

COVID-19 Operations Written Report for Miller Creek School District (formerly Dixie Elementary School District)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Miller Creek School District (formerly Dixie Elementary School District)	Kristy Treewater Assistant Superintendent	ktreewater@millercreeksd.org (415) 492-3703	June 23, 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.

The Miller Creek School District launched remote learning on March 17, 2020 in response to the suspension of classroom teaching as ordered by the County of Marin Department of Health due to the COVID-19 pandemic. The district closed its four schools and all teaching and learning occurred in remote settings. The shift to remote learning had a significant impact on students, families, staff, and the community at large. The district worked to prioritize four areas: adapting to delivering instruction via a remote learning model, communication with families and staff, providing meal service to families, and continuing essential functions of the district including payroll and other business office functions, maintaining facilities and negotiating/conferring with our employee bargaining units.

Educators worked diligently to adapt curricular resources to work in the remote learning environment. Instruction was delivered using a combination of synchronous and asynchronous methodologies. MCSD offered professional development in various educational technology applications to certificated and classified staff to accelerate the transition to remote learning. One major impact of remote learning was limited access to authentic assessment used to monitor student progress. In response, MCSD created temporary grading and reporting practices for all students.

Initiating remote instruction required all students to have access to the internet. MCSD deployed hundreds of devices to support students' connectivity and produced videos and FAQ sheets for parents in partnership to support this new way of learning. We invited students and families to access our technology support services for additional help desk support.

Families received regular updates from the district, in addition to school based weekly family newsletters. Families and staff participated in four survey cycles that collected feedback on the impacts of remote learning and the needed supports. MCSD established a remote learning website to serve as a repository of resources for our families. All written communications including letters and websites are available in many languages.

The loss of the physical school community and the demand to reimagine school had an emotional impact on staff, students, and families. MCSD's mental health team provided communication, resources, and strategies to students and families to keep healthy during the time of isolation. The mental health team also created wellness challenges for staff to acknowledge and support the impacts of COVID-19.

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

Each school had a robust Home Support Team that tracked individual student engagement and provided additional supports to identified students. Home Teams provided individual check ins using preferred methods of communication personalized for the family.

English Learners (EL) received integrated English Language Development (ELD) through instruction designed by their classroom teacher. In addition to the core curriculum, ELs had access to identified English Language Development applications. Novice EL students were assigned additional instructional staff that provided individual check ins or small group instruction. MCSD drew upon our bilingual staff who served as important points of contact for our Spanish speaking community.

MCSD provided necessary technology, as well as paper materials to ensure access to learning for students identified as foster youth. MCSD partnered with foster youth caregivers to understand the impact of remote learning, identify needs, and brainstorm ways to support. MCSD offered 1:1 tutoring for foster youth.

Technology devices were provided to low-income families. Grade level book bags curated by our local library were distributed to families that participated in our meal service program.

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

The Miller Creek School District made several key decisions leading up to the commencement of remote learning that contributed to the development of a high-quality distance learning program. The District Learning Wednesday collaboration time on March 11th and the professional development day on March 16th were repurposed to focus on designing remote instruction including the technology tools needed for communication and teaching. Educators were introduced to a Districtwide Google Classroom which had been created to serve as a repository of information and resources for staff including grade-level curricular resources, sample parent communications, and tutorials on instructional technology applications. Grade level curricular resources were organized by each content area for quick access and application. Educators were introduced to the video conferencing application Google Hangout/Meets to consider ways to deliver whole class and small group instruction, and to sustain community.

Teachers delivered standards-based synchronous and asynchronous learning utilizing a variety of instructional strategies. Teachers targeted identified essential standards as a means to focus learning. Educational technology applications such as Zoom, Loom, Seesaw, and Flipgrid allowed for students and teachers to exchange thinking in a remote environment. MCSD utilized Google Classroom as a communication and

assignment management system for students in grades two through eight. In addition to core curriculum, specialists at each elementary school provided instructional videos and lessons in art, physical education, and music.

Partners from our local library helped MCSD provide access to books by issuing library cards to all students.

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

The MCSD provided meal service to families at a centralized location throughout the shelter-in-place, including during school recess. District staff called individual families to notify them of the meal service program and the plan to centralize distribution. Staff was provided the essential protective equipment to safely organize the distribution of meals. Initially, MCSD served daily meals and then shifted to providing weekly meal kits to families to reduce social exposure and to offer a greater variety of cold and hot meals.

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

MCSD provided a remote learning program that met a wide range of needs. Staff utilized collaboration platforms such as Google Classroom, Zoom, Google Meet, and Seesaw to facilitate remote learning and engagement. Students participated in virtual interactions with teachers and peers throughout the week, such as class meetings, one-on-one and small-group check-ins, and office hours/tutorials. In addition to virtual meetings, teachers and students utilized interactive platforms that allowed for students to submit virtual work and for the teacher to offer digital feedback.

MCSD established protocols that tracked student attendance and initiated a Home Support Team when personalized support was needed. Home Team Members were assigned individual students to meet with periodically for social emotional and academic check ins. These check ins lead to greater engagement.

MCSD provided access to a school campus and custodial support for a child care facility organized by the Marin County Office of Education which served children of essential workers.