • Outdoor activity preferred • Hygiene protocols 	Traditional class size (more than 10-15) Social and physical distancing when practical <ul style="list-style-type: none"> • Outdoor activity preferred • Cleaning protocols



	<p>followed</p> <ul style="list-style-type: none"> • Cleaning protocols • Screening procedures 	<p>followed</p> <ul style="list-style-type: none"> • Hygiene protocols followed • Screening procedures
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Outdoor Areas & Activities

Physical Education

- Youth PE/sports that allow for social distancing are allowed (running, golf, etc.). Team sports are not allowed.
- The use of shared equipment is not allowed, unless it can be sanitized between uses (Golf clubs, etc.).
- Sports conditioning is allowed if social distancing can be maintained and there is no use of shared equipment. Sports conditioning is defined as creating and implementing physical fitness programs that have two primary goals: improve athletic performance (including speed, strength, and power) and prevent or reduce incidences of athletic injuries.

Recess

- Consider holding recess activities in separated areas designated by class
- Serve meals in classrooms or outdoors instead of cafeterias or group dining rooms where practicable. Serve individually plated or bagged meals. Avoid sharing of foods and utensils.
- Playworks covid games
- For additional information, click [HERE](#) for guidance from the CDC

Meals: Lunch & Snack

Remote	Hybrid AM/PM	Traditional
Students eat at home. Meals provided upon	Students eat at home. Meals provided upon	Meals distributed outdoors when weather permits



request	request	Two meal distribution locations Outdoor lunch when weather permits
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Campus Activity:

Volunteers on Campus:

Remote	Hybrid	Traditional
Campus Closed	No volunteers on campus	<p>Limit the amount of volunteers on campus</p> <p>Ensure Volunteers have completed all volunteer paperwork</p> <p>Volunteers must be screened before entering the school with COVID questions and Temperature Checks</p> <p>Volunteers must wear a mask while on campus and wash hands before entering the classroom.</p>



Training for Parents and Staff:

All staff and parents will be trained and provided educational materials to families in the following safety actions:

[CDC School and Childcare Program Parent Checklist](#)

[CDC School and Childcare Program Teacher Checklist](#)

- Enhanced sanitation practices
- Physical distancing guidelines and their importance
- Use of face coverings
- Screening practices
- COVID-19 specific symptom identification
- Training and education may be conducted virtually, or, if in-person, ensure distancing is maintained.
- Information will be provided to all staff and families on [proper use, removal and washing of cloth face coverings](#).

Signs and Symptoms:

- Staff will educate students to not discriminate against people who may have been infected with COVID-19
- DMCS will encourage staff and students who are sick or who have recently had close contact with a person with COVID-19 to stay home without fear of reprisal, and ensure staff, students and students' families are aware of these sick and absent policies.

Screening and Wellness Checks

- Dixon Montessori Charter School may implement daily temperature checks upon the arrival of students.
- DMCS may regularly communicate with families to conduct a [pre-wellness check](#) before leaving for school to ensure their student does not have a fever or symptoms
- Teachers may conduct visual wellness checks as they observe students in the classroom and may send them to the nurses office for screening.

Classroom Germ Management

Classroom Spaces

- Students should remain in the same space and in groups as small and consistent as practicable. Keep the same students and teacher or staff with each group, to the greatest extent practicable
- Minimize movement of students and teachers or staff as much as practicable.
- Maximize space between seating and desks.
- Consider redesigning activities for smaller groups and rearranging furniture and play spaces to maintain separation.
- Staff should develop instructions for maximizing spacing and ways to minimize movement in both indoor and outdoor spaces that are easy for students to understand and are developmentally appropriate.
- Classes should be conducted outside of the classroom when practical.
- Implement procedures for turning in assignments to minimize contact. Ex: Google Classroom, SeaSaw
- Open Windows as available
- All hands on deck daily cleaning
- Implement hand washing/disinfecting breaks

Student Germ Expectations in the classroom

- Masks
- Proximity
- Touching

Cleaning Operations:

[Summer Top Down custodial duty checklist](#)

All staff should wipe down frequently-touched surfaces within their room with a soap and water solution at least daily and, as practicable

Custodians will clean and disinfect frequently-touched surfaces within the school with a soap and water solution throughout the day, and disinfect at least once per day.

Frequently touched surfaces in the school include, but are not limited to:

- Door handles
 - Light switches
 - Sink handles
 - Bathroom surfaces
 - Tables
 - Student desks
 - Chairs
-
- Custodial staff will: Ensure safe and correct application of disinfectant and keep products away from students.

 - Custodial staff will: Use CDC List N disinfectants labeled to be effective against emerging viral pathogens, following label directions for appropriate dilution rates and contact times.
 - Administration will: Provide custodial employees training on manufacturer's directions, on Cal/OSHA requirements for safe use and as required by the Healthy Schools Act, as applicable
 - Custodial staff will: Follow a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products

The campus will need to be cleaned daily. Schedules for custodial level cleaning can be found here:

- Morning custodial checklist
- Midday custodial checklist
- Night time custodial checklist
- [Bathroom Cleaning Checklist](#)
- [Classroom Cleaning Checklist](#)
- [Hallway, Corridor Cleaning Checklist](#)
- [Kitchen Cleaning Checklist](#)
- [MPR and Teacher Lounge Cleaning Checklist](#)
- [Office Cleaning Checklist](#)

Will my child be required to wear a mask when on campus next year?

DMCS will be providing disposable and cloth-based masks for all staff. We will provide face coverings to students and volunteers when needed. We strongly encourage every student and staff member to wear their masks, especially when 6-foot physical distancing cannot be maintained. We will be following the guidance from Solano County Public Health and California Department of Public Health which currently requires face coverings for all students and adults over the age of two years old.

How will you screen for COVID-19 at school?

Like all schools in Solano County, we are asking all families to engage in screen-at-home activities, such as taking temperatures and keeping kids home whenever they are sick. We will also be screening students upon drop off or entry to school. Any student who is demonstrating COVID-19 symptoms (fever, coughing, respiratory symptoms) will be isolated in the nurse's office and the school will call for an immediate pick up by a family member or other person on the emergency contact card.

What will happen if a student or staff member tests positive for COVID-19?

If a student or staff member has a positive COVID-19 case we will make our school closure decisions in consultation with Solano County Public Health. [Based on the current CDC recommendations](#) the school would close for 2-5 days for SCPH to conduct an investigation and engage in contact tracing. Based on the findings and how well guidance protocols were being implemented the school may be closed for up to 14 days.

Hygiene

Handwashing. In accordance with CDPH and Cal/OSHA guidance and in consultation with local public health officials, develop a plan for handwashing that includes:

- Providing opportunities for students and staff to meet handwashing frequency guidance.
- Ensuring sufficient access to hand washing and sanitizer stations. Consider portable handwashing stations throughout a site and near classrooms to minimize movement and congregations in bathrooms to the extent possible.
- Ensuring fragrance-free hand sanitizer (with a minimum of 60 percent alcohol) is available and supervised at or near all workstations and on buses. Children under age nine should use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222. Note: frequent handwashing is more effective than the use of hand sanitizers.
- Train staff and students on proper handwashing techniques and PPE/EPG use, including the following:
 - Scrub with soap for at least 20 seconds or use hand sanitizer if soap and water are not accessible. Staff and students should use paper towels (or single use cloth towels) to dry hands thoroughly.
 - Wash hands when: arriving and leaving home; arriving at and leaving school; after playing outside; after having close contact with others; after using shared surfaces or tools; before and after using restroom; after blowing nose, coughing, and sneezing; and before and after eating and preparing foods.
 - CDC guidance on proper PPE use.
- Teach staff and students to:
 - Use tissue to wipe the nose and cough and sneeze inside the tissue.
 - Not touch the face or face covering.

Human Resources

Training for Staff

Train all staff and provide educational materials to families in the following safety actions:

- Enhanced sanitation practices
- Physical distancing guidelines and their importance
- Use of face coverings
- Screening practices
- COVID-19 specific [symptom identification](#)

Screening

- Passive Screening. Staff will self-screen before leaving for work (check temperature to ensure temperatures below 100.4 degrees Fahrenheit, check for symptoms outlined by public health officials) and to stay home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19.
- Active Screening: Staff who become symptomatic while on campus, will be screened by DMCS staff.
- All staff must wash or sanitize hands as they enter worksites.
- Exclude employees who are exhibiting symptoms from the workplace.
 1. Staff members who develop symptoms of illness should be sent to medical care
 2. Absences must be logged by the office.

Masks & Face Coverings:

- Staff are encouraged to wear masks or face coverings, but it is not required at this point. Masks are available in the main office for those who would like one.
- A staff member who starts to exhibit symptoms of COVID-19 while on campus will immediately be required to wear a face covering and be sent home.
- Face coverings should be worn when social distancing can not be maintained

Employee Absences

- DMCS realizes that it can never replace the quality of a classroom teacher with a substitute teacher. Oftentimes, teachers come to work sick and try to push through illnesses. Due to COVID-19, it is important that if a staff member becomes ill, they seek medical advice and testing to ensure that the illness is not COVID-19.
- If a student or staff member has a positive COVID-19 case we will make our school closure decisions in consultation with Solano County Public Health (SCPH). Based on the current CDC recommendations the school would close for 2-5 days for SCPH to conduct an investigation and engage in contact tracing. Based on the findings and how well guidance protocols were being implemented the school may be closed for up to 14 days.
- In addition to regular sick time, employees affected by COVID-19 may be eligible for up to 80 hours of additional sick leave.

Are Board meetings still occurring during the campus closure?

Yes. All Board meetings will occur according to the approved 2019-20 and 2020-21 meeting dates and times. In accordance with [Governor Newsom's Executive Order N-25-20](#), all Board Meetings will only occur via teleconference to protect the health and safety of our community. There will be no physical location for meetings, but members of the public are invited to attend via phone or videoconference. Meeting agendas are posted [here](#) and available to the public 72 hours prior to each meeting. Each meeting agenda provides teleconferencing information at the top of the document. If you need any assistance accessing these meetings please contact Chris Wolf at cwolf@dixonmontessori.org.

2019/2020 Governance and Leadership Communications

The following information has been presented to the DMCS Board of Directors over the past few months in order to keep the Board updated on how Dixon Montessori Charter School is responding during this world-wide pandemic.

- Board Adopted Resolution Regarding COVID-19
- Board Presentation April 2020
- Board Presentation May 2020
- Board Presentation June 2020
- Staff Survey #1
- Schoolwide Survey #1
- Schoolwide Survey #2
- Staff Survey #2
- Schoolwide Survey #3

Parent & Guardian Communications

- March 12, 2020
- March 13, 2020
- [March 26, 2020](#)
- March, 2020: Social Emotional Supports
- April, 2020
 - Counseling Letter
 -
- Add Coffee w/t Director slides

Legislative Bills

SB 98:

Distance Learning Definition:

“Distance Learning” means instruction in which the pupil and instructor are in different locations and pupils are under the general supervision of a certificated employee of the local education agency. (EC 43500(a))

**** Distance Learning does not require a material revision to a charter and does not change a classroom-based charter in the 2020-2021 school year to a non-classroom based charter school.*

Examples of Distance Learning:

- Interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology.
- Video or audio instruction in which the primary mode of communication between the pupil and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
- The use of print materials incorporating assignments that are the subject or written or oral feedback

Distance Learning Requirements:

- Daily Live Interaction with a certificated employee and peers
- Confirmation or provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work.
- Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
- Academic and other supports designed to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, pupils with exceptional needs, pupils in foster care or experiencing homelessness, and pupils requiring mental health supports
- Special education, related services, and any other services required by a pupil's individualized education program pursuant to Section 56341, including the requirements of subparagraph (A) of paragraph (9) of subdivision (a) of Section 56345, with accommodations necessary to ensure that individualized education program can be executed in a distance learning environment.
- Designated and integrated instruction in English language development pursuant to Section 11300 of Title 5 of the California Code of Regulations for English learners,

including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning.

Definition of In-Person Instruction:

- Means instruction under the immediate physical supervision and control of the local education agency while engage in educational activities required of the pupil.

Instructional Days:

- Minimum of 175 Instructional Days
- For 2020-2021 “Instructional Day” for site-based charter schools can be accomplished through a combination of in-person instruction or a combination of in-person instruction and distance learning (EC 43502(c))

Calculation of Instructional Minutes:

- In Person: The time scheduled under the immediate physical supervision and control of a credentialed employee
- Distance Learning: The time value of the assignments as determined and certified by a credentialed employee.
- Combined: Both the time scheduled under the immediate physical supervision and control of a credentialed employee combined with assignments made under the general supervision of a credentialed employee.

Attendance Requirements:

- Compulsory Attendance requirements continue to apply
- A local education agency shall offer in-person instruction to the greatest extent possible. (EC43504(b))
- Daily participation must be documented for each day distance learning is utilized
- Each school shall regularly communicate with parents and guardians regarding a pupil’s academic progress (EC 43504(g))

Documentation of Daily Attendance:

- Documentation of Daily Participation includes but is not limited to:
 - Evidence of participation online, completion of assignments or assessments, and contacts between employees and pupils or parents.
 - A weekly engagement record must be completed. At minimum the weekly engagement record must document synchronous or asynchronous instruction for each whole or partial day, verifying daily participation and tracking assignments. (EC 43504(e)).

Addressing Student Absences in Distance Learning:

- A student not participating in distance learning (and not in-person) on a schoolday is deemed absent for that schoolday and documentation of the absence is required for purposes of reporting chronic absenteeism rates (EC 43504(f))
- Each Local Educational Agency shall develop written procedures for tiered engagement strategies for all pupils who are absent from distance learning for more than three days or 60 percent of the instructional days in a school week.
- DMCS will verify current contact information for each enrolled student
- DMCS will notify parents and guardians of daily absences
- DMCS staff will outreach to families to determine students' needs including health and social services if necessary.
- When feasible, transitioning students to full time in person instruction

Learning Continuity & Accountability Plan:

- DMCS will develop a Learning Continuity & Accountability Plan by September 30th, 2020

Executive Director Authority

The Board of Directors of Charter School directs the following:

1. The Executive Director may close the School at his discretion based on the Executive Director's determination that it is necessary to protect student and/or staff health and safety.
2. In order to immediately protect the health and safety of pupils and employees, the Executive Director may waive any school or organization-wide policy or procedure to implement directives from Relevant Authorities;
3. The Executive Director shall have the authority to exclude anyone from school campus other than students and employees, including parents and volunteers, in order to minimize risk of COVID-19 exposure from the surrounding community;
4. In order to immediately protect the health and safety of pupils and employees, the Executive Director or designee may exclude pupil(s) or employee(s) from school or school activities as necessary to implement guidance or directives from Relevant Authorities or applicable law;

5. The Executive Director or designee may hire additional staff or independent contractors as necessary or convenient for purposes of performing tasks recommended by Relevant Authorities or that the Executive Director deems necessary in his/her discretion to mitigate the actual or potential impacts of COVID-19.
6. The Executive Director or designee may direct that all parent meetings, conferences, discussions, or other required parent interactions be held telephonically or virtually in order to minimize potential exposure of our students and staff by parents or other community members;
7. As necessary, the Executive Director, in consultation with Charter School legal counsel, is directed to negotiate revisions to employment agreements for unrepresented employees relating to impacts on the terms and conditions of employment caused by the actual or potential impacts of COVID-19;
8. As necessary, the Executive Director, in consultation with Charter School legal counsel, is directed to negotiate any necessary changes to or cancelations of other non-employment contracts in order to mitigate losses that the Charter School would otherwise incur, or to provide different levels and types of services needed, as a result of actual or potential impacts of COVID-19;
9. The Executive Director, in consultation with Charter School legal counsel and our granting agency, shall propose revisions to the academic calendar for the 2020-21 academic year, if necessary;
10. The Executive Director, in consultation with Charter School legal counsel and our granting agency, shall prepare and file all necessary requests and supporting documentation to preserve full apportionment funding;
11. The Executive Director, in consultation with Charter School legal counsel, may approve use of virtual, independent study or other programs designed to serve students who otherwise might be unserved;
12. The Executive Director is directed to continuously inform families about updates to information and directives being received from Relevant Authorities;
13. The Executive Director shall keep the Charter School Board and the charter school's parents and staff informed of his/her implementation of the provisions of this Resolution;

14. The Executive Director or designee shall ensure that services to special education students continue to be provided in off-campus locations when appropriate and possible in the event of a school closure;

15. The Executive Director shall ensure that free and reduced-price meals are provided to students in the event of school closure unless this is impossible or commercially unreasonable;

16. In order to immediately protect the health and safety of pupils and employees, the Executive Director or designee may restrict or cancel the use of school facilities by off-campus groups and may restrict or cancel extra-curricular activities, field trips, sports, or other school activities sponsored by student or parent groups

Sources:

Guidance Documents

- [Center for Disease Control \(CDC\) Considerations for Schools](#)
- [CDC Readiness and Planning Tool](#)
- [California Department of Public Health document for schools](#)
- [California Department of Education Guidebook for the Safe Reopening of Schools](#)
- [Solano County Office of Education Considerations for Reopening Schools](#)
- [Solano Public Health Resources](#)
- [California Industry Guidance](#)
- [California Public Health Industry Guidance for Office Workspaces](#)
- [CDC Health Screening guidance](#)
- [Association of California School Administrators](#)
- [California Collaborative for School Excellence](#)
- [SB 98](#)

Appendix:

Tools

- [CDC Readiness and Planning Tool](#)
- [Equity Tool: Planning protocols for supporting students with disabilities](#) from the Diverse Learners Cooperative
- [Webinars and guidance](#) for supporting students with disabilities from SDCOE
- Information on [IEP accommodations in a remote setting](#) from Quality Matters

Additional Resources

- Information on [Special Ed compliance and IEP guidance](#) from El Dorado Charter SELPA
 - Information on [counseling and support for special populations](#) from the California Association of School Counselors
 - Tools for helping [teens with intellectual disabilities deal with grief](#) from Vanderbilt University
 - Tools and [resources for families](#) from Understood
 - Digital Promise's list of [apps](#) helpful for students with disabilities
 - [Practical guide](#) from CCEE for school district leaders to think about how best to navigate some of the necessary, basic elements to have in place for special education
 - [Remote Learning Guidance – Accessibility](#) from the Riverside County Office of Education
 - Information on [supporting students with diverse learning needs during at-home learning](#) from TNTP
 - [School closure toolkit with checklists and next steps for special populations](#) from the Tennessee Department of Education
 - [Role-specific resources](#) for administrators, teachers, and providers from Placer County Office of Education SELPA.
- **Calendars**
 - [School Calendar 20.21](#)
 - [Assessment Calendar 20.21](#)
 - [PD Calendar](#)

- **Bell Schedules**
 - Traditional
 - Hybrid
 - Remote

- **Teacher Learning Resources:** Teachers will have on-going professional support to implement effective remote learning while also needing to teach in-person classes. Dixon Montessori Charter School has developed the following site to support on-going teacher support: [Teacher Resources](#)

- **Student Learning Resources:** Students will need support with potential changes of learning in person and remotely: [Student Resource Page](#)

- **Parent Learning Resources:** Parents and Guardians need resources and support to help their students learn remotely and at school: [Parent Resource Page](#)

- **Additional Resources**
 - [Teacher SEL self-assessment](#) tool
 - CASEL's [Covid- 19 SEL Resources](#)
 - [Responding to change and loss toolkit:](#) exercises, tools, and handouts for kids
 - [Counselor tool for K-12 with tips, tools and resources](#) from the California Association of School Counselors and Wisconsin School Counselors Association
 - Curated [list of resources and a briefing](#) from WestEd
 - [Tool](#) and ideas for staff members experiencing secondary trauma and compassion fatigue
 - SEL units of study by grade level--- NearPod

Dixon Montessori English Language Development Schedule

	English Language Development
Time	Ms. Angie
8:00-8:30	Compliance & Prep
8:30-9:00	
9:00-9:30	
9:30-10:00	Office Hours
10:00-10:30	
10:30-11:00	Kinder A
11:00-11:30	Kinder B
11:30-12:00	1st Grade
12:00-12:30	2nd Grade
12:30-1:00	Lunch
1:00-1:30	3rd Grade
1:30-2:00	4th Grade
2:00-2:30	5th Grade
2:30-2:45	Break
2:45-3:15	Middle School

Dixon Montessori Hybrid Schedule

Time	TK	K-1	K-1	K-1	K-1	2nd Grade	3rd Grade	2/3 Combo	2/3 Combo	4th Grade	4th Grade	5th Grade	5th Grade	6th Grade	6th Grade	Middle School	
7:45-8:00	Breakfast																
8:05-8:30	Amy	Allison	Valerie	Heather	Robin	Hefner	Perfecto	Melissa	DeLew	Sandra	Ms. B	Mauro	Ladd	Autumn	McGovern		
8:05-8:30	Morning Meeting					Morning Meeting				Morning Meeting				Math &/or Reading Academy SpEd	Math &/or Reading Academy SpEd		
8:05-8:30	Morning Meeting					Morning Meeting				Morning Meeting				Math &/or Reading Academy SpEd	Math &/or Reading Academy SpEd	1st Period: 8:05-9:05	
8:30-9:00	Math &/or Reading Academy SpEd ELD	Kinder Math 1st Reading Academy SpEd ELD													Continued SpEd ELD	Continued SpEd ELD	7th Grade Math SpEd Push-in
9:00-9:30	Math &/or Reading Academy	Kdr Reading 1st Math Academy										Math &/or Reading Academy SpEd	Math &/or Reading Academy SpEd				2nd Period: 9:10-10:05
9:30-10:00		ELD															
10:00-10:30		PE				Math Academy SpEd	Reading Academy SpEd	2nd Math 3rd Rdg Academy SpEd	2nd Math 3rd Rdg Academy SpEd								
10:30-11:00			PE			Reading Academy SpEd ELD	Math Academy SpEd ELD	2nd Reading 3rd Math Academy SpEd ELD	2nd Reading 3rd Math Academy SpEd ELD								3rd Period: 10:10-11:10
11:00-11:30				PE		Reading Academy	Reading Academy	Reading Academy	Reading Academy								4th Period: 11:15-12:05
11:30-12:00	11:45 Release				PE												
12:00-12:15		12:15 Release				12:05 Release				12:15 Release				12:05 Release			



Dixon Montessori Intervention Calendar

2020-2021

MONTH	First Week					Second Week					Third Week					Fourth Week					Fifth Week					TOTAL DAYS
	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	
August	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					19
September		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			21
October				1	2	5	6	7	8	9	12	13	13	15	16	19	20	21	22	23	26	27	28	29	30	19
November	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30					15
December		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		14
January					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	18
February	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26						18
March	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31			18
April				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	17
May	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	25	26	27	28	29	17
June	3	4	5	6	7	10	11	12	13	16	17	18	19	20	21	24	25	26	27	28	29	30				
<i>*176 Instructional Days</i>																							176			

	Intervention Cycle #1 (3 weeks)		Summer Break		First Day of School
	Intervention Cycle #2 (8 weeks)		Staff Professional Development		Star Benchmark/Interim Testing
	Intervention Cycle #3 (11 weeks)		Non School Day		Star Testing Data Due
	Intervention Cycle #4 (8 weeks)		Parent Conferences Minimum Days		ELPAC Testing
	Data Team Meets Teachers (FAB4)		Minimum Days		SBAC Testing
					Last Day of School

			Trimester 1	Trimester 2	Trimester 3			
End of Trimester Dates			October 21st	Feb 18	May 28			

Dixon Montessori Middle School Remote Learning Schedule 20.21

Monday & Wednesday - 7th grade			Tuesday & Thursday - 8th grade		
Time	7a	7b	Time	8a	8b (IM 1)
8:00-8:25	Team Meetings for Teachers		8:00-8:25	Team Meetings for Teachers	
8:30-8:50	Homeroom	Homeroom	8:30-8:50	Homeroom	Homeroom
9:00-9:45	ELA	Math	9:00-9:45	ELA	Math (IM 1 kids do PE time)
10:00-10:45	Math	ELA	10:00-10:45	Math	ELA
11:00-12:00	Lunch	Lunch	11:00-12:00	Lunch	Lunch
12:00-12:45	PE	PE	12:00-12:45	everyone has PE except IM 1	
1:00-1:45	Science	History	1:00-1:45	Science	History
2:00-2:45	History	Science	2:00-2:45	History	Science
2:45-3:15	Office Hours	Office Hours	2:45-3:15	Office Hours	Office Hours

	Activity	DMCS Staff	Person Responsible	Work Product Link
New Staff PD				
Friday, July 31	Blocked out for NEW Staff			
9:00-10:00	Welcome, Overview of Schedule, Introductions	New DMCS Staff	Ben (Admin Team)	
10:00-12:00	Keys, Computers, Tours, Job Descriptions, ...		Chris/Lakshmi (Admin Team)	New staff has what they need to start the school year
12:00-3:30	Lunch- Individual Work/Setup Time	New DMCS Staff		New staff is introduced to the community
Monday, August 3	Remote			
8:00-8:30	Welcome, Overview of Schedule, Introductions	DMCS	Ben	
9:00-12:00	Asynchronous Session: Introduction to the Pajama PD.doc	Grade level teachers, math teachers, science teachers/ All other DMCS Staff	Ben	Teachers explore the list of asynchronous professional development opportunities and dive in. Teachers go back to this list when time permits. Teachers add to the document when they find something truly valuable and worth sharing.
12:00-1:00	Lunch on Your Own	DMCS	Team Reps	
1:00-3:30	Grade Level Teams meet to choose reps/ analyze incoming student data, Team Goals, SPED Team Meeting- Use Common Planning Time Agenda Template - Prep when done	DMCS		
Tuesday, August 4	Remote			
8:00-12:00	Team Meetings (TK-3, 4-6; 7-8; SPED); Parent Introduction Letter Drafts/ Unified Pacing Guides/ Math Frameworks/ Charter/Sale Training- Prep when done	DMCS Staff	Team Reps	Teams add parent letters and pacing guides here
9:00-10:00	Remote Session: Math Frameworks TK-1	TK-1	Erica (Math Coach)	Slide deck and work product here
10:00-11:00	Remote Session: Math Frameworks 2-5	2nd-5th Grade	Erica (Math Coach)	
11:00-12:00	Remote Session: Math Frameworks 6-8	6-8 Math Academy, Sara and Kim for MIS Pushin	Erica (Math Coach)	
12:00-12:30	Lunch			
12:30-2:30	TK-6 Team Unit Planning 7-8 Unit Planning SPED-IEP Preparation- Use Common Planning Time Agenda Template - Prep when done	Teachers	Individual Teachers	Team work product here
2:30-3:30	Pajama PD- Choose one of the following asynchronous, remote learning PD, remote sessions	All Teachers	Individual Teachers	
Wednesday, August 5	Remote			
8:00-8:30	Grade Level Teams check in and finalize unified pacing guide	Teachers	Team Reps	
9:00-10:00	Remote Session: SEL Toolbox TK/1- Zoom Link	TK-1	Ms. Tawny	
10:00-11:00	Remote Session: SEL Toolbox 2-5- Zoom Link	2nd- 5th Grade	Ms. Tawny	
11:00-12:00	Remote Session: SEL Toolbox 6-8- Zoom Link	6-8	Ms. Tawny	
1:00-3:30	Trauma Informed Practices "Pre-Work", Individual work time when done	DMCS	Each person is responsible to complete prework.	
Thursday August 6	Remote			
7:45-9:00	Grade Level Teams meet to set up unified gradebooks	Teachers	Team Reps	
9:15-10:45	Remote Session: Nearpod	DMCS	Nearpod Trainer	Zoom link
1:30-3:30	Remote Session: SELPA Trauma Informed Practices	DMCS	SELPA	
Friday August 7	Remote			
8:00-12:00	***Canceled*** Remote Session: Canvas Intro ***Canceled***	DMCS Staff		Beginning Canvas Tutorial https://www.youtube.com/watch?v=kX7DHo700J
8:00-9:00	Staff Meeting: Zoom Link Here			
9:00-9:45	SEL Group Training TK-1: Zoom Link Here			
10:00-10:45	SEL Group Training 2/3: Zoom Link Here			
11:00-11:45	SEL Group Training 4-5: Zoom Link Here			
12:00-1:00	Lunch			
1:00-1:45	SEL Group Training 6-8: Zoom Link Here			
2:00-3:00	SEL Group Training Specials and Support: Zoom Link Here			
Monday August 10				
8:00-8:45	Canvas Work Time	Teachers	Speed Team	
9:00-12:00	Work Time: Canvas Set-up	DMCS	Individual Teachers	
1:00-3:30	***Canceled*** CPT- Math Coach with 2-3 Team ***Canceled***	2-3 Team	Erica (Math Coach)	
1:00-3:30	Work on Canvas, Pajama PD- Choose from the list of inspirational remote teaching sessions	DMCS	Individual Teachers	
Tuesday August 11	Paras Return			
8:00-8:45	Para Zoom Meeting, Teachers work on Canvas	DMCS Staff	Ben	
9:00-12:00	Individual Work Time	DMCS Staff	Individual Teachers	
12:00-1:00	Lunch			
1:00-3:30	Individual Work Time	DMCS Staff	Individual Teachers	

Wednesday August 12 1:00-3:30	First Day of School Staff Meeting, Zoom Link			
Thursday August 13 1:00-3:30	Canvas			
Friday August 14 1:00-1:30	SEL Group Training 6-8: Zoom Link Here	6-8 Team		Ms. Tawny
1:45-2:15	SEL Group Training 2-5: Zoom Link Here	2-5 Team		
2:30 - 3pm	SEL Group Training TK-1: Zoom Link Here	TK-1 Team		
3:00-3:30pm	SEL Group Training Specials and Support: Zoom Link Here	Specials & Support		
Friday August 21 1:00-3:30	***Canceled*** CPT- Math Coach with 2-3 Team ***Canceled***	2-3 Team		Math Coach
Friday August 28 1:00-3:30	Staff Meeting	DMCS Staff		Admin Team
Friday September 4 1:00-3:30	CPT- Math Coach with 4th Grade	4th Grade		Math Coach
Friday September 11 Local Holiday	Staff Meeting	DMCS Staff		Admin Team
Friday September 18 1:00-3:30	CPT- Math Coach with 5th Grade	5th Grade		Math Coach
Friday September 25 1:00-3:30	Staff Training: PBIS	DMCS Staff		Dean of Students
Friday October 2 1:00-3:30	CPT- Math Coach with 6th Grade	6th Grade		Math Coach
Friday October 9 1:00-3:30	Staff Meeting	DMCS Staff		Admin Team
Friday October 23 1:00-3:30	CPT	7th Grade		Team Reps
Friday October 30 8:00-3:30	Full Teacher Work Day Teacher Conference Prep Work Day	DMCS Staff		Individual Teachers
Schedule from this point on may change				
Friday November 13 1:00-3:30	CPT	ELD and RTI Math		Team Rep
Friday November 20 1:00-3:30	Staff Polluck	DMCS Staff		Admin Team
Friday December 4 1:00-3:30	Staff Training: PBIS	DMCS Staff		Dean of Students
Friday December 11 1:00-3:30	CPT	TK-1st Grade		Team Rep
Friday December 18 1:00-3:30	Staff Lunch	DMCS Staff		Admin Team
Friday January 8 1:00-3:30	Staff Meeting	DMCS Staff		Admin Team

Friday January 15 1:00-3:30	CPT				23rd Grade	Team Rep
Friday January 22 1:00-3:30	Staff Meeting				DMCS Staff	Admin Team
Friday January 29 1:00-3:30	CPT				4th Grade	Team Rep
Friday February 5 1:00-3:30	Staff Meeting				DMCS Staff	Admin Team
Friday February 12 1:00-3:30	CPT				8th Grade	Team Rep
Friday February 19 8:05-3:30	Full Teacher Work Day Teacher Work Day					
Friday February 26 12:30-2:30	Blocked out for Conferences Conferences					
Friday March 12 1:00-3:30	Staff Meeting				DMCS Staff	Admin Team
Friday March 19 1:00-3:30	CPT				8th Grade	Team Rep
Friday March 26 1:00-3:30	Staff Meeting				DMCS Staff	Admin Team
Friday April 2 1:00-3:30	CPT				7th Grade	Team Rep
Friday April 16 1:00-3:30	Staff Meeting				DMCS Staff	Admin Team
Friday April 23 1:00-2:00	CPT				Electives and pull out	Team Rep
Friday April 30 1:00-3:30	Staff Meeting				DMCS Staff	Admin Team
Friday May 7 1:00-3:30	CPT				DMCS Teachers	Team ?Rep
Friday May 14 1:00-3:30	CPT				DMCS Staff	Team Rep
Friday May 21 1:00-3:30	Staff Meeting				DMCS Staff	Admin Team
Friday May 28 1:00-2:00	End of Year Check Out Forms Due					

Dixon Montessori Support Schedule

	ELA Academy	Math Academy
Time	Linh	Cameron
8:00-8:30	Office Hours and Prep	
8:30-9:00		
9:00-9:30		
9:30-10:00		
10:00-10:30		
10:30-11:00	1st A Grade	Kinder (Trimester 2-3)
11:00-11:30	2nd Grade	1st Grade
11:30-12:00	1st B Grade	2nd Grade
12:00-12:30	4th Grade	3rd Grade
12:30-1:00	5th Grade	Lunch
1:00-1:30	Lunch	4th Grade
1:30-2:00	6th Grade	5th Grade
2:00-2:30	Kinder	6th Grade
2:30-2:45	Break	Break
2:45-3:15	3rd Grade	M.S. 7th-Tu/Th 8th-M/W

Dixon Montessori SpEd Remote Schedule 20.21

Specialized Academic Instruction

Time	Kim	Sara	Tawny	Liz	Walter
8:00-8:30	Prep and Office Hours	Prep and Office Hours	Off	Available for Prep	Available to Substitute or Push in
8:30-9:00					
9:00-9:30					
9:30-10:00					
10:00-10:30					
10:30-11:00					
11:00-11:30	3rd ELA	4th ELA	3/4 ELA Gavin/Nellie	Push in MS	Lunch
11:30-12:00	3rd Math	4th Math	Lunch		
12:00-12:30	5th ELA	5th ELA	7th ELA (Dani, Evelyn)	7th ELA - Alex	8th ELA
12:30-1:00	5th Math	5th ELA Math	7th Math (Dani, Evelyn)	7th Math- Alex	8th Math
1:00-1:30	Lunch	Lunch	ERMHS Work	Lunch	Available to Substitute or Push in
1:30-2:00	6th ELA. Math	6th Math- Mateo		Available for Prep	
2:00-2:30	7th ELA/Math- Leyla	6th ELA- Mateo			
2:30-3:00	Prep	Prep			

Dixon Montessori Remote Specials Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	
8:30-9:00	Asynchronous 15-30 minute Music Lesson All students TK-5th Posted by Ms. Jamie in each individual Canvas Classroom Teachers should provide time in their class schedule on Monday for students to complete their music assignment.	Asynchronous PE Lessons with menus for students to choose from & responsive assignments to complete for attendance and grading purposes Posted by Mr. Riemer in each individual Canvas Classroom Teachers for ALL GRADE LEVELS should provide time in their class schedule for students to complete two, 30 minute PE lessons per week on TUESDAY & THURSDAY. (With the exception of 8th grade who will have PE on Monday & Wednesday)			Asynchronous Science - Video & Lab Activity ALL 2nd - 5th Grade Classes Enrichment Team Office Hours Music LIVE with Ms. Jamie ALL TK/K/1 Music LIVE with Ms. Jamie ALL 2nd/3rd Music LIVE with Ms. Jamie ALL 4th/5th Teacher meetings, professional development, and collaborative planning time	
9:00-9:30						
9:30-10:00						
10:00-10:30						
10:30-11:00						
11:00-11:30						
11:30-12:00						
12:00-12:30						
12:30-1:00						
1:00-1:20	Science LIVE - Ms. Hefner Small Group	Science LIVE - Ms. Melissa/Ms. DeLew 2nd Grade Small Group	Science LIVE- Mr. David Small Group	Science LIVE- Mrs. Mauro Small Group		
1:20-1:40	Science LIVE - Ms. Hefner Small Group	Science LIVE - Ms. Melissa/Ms. DeLew 2nd Grade Small Group	Science LIVE- Mr. David Small Group	Science LIVE- Mrs. Mauro Small Group		
1:40-2:00	Science LIVE - Ms. Hefner Small Group	Science LIVE - Ms. Melissa/Ms. DeLew 2nd Grade Small Group	Science LIVE- Mr. David Small Group	Science LIVE- Mrs. Mauro Small Group		
2:00-2:20	Science LIVE- Ms. Sandra Small Group	Science LIVE- Ms. B Small Group	Science LIVE - Perfecto Small Group	Science LIVE - Ms. Melissa/Ms. DeLew 3rd Grade Small Group		
2:20-2:40	Science LIVE- Ms. Sandra Small Group	Science LIVE- Ms. B Small Group	Science LIVE - Perfecto Small Group	Science LIVE - Ms. Melissa/Ms. DeLew 3rd Grade Small Group		
2:40-3:00	Science LIVE- Ms. Sandra Small Group	Science LIVE- Ms. B Small Group	Science LIVE - Perfecto Small Group	Science LIVE - Ms. Melissa/Ms. DeLew 3rd Grade Small Group		

Dixon Montessori TK-6 Remote Schedule

Time	TK	K-1	K-1	K-1	K-1	2nd Grade	3rd Grade	2/3 Combo	2/3 Combo	4th Grade	4th Grade	5th Grade	5th Grade	6th Grade	6th Grade	All Grades
	Amy	Allison	Valerie	Heather	Robin	Hefner	Perfecto	Melissa	DeLew	Sandra	Ms. B	Mauro	Ladd	Autumn	McGovern	All Teachers
8:00-8:30	Zoom Morning Meeting TK A	Kinder Zoom Morning Meeting				Morning Meeting										All Grades Morning Meetings
8:30-9:00	Zoom Morning Meeting TK B	1st Grade Zoom Morning Meeting				Whole Class Math Instruction										K-6 Core Instruction 8:30-11:00
9:00-9:30	Zoom Morning Meeting TK C	Math Instruction broken into grade level				Independent or Small Group Math Practice										
9:30-10:00	Group A	ELA Instruction broken into grade level														
10:00-10:30	Group B	1st Grade A Office Hours				Whole Class ELA Instruction										
10:30-11:00	Group C	Kinder A Office Hours				Independent or Small Group ELA Practice										
11:00-11:30	Prep & Office Hours	1st Grade B Office Hours														
11:30-12:00	Prep & Scheduled Parent Office	Kinder B Office Hours				Student Extra Work Time Including Asynchronous Classes										
12:00-12:30		Lunch and Play				Lunch, Play, and Special Classes										All Grades pull out services and specials 11:00-3:30
12:30-1:00																
1:00-1:30		Teacher Prep Time & Student Specials				Group A Study Hall + Services										
1:30-2:00						Group B Study Hall + Services										
2:00-2:30						Group C Study Hall + Services										
2:30-3:00		Scheduled Parent Office Hours				Teacher Prep Time & Student Specials										
3:00-3:30																



***Dixon Montessori Charter Digital
Learning Support Plan for Teachers***

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Expectations

Sample Teacher Day: A full time teacher at DMCS is an 8-hour a day employee. Thus, all teachers should be available the full 8 hours or if a part time teacher, they are available for their FTE percentage. Below are the required daily activities.

Training For Staff

Special Education

Food Services

Chromebook Distribution

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TAKE CARE OF YOURSELF

We are starting off the school year in the middle of a pandemic. The stress for everyone is high, burn out and emotional health are real. None of us enjoy “Crisis Schooling”, but our commitment to our students is part of who we are and it is part of your core mission. Creating Boundaries and routines will help your self-care and ultimately help us be better educators for our students. If we burn out, then we are less effective.

Recommendation:

- Keep a Dedicated Workspace - It does not need to be a home office, but a dedicated space where you can engage students.
- Set ground rules for people in your space.
- You may also come to campus anytime to use your classroom space.
- Create a normal routine
- Maintain the regular hours you would on campus
- Schedule breaks
- End your day with a routine
- Socialize with your colleagues - Educators thrive off each other, you can meet virtually or in person for those comfortable
- Exercise, Walk, Go outdoors

Notes to Ask Yourself:

- Where is your dedicated space?
- What items do you need to have near you?
- Is there anything distracting behind you?
- What are some guidelines you need to share with others when working at home?
- What will be your morning routine?
- When are you scheduled to take your break?
- What are some end of day routine options?
- What is your plan for stress management?
- What is your plan to stay healthy? (Food)

Compassion Fatigue

We realize that you are likely crisis schooling your own children, caring for other family members, trying to care for yourself, and there is only so much educators can pour into others. We understand and know that your team at DMCS is here to support you, listen to you and assist as possible.

FIRST FEW DAYS OF SCHOOL

This is not how any of us want to start off the school year. The typical excitement about the first day for students and staff will be very different.

Consider similar opening day rituals and adapt to a virtual setting

- Ice breakers
- Team building activities
- Establishing routines and structures.
 - Where do they go for resources?
 - Where and how do they turn things in?
 - How do they get help?

What are your goals for the first day of school?

Developing a Classroom Management Plan:

- Norms
- Agreements
- Procedures
- Schedules
- Expectations for how students interact
- Expectations for Cameras to be on
- Post your plan to your google site and Google Classroom

Guiding Questions:

- What habits are needed to be successful learners ?
- What should they learn about themselves as learners?
- How should they interact with you and others to maintain learning conditions?
- What should they do with their learning?

Helpful Procedures to Implement with students:

- Follow the person who is speaking with your eyes
- Post respectful reactions to ideas in the chat
- Treat members of the class with the care they deserve

Helpful Messaging for Getting students Ready for Your Class Meeting

- Make sure you have completed the pre-class preparation activity so that you'll be ready to learn!
- Think about your goals for learning today. What do you want to achieve?
- Work with your family to find a quiet space that won't disturb other people in your house and won't distract you from learning.

- Prepare your learning space. Make sure you have a clear workspace to write and store your materials.
- If there are items that have personal information you wouldn't want other people to see, move them out of camera range.
- Check your lighting so that your classmates can see you.
- Check to see that your first and last name are on the screen.

During Class Meetings

- Ask clarifying questions so you fully understand the learning intentions and success criteria for the lesson.
- Listen carefully to others and ask good questions!
- Use the reaction buttons to let your classmates know when you agree or disagree and give them a thumbs-up or a round of applause to encourage them.
- The hand raising button helps all of us know when you've got something important to say.
 - When you are not speaking, mute your microphone. It helps other people hear.
- Turn off notifications from email and social media so you aren't distracted.
- If you have a smartphone, shut it down so you aren't distracted.

At the Close of the Class Meeting

- Review the goals you set for today. Did you achieve them?
- Ask clarifying questions so you fully understand the learning intentions and success criteria for the lesson. Did you achieve the learning intentions and success criteria? How do you know?
- Make sure you know how to access assigned learning tasks to prepare for the next meeting.

Develop and Teach Organizational and Procedural Routines

1. Provide weekly and monthly schedules so families and students can organize resources
2. Provide a daily schedule at the beginning of the class meeting
 - The schedule should list the major learning events of the day in chronological order and may also include times.
 - The consistent use of a posted schedule establishes a predictable learning environment and assists learners in pacing their rate of work.
 - A daily schedule is particularly useful for students who have difficulty transitioning from one task to another and especially for younger children.
 - Posted daily schedules are an excellent support for some students with disabilities who may require more structure.
3. Teach students the Signals you will use
 - Teachers need a signal to gain the attention of students at the beginning of class, when students are engaged in dialogue with peers, or when transitioning from one activity to another.
 - The signals should be taught daily during the first week of school and reinforced frequently until students respond quickly and consistently.

- The use of a signal to gain attention promotes student engagement by minimizing the amount of lost instructional time.
 - Smooth transitions minimize the behavioral difficulties that can arise.
 - Students with behavioral disabilities are especially vulnerable to loosely managed transitions. In many cases, they are blamed for the problem behavior, without consideration for the lack of environmental signals that could have prevented the difficulty from arising in the first place.
 - Use an online elapsed timer display when setting up tasks students will be completing in real time. This further signals to students how to best use their remaining time to complete independent work such as reflective writing.
 - Many virtual classroom platforms feature elapsed timers for small group breakout rooms. Make sure students are aware of these features so that they can monitor their use of time in peer-to-peer small group learning.
4. Create procedures for how students will retrieve materials.
- Clearly label digital folders by date and topic so that students can easily locate them.
 - Identify which need to be printed in advance for an online activity. You will want to keep these to an absolute minimum as they can create a burden for families. Having said that, if there is something that students need to print, name it.
5. Create procedures for how students will submit assignments.

Examples:

Heading Requirements	Example	Nonexample
First and last name	Melissa Smith	Melissa S.
Date	4-18-21 or April 18, 2021	April
Subject/Period	US History/3	history
Assignment	p. 87, #1–5	questions

File-Saving Requirements	Example	Nonexample
Last name	Smith	Melissa
Subject/Period	US History 3	history
Assignment	p. 87	questions
Extension	.doc	Left blank



Develop a Canvas Learning Management Platform

Website Components:

- 1) Home Page: The home page should contain the most frequently requested information, including Your contact information (email, mailing address of the school, room number)
- 2) Buttons: Days of the week, or classes. Each button leads to that day's/classes specific activities and assignments.
- 3)

Questions to Prepare for from Parents and Students:

Question	Response
----------	----------

Where can I find weekly schedules ?	
Where do I find assignments and materials?	
How do I submit work ?	
How do I see graded work?	
How do I contact the teacher for academic help?	
How do I get technical help?	

First Day of School:

Greet students

Personalize the space: A virtual classroom community is one that shares a common space. Add details so that students see themselves and their unique contributions. You might design your own word cloud of your students' names and use it as your virtual background. Display student work and change it frequently so that they regularly see fresh examples of their efforts on the classroom website. Families will appreciate this, too.

Younger students: Teachers of younger students start the school year with songs and chants featuring each child's name to reinforce this information. Yes, you are allowed to sing and clap online! Simple games such as virtual "find someone who" bingo can be completed in breakout rooms. Re-create the rooms every few minutes until all the students in your class have had an opportunity to talk to one another.

Learn students Interests: Get to know the students!

Teacher -student Relationships

How do students seek connection with you?

- Establish Daily Virtual Office Hours so a students can drop in for academic support
- Host short check in conferences with families and students to see how they are doing and what they need
- Build relationships!
- Add into your lessons information you have learned through getting to know the students
- Provide polls for students to engage in at the end of class meetings
- Hold conversations with students to help them identify their strengths, goals, and growth areas.

Instructional Considerations:

- Design lesson plans that are accessible to all students: Montessori, UDL, PBL...
- Ask questions that encourage the student's thinking, rather than leading them directly to answers..
- Foster discussion among peers using questions that open up their thinking.
- Every distance learning session includes opportunities for students to write about, illustrate, or discuss their thinking with peers.
- Build choice and relevance into assignments and projects.
- Have a system for calling on students and noticing who is not participating
- Try to have every live session include whole group and small group discussions

Daily Considerations:

- Keep a notebook with notes about who was engaged, who wasn't, who did not attend. Look for patterns and seek out administrative support for those students falling through the cracks.
- Send messages to parents and students via Canvas, or through email.

Guiding Questions:

- How will you call on students?
- How will you notice who hasn't participated so you can re-engage them?
- What will you need to be mindful of to create more discussion opportunities during live virtual sessions?
- Do you have a plan to spontaneously check in on your students and families?

Teacher Support for Remote Learning:

- Keep routines. Include students in opening and closing routines that are similar or the same as on campus routines when possible.
- Have paraprofessionals create videos, run small groups, and print packets when available.
- Use peer mentoring as a remote learning tool. Assign "buddies" for students who may need academic or SEL help during the day. Think of both of these when pairing students.
- Look for outliers. Find those students who may need more attention. Check in with these students as soon as possible and with as much regularity as possible..
- Empower students and build agency. Helping is shown to decrease stress and anxiety and give students a sense of agency. Assign projects in which students get to become helpers. Helping can include making a video teaching a math concept, recording a book for younger students, or making thank-you cards.
- Help provide closure. Offer students an opportunity to reconnect and create a sense of closure regarding the previous school year through journaling or writing letters to their former classmates or teachers.

- [Cultivating Motivation](#)

Tools

- Sample [one-pager for families](#) for LEA mental health teams to adapt and send
- Sample student [questionnaire](#) to assess needs and sample [survey](#) to learn how students are doing
- SDCOE [Social-Emotional Learning Resources](#) and archives of [SEL trainings](#) and webinars

Additional SEL Resources

- SEL lessons and units of study by grade level
- [Teacher SEL self-assessment](#) tool
- CASEL's [Covid- 19 SEL Resources](#)
- [Responding to change and loss toolkit](#): exercises, tools, and handouts for kids
- [Counselor tool for K-12 with tips, tools and resources](#) from the California Association of School Counselors and Wisconsin School Counselors Association
- Curated [list of resources and a briefing](#) from WestEd
- [Tool](#) and ideas for staff members experiencing secondary trauma and compassion fatigue

Lesson Planning

1. The foundation
 - Identify the standard being addressed
 - Present the content (presented to the students to read, if appropriate)
 - Suggest Explicit Direct Instruction
 - The goal is to have active learners rather than passive learners
2. Modeling and examples of analysing the content
3. Questioning
 - Quick checks for understanding
4. Reteach or review as needed
5. Present the problem or student work
 - Model the work or solutions
6. Have student demonstrate the process
 - If applicable, have the students support their work with reference to the content
7. Higher Order Thinking Skills (HOTS)
 - Questioning that progresses from Recall To Application
8. Montessori projects/discussion

- When the appropriate background is established to have the students challenged with a project or discussion.

Teaching/ learning support for parents

Provide the following to parents in writing (digital documents are acceptable)

1. The Standard being addressed in the lesson or series of lessons
2. The content or the basis of the lesson
3. Example of the student work or solutions (this would be the modeling the teacher will do in the lesson)
4. All individual and extended learning materials (Homework)
5. Complete directions and examples
6. Suggested time for the individual work or extended learning
7. Suggested questions and content analysis
8. Project or discussion outline (Individual or group)

Teacher Credibility at a Distance

We will all have new students in our classrooms and we do not have the opportunity to build relationships with these students and families face to face. Parents are already frustrated with being forced to distance learn and they feel it is not as effective.

Ways to Build Trust:

- Honestly
- Being Kind
- Openness
- Reliability
- Competency

Competence:

- Prepare lessons ahead of time. Just like you do every day at school, make sure you know your expected outcomes, standards addressed, time needed, materials needed, level of rigor, etc. You all know how to do this well, transfer it to the remote setting.
- Make sure you know the content well and be honest when a question arises that you are not sure about (this requires planning in advance).
- Organize lesson delivery in a cohesive and coherent way.
- Consider your nonverbal behaviors that communicate competence, such as the position of your hands when you talk with students or the facial expressions you make (students notice defensive positions, and nonverbal indications that they are not valued when they speak).

Teacher Clarity at a Distance

1. Clarity of organization: Lesson tasks, assignments, and activities include links to the objectives and outcomes of learning. All lessons are embedded and appropriately placed in the LMS.
2. Clarity of explanation: Information is relevant, accurate, and comprehensible to students.
3. Clarity of examples and guided practice: The lesson includes information that is illustrative and illuminating as students gradually move to independence, making progress with less support from the teacher.
4. Clarity of assessment of student learning: The teacher is regularly seeking out and acting upon the feedback they receive from students, especially through their verbal and written responses.

Guided Questions:

- 1) How have I established learning expectations for my students?
- 2) How do I ensure students know what success looks like?
- 3) How do I align tasks with learning expectations?
- 4) How do I design assessments of learning expectations?
- 5) What are they supposed to learn?
- 6) Why is it important?
- 7) How will they know if they learned it?

Use your Grade Level Standards

- Information presented visually
- Information presented orally
- Information presented quantitatively
- Charts, graphics, diagrams, timelines, animations, interactive web pages
- Text

Create and use a pacing guide

Engaging Tasks:

Behavior Engagement:

- What instructional techniques will you use for behavior management?
- How does your curriculum need to be designed?

Emotional Engagement:

- What instructional techniques will you use for social and emotional support?
- How does your curriculum need to be designed?

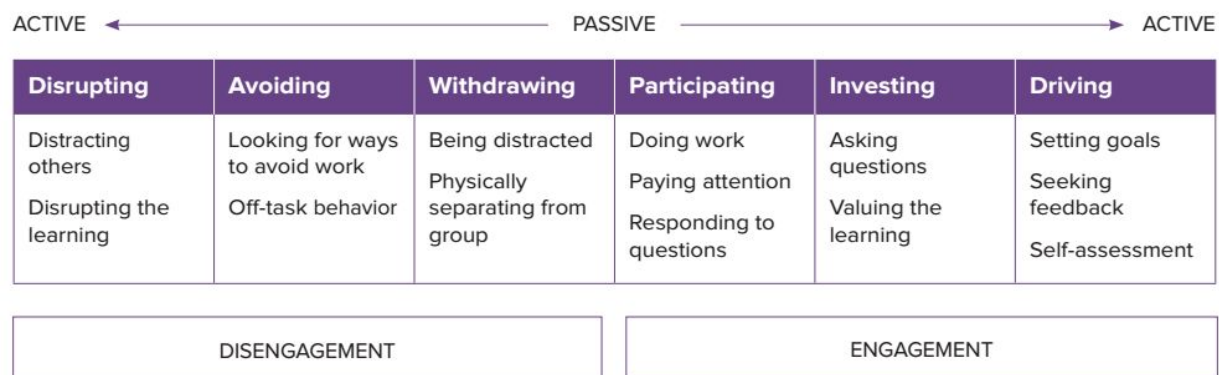


Figure 6.2 Functions and Tools

	Engagement Opportunities	Sample Tools
Finding Information	<ul style="list-style-type: none"> • Can locate information sources • Can organize and analyze information sources for accuracy and utility to the task • Locating information is driven by curiosity 	<ul style="list-style-type: none"> • Kahoot • MindMeister Add-On • Quizlet • Padlet • Twitter • Google
Using Information	<ul style="list-style-type: none"> • Can cite sources of information • Makes judgments about how best to use information • Asks questions the information provokes 	<ul style="list-style-type: none"> • Evernote • Flipgrid • Grammarly • PlayPosit
Creating Information	<ul style="list-style-type: none"> • Can write and discuss information according to grade-level expectations • Transforms information in order to explore ideas new to the learner • Takes academic risks to innovate 	<ul style="list-style-type: none"> • Google Docs • ThingLink • Tik Tok • TurnItIn
Sharing Information	<ul style="list-style-type: none"> • Accurately matches purpose to audience • Uses metacognitive thinking to identify the best strategies for the stated purpose • Is resourceful and resilient 	<ul style="list-style-type: none"> • Animoto • Storybird • Tik Tok • Remind • WeVideo • YouTube

Functions to Perform in a Digital setting:

- Finding Information
- Using Information
- Creating Information
- Sharing Information

What age-appropriate tools will you use to help your students perform the functions above?

We do not want to overwhelm you or our students with too many tools. Tools should be simple and easy to manage and incorporate in our daily routines.

Ways of assessing your tool:

Name of Tool _____

Question	Answer
What learning function does this tool fulfill?	
Is the tool/site developmentally appropriate for my students to use with minimal adult assistance?	
Does this tool have accessibility features that are aligned to digital compliance requirements (e.g., provides closed captioning, supports screen-reader software)? What are they?	
<p>Key Features Checklist</p> <ul style="list-style-type: none"> <input type="checkbox"/> A way to prerecord lessons and directions <input type="checkbox"/> A written or video-based discussion forum for students <input type="checkbox"/> A means for students to submit work <input type="checkbox"/> A way to provide feedback to students about their work <input type="checkbox"/> A way for students to provide feedback to one another <input type="checkbox"/> Assessment tools that allow for formative and summative evaluation <input type="checkbox"/> A way to host individual meetings with students, families, and other professionals <input type="checkbox"/> A way to share and communicate with other teachers 	


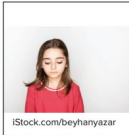


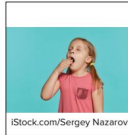
online X _____

Designing Tasks with Engagement in Mind

- Encourage students to think in more than one way by transforming from closed tasks to open tasks (Pose problems to students that can be solved in multiple ways)
- Move from information to understanding by requiring students to connect and relate
- Ask students to think first rather than telling them what they will need
 - Create tasks that allow students to try out their ideas first to see what works
- Position students to plan a forward by moving from procedure to problem-solving

Figure 6.4 At-Home Learning Menu

**Eat breakfast, make your bed, get dressed, brush your teeth.
Tell your grown-up how you are feeling today.**

Happy	Sad	Excited	Afraid	Tired
				
iStock.com/Prostock-Studio	iStock.com/beyhanyazar	iStock.com/max-kegfire	iStock.com/shapecharge	iStock.com/Sergey Nazarov

AT-HOME LEARNING MENU 2		
Garden		
Monday: Sunflowers and van Gogh's Birthday!		
<p>Shared Discussion</p> <p>It's Vincent van Gogh's birthday. We will celebrate by having a Sunflower Day. Tell what you know about sunflowers. Are they tall or small? What color? How did they get their name? The word sunflower has two syllables. Say "sun" in one hand. Say "flower" into the other. Say "sunflower" as you clap your hands.</p>	<p>Letters and Sounds</p> <p>Think of words that rhyme with <i>sun</i>. Did you think of <i>bun, fun, pun</i> (a little joke with words that sound the same), <i>run, or sun</i>? (<i>Done, none, hon</i> are rhymes but aren't spelled like our family of words.)</p> <p>Write these words in your journal and add a little drawing so you can use them when you write another day.</p>	<p>Math</p> <p>Guessing Jar: Invite children to explore a small jar filled with sunflower seeds. They have a chance to examine the jar and estimate how many seeds are in the jar. "Look at the sunflower seeds in a jar. Do you think you can guess how many are in there?" Write down the guess. Open the jar and count. How close to the number was your child's guess?</p>
<p>Fine Motor</p> <p>Pinch sunflower seeds and drop them into one cup of an empty egg carton. Put 10 in each cup. Have someone help you count to 100 by 10s (or 120 if you can!).</p>	<p>Art or Sensory</p> <p>Create a sunflower. You can draw with yellow, orange, green, brown, and black crayons or colored pencils. If you have paints, create a sunflower with a long stem.</p>	<p>Gross Motor</p> <p>Garden, Yoga-Flower Pose: Lift your bent legs, balancing on your sitting bones. Weave your arms under your legs, palms up.</p> <p>Pretend to be a flower in bloom.</p>
Tuesday: What Do We Know About Gardens? What Do We Want to Learn?		
<p>Shared Discussion</p> <p>What is a garden? A garden is a place where plants such as flowers, fruit, and vegetables grow. Read a book about gardens. Talk with your family about their experience with gardens. Do you</p>	<p>Letters and Sounds</p> <p>Say "garden"—clap two syllables while you say "garden." Who in our family has a two-syllable (clap) name?</p> <p>What else starts with "g"? Draw in your journal and label. Did you think of</p>	<p>Math</p> <p>Roll a Garden: Roll a die. Use red and draw that many lines for garden rows on a 6 × 6-inch paper. Roll again; use orange crayon to draw that many rows. Roll die; draw that many yellow rows.</p>

Wednesday: What Grows Out of the Ground?		
<p>Shared Discussion</p> <p>Explain that plants such as flowers, fruits, and vegetables grow out of the ground. List your ideas. Sing “The Gardener Builds the Fence.”</p>	<p>Letters and Sounds</p> <p>After finding pictures of fruits and vegetables in grocery ads and magazines, choose at least four to draw and color. Label with their beginning sound or sound out the whole word.</p>	<p>Math</p> <p>Make a counting book using the fruit and vegetable pictures you drew. Put the book in order: 1 apple, 2 bananas, 3 ears of corn, 4 . . . etc. Print the number in the corner.</p>
<p>Fine Motor</p> <p>Cut out pictures of things that grow from the ground. Look in grocery ads and magazines. Sort the pictures into categories of fruits, vegetables, or herbs. Draw your favorite in your daily journal.</p>	<p>Art or Sensory</p> <p>Make seed packets. Label the packet with the name and what the fruit or vegetables will look as grown produce after harvest.</p> <p>STEM</p> <p>Grow a carrot top in a dish. Keep track of growth in journal.</p>	<p>Gross Motor</p> <p>Go on a walk. Take your list from Shared Discussion. See how many of the things on you list you find. Do you find plants growing in soil or dirt? Pots? Planters? Walk. Hop. Jump.</p>
Thursday: Helpers and Pests in the Garden		
<p>Shared Discussion</p> <p>What do the worm and the snail bring to the garden? Is one a pest and one a helper? Have someone write down your questions and let’s find out!</p>	<p>Letters and Sounds</p> <p>Think of rhymes for <i>snail</i>. Did you think of <i>bail, fail, hail, jail, mail, pail, sail, tail</i>? Write these words in your journal and add a little drawing so you can use them when you write another day.</p>	<p>Math</p> <p>Play a game of HighLow. Use playing cards with number cards. (Leave out face cards.) Ask your grown-up to pass out cards evenly between two players. Set half the deck in front of each of you, and turn over the top cards. High card wins both cards.</p>
<p>Music</p> <p>Sing a Song of Flowers (Tune: “Sing a Song of Sixpence”):</p> <p>Sing a song of flowers, Flowers all around. Flowers that are growing, Growing in the ground. Flowers of each color Make a pretty view. Red and orange and yellow Blue and purple, too!</p>	<p>Art or Sensory</p> <p>Draw spirals with a black crayon and use watercolors to paint a snail shell. If you do not have watercolors, you can put a dried-out marker in a little cup and the ink will make watercolor wash.</p>	<p>STEM</p> <p>Set up a warm habitat. Get a clean jar. Put holes in lid. Put shredded newspaper on the bottom, then soil into the jar. Find worms. They are easy to find after it rains. Gently put them into the jar. Put some orange peels and strawberry slices under the soil.</p>
Friday: Gardeners and Tools		
<p>Shared Discussion</p> <p>What does a gardener do? What kind of tools does a gardener use? Is one trowel better than another? What kind of garden hose is best?</p>	<p>Letters and Sound</p> <p>Draw your favorite garden tool. Think of the beginning sound. Try to label your tool. Tell why you chose that tool. Try out the tool and draw what you looked like being a gardener.</p>	<p>Math</p> <p>Set out playing cards in order in a line on the floor. Count out objects to match that number. 1 is one penny, 2 is two pennies, 3 is three pennies.</p>
<p>Fine Motor</p> <p>Strengthen your pincher fingers and weed the flowerbed. Ask your grown-up if it is a weed before pulling. Strong pinchers make better writers.</p>	<p>Art or Sensory</p> <p>Draw around leaves with a crayon. Press hard. Draw the veins on the leaves. Use watercolor to paint over crayon. The crayon will resist the paint.</p>	<p>STEM</p> <p>Gather snails from the yard. Put them in an empty container with holes in the lid. Put some decaying leaves and fresh leaves in for them to eat. Which do they prefer?</p>

Source: Claudia Readwright. Used with permission.

Think About Some of Tasks you can do:

- An Open Task
- An Understanding Task
- An Asking Task
- A Problem Solving Task

A Schedule Designed for Engagement

- The time we are in front of our students in live sessions should be prioritized for connection, discussion and interaction. Hosting interactive discussions in live meetings.
- Consistency and Predictability of the Schedule will help families
- Design weekly schedules that provide students with tasks to be accomplished before and after live sessions

Considerations when developing a weekly schedule:

- What do families need in order to be supportive, but not to burden them with doing school themselves?
- How will students access technology help?
- How will you collect family questions and concerns?
- How are you coordinating your scheduling with other school scheduling?

Planning Instructional Units from a Distance

Draw on past experiences: What would you do in person? How can you transfer that to the remote setting?

- How do you provide students input and information in person?
- How do you structure collaborative tasks in class, and how can you transfer it to remote learning?
- How do you guide students thinking in person?
- How do you ensure students practice and apply what they have learned in person?

Demonstration:

- Direct Instruction via video or Zoom
- Think-alouds and Think-alongs via Zoom
- Worked examples on Google Docs, Slides, Sheets, etc.

Figure 7.2 Think-Along Planning Template

Component	Places in the Text and Language to Be Used
Name the strategy, skill, or task.	
State the purpose of the strategy, skill, or task.	
Explain when the strategy or skill is used.	
Use analogies to link prior knowledge to new learning.	
Demonstrate how the skill, strategy, or task is completed.	
Alert learners to errors to avoid.	
Assess the use of the skill.	

Using Direct Instruction in Digital Learning:

- What concept or skill do your students need?
- What is the goal for the lesson ?
- How can you explain this to students?

- How can you ensure they practice as you observe?
- How can you teach them so you can teach others?

Collaboration:

Question:

What collaborative routines will work given my students, my content and the tools that I have?

Book Clubs can help create collaboration and interaction with peers.

Digital Resources Available:

- <https://www.oercommons.org/> A searchable public digital library of free teaching and learning materials.
- [Comprehensive List of Online Resources](#)
- [Edutopia Ideas for Teachers](#)
- [PBS Resources](#)
- [Khan Academy](#)
- [PBS Learning Media](#)
- [National Geographic For Kids](#)
- [Discovery Education](#)
- [Shmoop](#)
- [Common Sense Education](#)
- [Web quest](#)

Feedback, Assessment and Grading

Develop Teacher Assessment Goals:

	Goals	Evidence of Success Towards the Goals
Feedback to students:	1) 2) 3) 4) 5)	1) 2) 3) 4) 5)
Formative Evaluation	1) 2) 3) 4) 5)	1) 2) 3) 4) 5)

Summative Evaluation	1) 2) 3) 4) 5)	1) 2) 3) 4) 5)
Grading	1) 2) 3) 4) 5)	1) 2) 3) 4) 5)

Formative Evaluation

Examples:

- Exit Slips
- Polling
- Story recalling
- Practice quizzes

Summative Evaluations

- Familiarize yourself with the various online assessments purchased by DMCS
- Proctor shorter exams in Live sessions
- Consider having kids record themselves explaining or summarizing mastery
- Educate students on academic honesty and ethical decision making

Guiding Questions:

- What tools does Google Classroom, Pearson and other DMCS systems offer?
- How can you proctor assessments?
- What assessment formats can you use?
- What do you need to teach students in relation to academic honesty and ethical decision making?

Competency-based Grading: Focuses on mastery of content and eliminates grading of practice work and nonacademic behaviors.

- Uses summative assessment data
- Focuses on power standards

Grading must occur, but summative data of student mastery should be how a student is graded.

Expectations

Sample Teacher Day: A full time teacher at DMCS is an 8-hour a day employee. Thus, all teachers should be available the full 8 hours or if a part time teacher, they are available for their FTE percentage. Below are the required daily activities.

<p>Daily Live Sessions</p> <p>TK, K, 1: Minimum 1.25 hours of Live Sessions Per Day (M-TH)</p> <p>2-6 Elementary: Minimum 2.0 Hours of Live Sessions Per Day (M-TH) including: Morning meeting, math instruction, ELA instruction, and office hours.</p> <p>Middle School: Minimum 2.0 + Hours of Live Sessions Per Day (M-TH) including: Home room and all core subjects. Grade levels alternate.</p> <p>Specials Teachers: 25 minutes each class</p> <p>Zoom locations: in your classroom if you choose or in a location that is “professional” as defined by the May Do, Must Do list. Computer-generated educational “backgrounds” are allowed.</p>	<p>Fridays, AM:</p> <ul style="list-style-type: none"> ● minimum of (1) 30-minute session, whole-group, for social-emotional purposes ● learning plan for following week must be completed before 12:00 p.m. (noon) ● Planning, collaboration, grading, additional Zoom interventions as necessary for students of concern ● Parent conferences <p>Fridays, PM:</p> <ul style="list-style-type: none"> ● Professional Development ● Team meetings ● Whole-group meetings <p>Specials schedule in development</p>
<p>Daily Office Hours</p> <p>Elementary: 30 minutes of “Open” office hours per day</p> <p>Middle: 30 minutes of “Open” office hours per day and 30 minutes of teacher-directed office hours per day</p>	<p>Office Hours Expectations:</p> <ul style="list-style-type: none"> ● Actively reaching out to students in need for 1:1 and/or small group support ● Student intervention ● Teacher outreach to parents and/or students for conferences to discuss attendance, academic, and/or behavior issues (refer to Lakshmi for Action Plan

	<p>process, if necessary)</p> <ul style="list-style-type: none"> • By appointment availability for parents and students to contact teachers for assistance and or get answers to questions • Co-teacher collaboration time
<p>Lunch</p> <p>Full Time: 30 minutes per day Part Time: 30 minutes per day</p>	<ul style="list-style-type: none"> • Unencumbered time built in your day for lunch
<p>Planning/Grading Time</p> <p>Full Time: 1.0 hours per day M-Th, Friday morning after morning meeting. Part Time: 45 minutes per day</p>	<ul style="list-style-type: none"> • This is time allocated to ensure appropriate time for planning and grading purposes
<p>Collaboration Time</p> <p>Full Time: One hour per day during student extra work time and specials, Friday PM every other week</p> <p>Part Time: 30 minutes per day</p>	<ul style="list-style-type: none"> • Time dedicated during the day and on Fridays to preparing weekly learning plans, recording videos, preparing assessments, meeting with grade level partners and/or co-teacher on ideas, sharing best practices, assignment of break-out rooms, etc...
<p>Intervention Time (part of daily office hours)</p>	<ul style="list-style-type: none"> • Time dedicated to support individuals and small groups of students on addressing learning gaps. This is in addition to minimum daily live sessions and part of daily office hours of allocated availability time.
<p>Parent/ Student Contact Time (part of daily office hours)</p>	<ul style="list-style-type: none"> • Contacting parents and students that may need to be set up for intervention time or checking in because they are not participating, need additional support, etc. This is part of daily office hours of allocated time.

Sample Remote Learning Schedule by Grade Level

[Google Classroom](#) for Every Class

- Assignments Posted
- Assignments Turned in
- Grades posted in both Google Classroom and Aeries (middle school)

[Google Sites](#)

Every classroom must have a google site or equivalent website that has the following information. You can learn how to [create a site here](#)

- Parent Resources
- Live Check In Schedule
- student Resources
- Link to Google Classroom
- Meet the Teacher Information
- Work Submission Information
- [Weekly Learning Plan](#)
- Contact Information
- Office Hours

Telework Policy: The Board of Directors has adopted the following [policy](#) for all employees who are teleworking.

Weekly Learning Plans:

- Weekly Learning plans must be available for students on Fridays for the following week

[Assessments Timelines](#)

Training For Staff

- A portal has been created with training videos and resources to help you with digital learning. You can [access it here](#).
- August [Institute Training Schedule](#)

Special Education

DMCS Public Schools Special Education Department's goal is to most appropriately support students with disabilities and learning differences no matter the challenges our world is currently facing. It is our responsibility and charge to ensure all DMCS Public Schools students with IEPs receive their individualized Free and Appropriate Public Education during this uncertain time, and that they continue to have quality access to their education no matter the modality of instruction during these uncertain times.

Four Priorities of the Special Education Team:

- 1) Focus on the safety, health, and welfare of the students and staff members at DMCS Public Schools and in the home setting when remote learning is happening.
- 2) Provide FAPE - Deliver services to as many students as you reasonably can in the best way possible.
- 3) Document all efforts; make sure documentation is focused, consistent, detailed, and demonstrates a good faith effort to provide the appropriate services.
- 4) Compliance during a Pandemic - Keep in mind that IDEA was not built for crisis schooling; however, with this being said DMCS Public Schools is committed to serving students appropriately and ensuring students are able to access learning despite the barriers COVID-19 imposes.

Least Restrictive Environment (LRE) -

LRE is part of the Individuals with Disabilities Education Act (IDEA). IDEA says that children who receive special education should learn in the **least restrictive environment**. This means they should spend as much time as possible with peers who do not receive special education. IDEA is not waved during a global pandemic, and DMCS' strong inclusion program continues even amidst COVID-19. This means that no matter the modality of instruction children with disabilities are going to be included in the general education classroom, and will have additional supports provided in that environment to best support their success and their growth. This can be done in multiple ways both in person and when students are participating in distance learning. Some (but not all) examples are as follows:

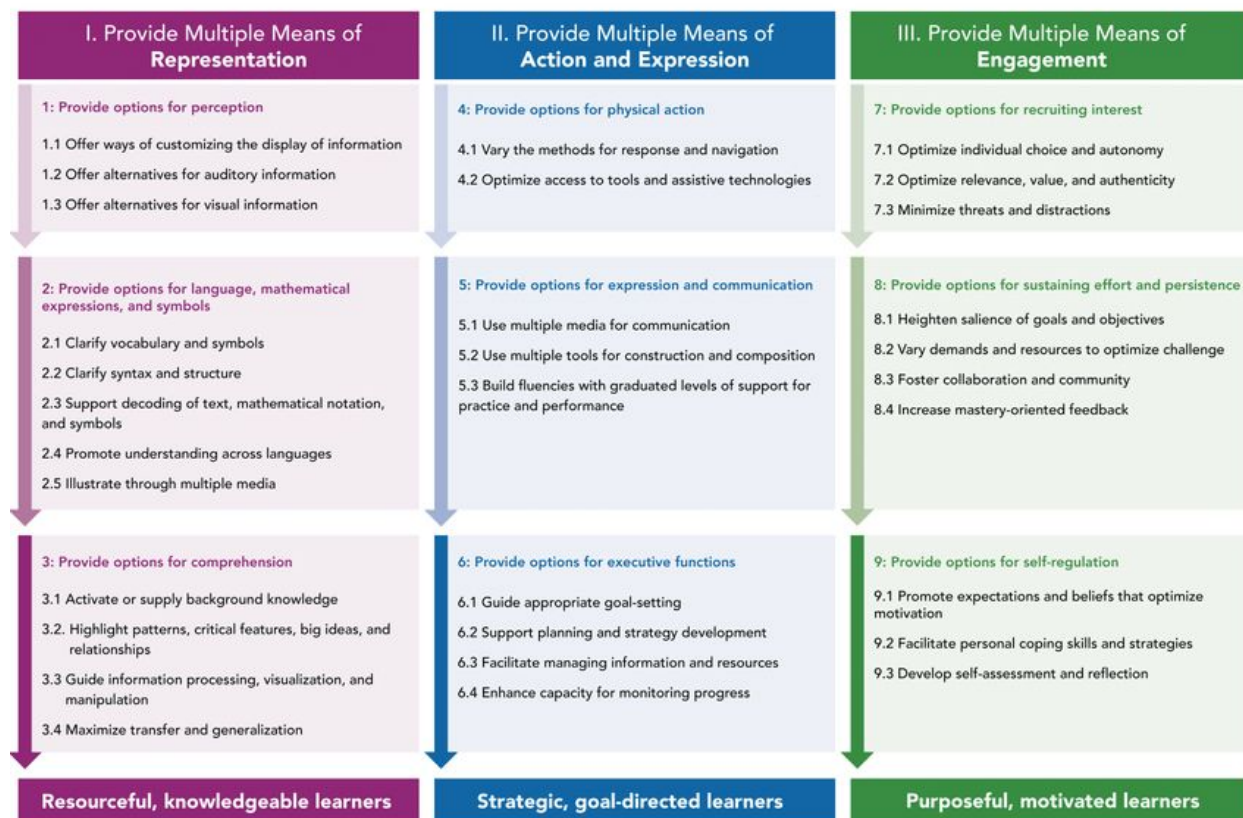
<u>Classroom</u>	<u>Distance Learning</u>
Small Group Instruction	Virtual Break Out Rooms
Co-Teaching	Extra Special Education staff on Zoom to check in with specific students, and support where needed
Re-teach Lessons	Special Education teacher/general education teacher remains online after class session is over to support students and reteach any challenging materials.
1:1 Support	Office Hours are offered weekly for any individual questions or needs that come up throughout the course of the week

Universal Design For Learning (UDL) -

UDL provides a blueprint for creating instructional goals, assessments, methods, materials that work for everyone - not a single, all size fits one approach, but rather flexible approaches that can be adjusted and customized for individual needs. The goal of UDL is that all learners can access and participate in meaningful challenging learning opportunities no matter how a child is accessing their instruction. This method has been a key aspect of DMCS' inclusion model for many years, and even if your child is participating in distance learning, our goal is to still implement best practices such as UDL in the virtual setting. The UDL principles can be implemented in a classroom and virtually, and our Special Education team will be implementing these guidelines no matter the modality of the

student's instruction.

Universal Design for Learning Guidelines



Individualized Education Plans (IEP) -

An Individualized Education Program (IEP) is a written plan of the educational program designed to meet a child's individual needs. It is important to note that every child's IEP is individualized, and no two children will be receiving the same exact plan, as each child's IEP was written to support that child's individual needs. It is also important to know that an IEP is always a working document, and that even while it is the school's responsibility to ensure that a child is being placed in the LRE, as environments change services might also need to change, so while it is the IEP team's goal to keep the child included to the greatest extent possible in the general education program it may be important that the child also receive pull out services should the child need such supports to make progress on the goals that the IEP team created. Please know that If any one member of the IEP team feels that the child is not able to make educational progress even with the individualized support outlined in the IEP, an IEP meeting can be held at any time to make necessary changes. The well-being and the child's educational progress will always be the focus of the IEP team at DMCS Public Schools.

Food Services

Weekly Pick up: Every Thursday from 12:30-2:30, students can pick up a week's worth of Breakfast and Lunch of food. Only DMCS students will be eligible to pick up food. Under SB98, students can no longer pick up food from other school sites. Every school must offer a food service program.

Chromebook Distribution

DMCS has purchased a chromebook for every student. DMCS will establish a schedule for parent pick up and signing out of Chromebooks for students to use for Digital Learning.

For chromebook support, DMCS should contact our technology department at helpdesk@DMCSpublicschools.org

Wifi HotSpot Distribution

Wifi Hot Spots are available for students in need. If a student needs a wifi hotspots they need to contact Mr. Broughton at pbroughton@DMCSpublicschools.org

Child Care Options

For students: DMCS is surveying families with child care needs and working with the Apollo Afterschool program to determine if daily child care can be provided

For Staff:

- Campus monitors may be scheduled to have certain hours available on campus to supervise team members children

Sickness During Digital Learning

What leave is available when sick with normal illness?

- Leaves are available as outlined in the [DMCS Employee Handbook](#)

Are you required to tell us you have COVID-19?

- No, however for the additional COVID-19 Leave is not available unless we know about it. It requires self disclosure.

What happens with my class while I am sick?

- A substitute will cover the Daily Live Interaction with your students and will follow the weekly planning you will outline for each week.
- Your websites and google classroom must be shared with your supervisor, they will help update the site with information while you are sick.

Attendance Requirements

Instructional Minutes Requirements:

TK & Kindergarten = 180 daily

Grades 1-3 = 230 Daily

Grades 4-8 = 240 Daily

Calculation of Instructional Minutes:

- In Person: The time scheduled under the immediate physical supervision and control of a credentialed employee
- Distance Learning: The time value of the assignments as determined and certified by a credentialed employee.
- Combined: Both the time scheduled under the immediate physical supervision and control of a credentialed employee combined with assignments made under the general supervision of a credentialed employee.

Attendance Requirements:

- Compulsory Attendance requirements continue to apply
- A local education agency shall offer in-person instruction to the greatest extent possible. (EC43504(b))
- Daily participation must be documented for each day distance learning is utilized
- Each school shall regularly communicate with parents and guardians regarding a pupil's academic progress (EC 43504(g))

Documentation of Daily Attendance:

- Documentation of Daily Participation includes but is not limited to:
 - Evidence of participation online, completion of assignments or assessments, and contacts between employees and pupils or parents.
 - A weekly engagement record must be completed. At minimum the weekly engagement record must document synchronous or asynchronous instruction for each whole or partial day, verifying daily participation and tracking assignments. (EC 43504(e)).

Addressing Student Absences in Distance Learning:

- A student not participating in distance learning (and not in-person) on a school day is deemed absent for that school day and documentation of the absence is required for purposes of reporting chronic absenteeism rates (EC 43504(f))
- Each Local Educational Agency shall develop written procedures for tiered engagement strategies for all pupils who are absent from distance learning for more than three days or 60 percent of the instructional days in a school week.
- DMCS will verify current contact information for each enrolled student
- DMCS will notify parents and guardians of daily absences
- DMCS staff will outreach to families to determine students' needs including health and social services if necessary.
- When feasible, transitioning students to full time in person instruction

Sources

- **Fisher Douglas. The Distance Learning Playbook, Grades K-12. Corwin. Kindle Edition.**
- **SB98 Legislation**



DIXON MONTESSORI CHARTER SCHOOL

Tiered Attendance Re-engagement Plan

OVERVIEW

This document is intended to provide clear guidelines to stakeholders on the three tiers of intervention in response to student absence.

STRATEGIES

The columns represent three tiers of strategies. Tier I Strategies are Universal Strategies that should be available to every student in the school building. Tier II Strategies are aimed at early intervention and designed to help students who need slightly more support to avoid chronic absence. Tier III Strategies are intensive supports offered to the students facing the greatest challenges to getting to school. Our assumption is that all levels of strategies involve some level of these core ingredients: A. Monitor data, B. Engage students and families, C. Recognize good and improved attendance, D. Provide personalized outreach and E. Remove barriers.

LEVELS OF STUDENT NEEDS

This chart assumes that students can be divided into tiers reflecting the level of anticipated need for supports:

Tier 1 = students whose good attendance could be maintained and cultivated as long as the universal, prevention oriented supports are in place.

Tier 2 = students who have a past history of moderate chronic absence (missing 10% or more of school) or face a risk factor (e.g. a chronic illness like asthma) which makes attendance more tenuous and need a higher level of more individualized support in addition to benefiting from the universal supports.

Tier 3 = students with several levels of chronic absence (missing 20% or more of school in the past year or during the first month of school) and/or face a risk factor (like involvement in the child welfare or juvenile justice system, homelessness or having a parent who has been incarcerated).



DIXON MONTESSORI CHARTER SCHOOL

Tiered Attendance Re-engagement Plan

	Monitor Data	Engage Students and Parents	Remove Barriers to Attendance
Tier 1 Students missing less than 5% (Satisfactory) Students missing 5-9% (At risk)	<ul style="list-style-type: none"> - Teachers enter positive attendance on PowerSchool daily before 1:00 - The attendance office checks attendance after 1:00 daily and makes adjustments as necessary based on parent/guardian phone calls and emails - Teachers ensure completion of a weekly engagement record documenting synchronous or asynchronous instruction for each whole or partial day of distance learning: Verifying engagement. - The office corrects data based on evidence based attendance 	<p>Create a school climate that encourages students to come to school everyday</p> <ul style="list-style-type: none"> - Provide an engaging curriculum that draws students to school - Keep tech connectivity simple to reduce barriers to participation - Cultivate an atmosphere where students feel respected and safe <p>Create a welcoming culture of attendance</p> <ul style="list-style-type: none"> - Greet students in the morning meeting - Create easy to read schedules 	<ul style="list-style-type: none"> - Invite parents and community members to help address the barriers that keep children from attending school. Strategies could include: - A school breakfast program and/or food pantry to address hunger and nutrition needs - A safe walk to school program to address community safety - Health interventions such as flu shots, dental checkups and asthma management plans - A clothing drive for winter coats or school uniform exchange - The PBIS initiative aimed at improving approaches to student discipline and creating a more welcoming environment



DIXON MONTESSORI CHARTER SCHOOL

Tiered Attendance Re-engagement Plan

<p>Tier 2 Students missing 10-19% (Chronic absence)</p>	<ul style="list-style-type: none">- The office will review attendance every week for students who are chronically absent or at risk of chronic absence (due to chronic absence in the past or existence of a health challenge such as asthma). Look for patterns in attendance- The office will look for qualitative data to assess the underlying cause for a student's continued absences- The office will evaluate whether students with persistent chronic absence need an appropriate tier 3 response		<ul style="list-style-type: none">- Identify barriers to attendance, such as health, transportation or housing- Involve public agencies and community partners and resources as needed to address barriers to attendance- Involve the school nurse with follow-up on medical related absences- Provide families with information on community resources that can help overcome barriers- Connect families with school-based resources that can support good attendance
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DIXON MONTESSORI CHARTER SCHOOL

Tiered Attendance Re-engagement Plan

<p>Tier 3 Students missing 20% or more (Severe Chronic Absence)</p>	<ul style="list-style-type: none"> - The office will identify which and how many students have a history of missing 20% or more of school and or at risk due to other major challenges (involvement in child welfare, juvenile justice, homelessness etc.) - The office will review attendance daily and ensure that Tier III students are in school each day. Follow up on each absence for each student identified for tier III intervention 	<p>Assess student and family needs and intensify outreach</p> <ul style="list-style-type: none"> - Refer students and families to appropriate service agencies e.g. social services, human resources, counseling, housing, and health services - Work with relevant agencies to develop a comprehensive educational plan that also address student and family needs - Share data with appropriate agencies and ensure that agencies are using chronic absence as a must respond to indicator - Work with families to avoid legal consequences to the extent possible 	<ul style="list-style-type: none"> - Implement agreed upon family intervention plan. Monitor for progress - Connect students with chronic physical and mental health issues to medical providers
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