

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Urban Montessori Charter School	Krishna Feeney, Head of School	krishnaf@urbanmontessori.org 510-842-1184	June 18, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

After school closures, our central question was around how to deliver high fidelity Montessori pedagogy through distance learning. Our goal was to continue to individualize educational plans for each student so that each student and family had the appropriate supports. To do this we adjusted our three school wide goals to meet the needs of distance learning:

- Maintain Montessori Principles in Distance Learning
- Focused Academic Support and Increased Touchpoints for underserved subgroups
- Focusing on building relationships and maintaining community for students that were chronically absent or more greatly impacted families

Levels teams came together to agree on a number of online platforms and then a bank of lessons/assignments. We started with surveys and phone calls home to gather more information about individual circumstances and used that information along with other data points such as internal testing, observational data, and subgroup data to determine the number of touchpoints students would get as part of their distance learning plan.

Touchpoints with students (over Zoom) include large group meetings (class meetings and read alouds), small group check-ins or lessons, and individual lessons and/or conferences. Students with IEPs continued to meet with their service providers on their regular schedules. Teachers collect data around their different conversations with students and monitor work handed in on google classroom as well as the other online platforms that are being used (STMath, NewsELA, and Epic Reading)

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

We recognize that distance learning presents a particular challenge for our unduplicated students and we have created a tiered system of support to offer these students and others who are in need of additional support. All students have individualized learning plans as part of our pedagogy. All students receive:

- Individualization of plans
- Regular conferencing and co-planning of distance learning for each student
- Bank of tasks to choose from including accessible online platforms as well as tech-non-reliant tasks
- Lessons via zoom or google classroom video with follow-up that is done away from the computer
- Choice and planning
- Students keep track of the work that they do (work journals)

In creating systems to support our EL, FY, and LI students we used data to tier our students and offer:

- Focused Academic Support and Increased Touchpoints for underserved subgroups

Students were placed in tiers using the following data points:

- NWEA Map data
- Underserved Sub Group and Unduplicated status
- Classroom observations
- Attendance

Student Tiers dictates the number of **individual** touchpoints students receives from teachers weekly:

- Tier 1 - 1 individual contact per week
- Tier 2 - 2 - 3 contacts per week
- Tier 3 - Daily contact and support

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

Teachers meet each week over Zoom for levels meetings to discuss distance learning in their classrooms and to troubleshoot any obstacles that have arisen. In this way they are able to improve classroom practices and normalize practices between classrooms as much as possible. In these meetings, teachers also discuss new lessons they are providing or need to provide and update banks of assignments for students to be able to access.

Each Teacher had weekly coaching meetings with the Assistant Head of School to discuss distance learning progress, troubleshoot areas of need, and develop plans to continuously improve distance learning for students. At first, many concerns focused on digital platform use and access as well as how to best support families in becoming comfortable with the different ways of accessing information. Teacher focused heavily on relationship building and maintenance with students and families in the first weeks before transitioning to a focus on new academic content and lessons in each student touchpoint.

Teachers are now exploring different ways of providing opportunities for collaborative work in distance learning through use of breakout rooms in Zoom meetings, small group instruction and more.

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

After closing our school site we continued food distribution for FRL and other families free of cost for 7 weeks. All meals were distributed in our outdoor spaces with required SIP precautions in place for families and staff. Recently we have not had a demand for meals and discontinued direct services of meals while continuing with a community partnership for bi-weekly produce distribution.

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

Though we have been unable to staff any childcare or supervision programs as a school, we have offered our facilities to the Alameda county department of education for use in supporting childcare and supervision of students of essential workers. They have not yet taken us up on the offer, but we continue to make our facilities available to them.