

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Buena Park School District	Dr. Ramon Miramontes, Superintendent	rmiramontes@bpsd.us (714) 522-8412	June 22, 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.

Buena Park School District’s first priority is the well-being and safety of its students, staff, and families. This commitment has been at the forefront of all decisions the district has made during the COVID-19 school dismissal. Since closing sites on March 16, 2020, the district took immediate steps to make sure that classrooms on each campus were thoroughly cleaned and disinfected. District essential workers used protective personal equipment and followed social distancing guidelines, which included working in staggered shifts to ensure safety. Additional cleaning and disinfecting supplies were purchased for use across the district. These included electrostatic sprayers which have the ability to effectively disinfect large areas. The district has also procured approximately 16,000 clear face shields for use when staff and students return. All classrooms will have furniture moved to provide a minimum of 6’ of space between students. BPSD also continued to provide students with high quality instruction via distance learning. In an effort to ensure that students had access to learning, the district provided devices for all Kinder through 8th grade students. Our district’s Curriculum and Instruction department provided resources and guidelines for teachers across all content areas with an emphasis on ELA, ELD, and Math to ensure consistency. Following directions from CDE and OCDE of “do no harm,” a COVID-19 grading policy was approved by the Board. The modified policy was based on critical feedback rather than traditional grades. In the 2019 school year, the district completed a full one-to-one iPad distribution for all students in grades Kindergarten through 8. Due to this, the district was able to support full distance learning with one-to-one iPad devices from Kindergarten through grade 8 during the COVID-19 student dismissal and transition to distance learning. To support content delivery, the district has standardized and supports two Learning Management Systems (LMS). For grades pre-school through 5, the district purchased and supported SeeSaw and Canvas is used and supported for grades 6 through 8. All teachers have Apple laptops and iPads and connect with students and parents through Canvas, Google, SeeSaw, Parent Square (the district’s communication tool), Zoom, and Google Meets. The district uses several cloud-based resources to provide curriculum and content to students, providing videos and instruction to parents to support content at home. Each school provided textbooks and handouts to students and families to cover the curriculum that is not available online. The Technology and Media Services team provided over 70 professional development opportunities and how-to videos and documents for teachers covering technology and communication, Google, Office 365, Canvas, Google Classroom, SeeSaw, and how to apply their teaching craft to distance learning. The technology team provided remote technical support for teachers and staff that were working from home and added the ability to provide remote technical support for families and students. In addition to supporting iPads and laptops, the team supports 115 donated Chromebooks that are used by Special Education students in pre-school, transitional-kindergarten, and kindergarten. The district’s technology team created how-to documents and videos on using the LMS, iPads, and Chromebooks to access content and instruction were created and provided to parents and students. BPSD’s Special Services Department communicated on a regular basis with parents regarding the services that continued to be provided, to the extent

possible, for their children. IEP meetings and assessments transitioned to a virtual platform. Even our physical fitness efforts continued with videos posted on YouTube that encouraged our students to “get up and move” during distance learning as we recognize the healthy body/healthy mind connection. The department of Child Welfare and Attendance (CWA) in alliance with principals and community partners provided needed resources.

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

BPSD offered high-quality distance learning for our English learners, foster youth and low-income students. For our English learners, Designated and Integrated English language development (ELD) was an important instructional focus during distance learning as both are critical to language acquisition and content learning. Teachers created lessons designed to support our English learners. As suggested by OCDE, lessons provided student choice of reading material and writing topics. An emphasis on oral language was another essential element of the lessons. The lessons also included opportunities to use academic language and express personal thoughts and ideas across content areas. For our foster youth and low-income students, our CWA department worked with local community agencies to provide additional food and learning resources. District counselors connected families with medical and counseling referrals to ensure that our most vulnerable students continued to thrive. Counselors created newsletters that were published on our district website that focused on social-emotional well-being. Check-ins via teleconferencing, phone calls, and even home visits ensured that we kept in communication with our EL, foster youth, and at-risk students.

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

The district is developing an instructional plan that captures the best practices of distance learning instruction as recommended by CDE’s document, *Stronger Together, A Guidebook for the Safe Reopening of California’s Public Schools*, along with the inclusion of all health and safety precautions recommended by the CDE and the Orange County Health Department. The district has also created a COVID-19 taskforce where stakeholders evaluated the district’s initial COVID-19 distance learning experience as the first step in developing next year’s plan. In addition, parents, staff, and principals were surveyed and provided input on strengths and recommendations for next steps in continuing distance learning. From stakeholder feedback, it was determined that health, safety, welfare, and equity are our top priorities for reopening school. In addition, stakeholders made it clear that the innovative practices developed during school dismissal should continue to be implemented in the new academic year. Therefore, our goal is not just to reopen schools, but to also reimagine schools. We plan to expand our distance learning model by moving to an essential standards-based curriculum, diagnostic and progress monitoring, intervention, and the acceleration of learning. Initial instruction of new concepts and strategies will be strengthened by synchronized and asynchronous teaching and flexible scheduling. To fulfill our responsibility of honoring parent requests for varied learning options, BPSD will open its Accelerated Academy for Learning for students who wish to continue with a distance learning model beginning in fall, 2020. This option will be available to all students. This year, more than 28 curriculum training sessions were held for our teachers with over 300 participants. Staff members are eager to continue their professional learning in the form of collaborative planning, innovative use of technology, and culturally relevant pedagogy to support our students’ varied needs during distance learning.

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

During school dismissal, BPSD's Child Nutrition Services team has prepared and served over 130,000 meals to students 18 and younger at four school sites through our "grab and go" program. Hardworking nutrition staff members served meals to all students Monday through Thursday from 10:30 a.m. – 12:00 p.m. Each child was provided with a well-balanced breakfast and lunch. Parents drove up to distribution stations and meals were given to families following guidelines provided by CDC, CDE, and Orange County Health Department. Employees who distributed meals were provided with face coverings, gloves, and hand sanitizer. Social distancing practices were followed along with a regular schedule for frequent handwashing. Staff adhered to established safety and sanitation procedures for food preparation. While maintaining the goal of providing services for all BPSD students, during the month of June, the district has consolidated down to one school site for food distribution. Adherence to strict health and safety guidelines will be continued.

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

Beginning March 16, 2020 due to the COVID-19 closure, the district's before and after school child care program, Kid Connection, has been closed. During this time, the district provided information regarding local child care centers that remained open on its district website. The program is now focused on a safe reopening that follows all CDC, CDE, and Orange County Health Department guidelines. Safety protocols will include use of personal protective equipment, frequent handwashing and use of hand sanitizer, smaller group size, and disinfecting centers between student use. In addition, temperature checks at the start of program will occur for both students and staff. Limited access to classrooms will minimize the risk of exposure for all. Staff will be trained on updated procedures and these will be communicated to parents prior to children attending. Our child care is expected to begin providing care for essential district workers in July and will expand services for the August start of the 2020-2021 school year.

California Department of Education
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