COVID-19 Operations Written Report for Central School District

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
<th>Date of Adoption</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central School District</td>
<td>Donna Libutti Superintendent (909) 989-8541 <a href="mailto:dlbutti@csd.k12.ca.us">dlbutti@csd.k12.ca.us</a></td>
<td><a href="mailto:dlibutti@csd.k12.ca.us">dlibutti@csd.k12.ca.us</a></td>
<td>June 18, 2020</td>
</tr>
</tbody>
</table>

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.

During school closures, Central School District has had to adjust to a distance learning approach to instruction and a shelter-in-place learning environment. As a result, traditional program offerings and delivery of instruction have dramatically shifted.

Athletics: After-school athletic programs on all campuses were canceled.

After School Programs: Regularly scheduled after-school activities were canceled.

Child Care: The district Kid and Teen Central childcare program was discontinued at all sites and refunds were afforded to parents. Community resources for child care were communicated to families.

Grading: With the inability to ensure equitable access to distance learning, as well as the unforeseen impact on families and students, in accordance with the Governor's Executive Order, CSD implemented a “Hold Harmless” grading policy. As a result, Trimester 3 report cards show No Mark for all subject areas with the explanatory comment, "No Marks (NM) reported in Trimester 3 as a result of the COVID-19 school closure.” This did not negatively affect student placement in classes, nor eligibility for end of year awards.
Promotion Ceremonies: Eighth grade promotion ceremonies were drastically altered. Drive-up celebrations for eighth grade students and online versions were implemented to ensure safety and to adhere to social distancing regulations. All sites celebrated students with drive-thru parades and congratulatory videos commemorating the end of an unusual year.

Physical Education/Music: These supplemental courses to the academic core content continued to be part of each student’s instructional plan. Staff posted activities and links to online resources. Elementary PE teachers posted interactive videos for TK-5th grade students.

Professional Development: Each week, teachers were provided with grade-level/content area support meetings. These meetings included collaboration time to share best practices for distance learning, review updates, and answer questions. Much of the staff development focused on instruction for distance learning including Microsoft Office 365, TEAMS, Zoom, Flipgrid, and SeeSaw. In addition, Special Education staff participated in multiple interdepartmental virtual meetings in order to share innovative ideas and resources.

Special Education: During the time of school closures the Special Education Department had to adjust to remote learning as well. Accommodations or modifications were incorporated into Weekly Lesson Activity Plans based upon a students’ specific area of disability. Special Day Class teachers provided individualized Weekly Lesson Activity Plans based on student IEPs. Designated Instructional Support (DIS) providers (i.e., speech and language pathologists, psychologists, occupational therapists, mild-moderate teachers, etc.) collaborated with general education instructors during virtual meetings to support the unique needs of each student with special needs. All Students with Disabilities received access to their regular education as well as their Individual Education Plan (IEP) goals and services. A Special Education Guide and Resources document was created to delineate guidance for our Special Education teachers along with our DIS providers to assist them in the delivery of special education services in a virtual model.

Wellness: During the school closure period District counseling staff stayed connected with students who accessed mental health supports on their campuses prior to school closures. In addition, counselors followed up with any student indicating they were feeling stress or trauma as a result of the shift to distance learning or the shelter-in-place orders. This connection was made by the classroom teacher or directly from the student or family.

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

In order to ensure all students continued with a high-quality education teachers made every effort to engage and interact with students online and in person. Providing English Learners (ELs) with high-quality English Language Development (ELD) services and meaningful access to content instruction remained a priority. Teachers provided Weekly Lesson Activity Plans that included integrated and designated ELD instruction. In addition, teachers considered the language needs of ELs and purposely designed lessons with embedded scaffolds, integrating ELD into the core content and thereby ensuring continued growth and access to the curriculum. Teacher virtual meetings made the online experience even more personalized for ELs, while also providing daily support and step by step directions. Teachers regularly checked-in with ELs to support them in core content classes. In addition, student and parent participants in our afterschool Rosetta Stone programs were provided log-in information that enabled them to continue learning English from their home.
Regular communication and connections with parents of low-income students, ELs, and foster youth during this time remained more important than ever. The overarching goal was to fulfill family needs and connect them to necessary information for distance learning, basic needs, as well as information regarding COVID-19. Cognizant of the varying levels of literacy among so many households, CSD staff made information and support available in a variety of forms, including support from school counselors, district nurses, district mental health clinicians and site Parent Community Involvement Coordinators who offered ongoing services in a variety of forms.

CSD staff further recognized families of foster youth, ELs, or those suffering economic hardships rely on services from schools for educational stability and basic needs. Due to the school closures, staff had to design new ways to support at-risk youth including:

- Communicating regularly with caregivers by phone, email, home visits, and other methods.
- Ensuring students could engage in remote learning provided by the District.
- Connecting parents with tools for communicating with teachers, counselors, or other school staff members.
- Helping children access schoolwork.
- Providing social, emotional, and/or behavioral supports.
- Asking students and caregivers what they needed to feel healthy and safe.
- Helping connect families with community resources including housing, hygiene, food, and other basic services.
- Collaborating with caseworkers to ensure comprehensive services and plans were in place for foster youth.
- Providing meal service to provide breakfast and lunch for families five days per week.

The Educational Services Department developed a system for all teachers to report to their administrators which students were not responding or actively involved in online lessons. Student engagement was monitored on a weekly basis by the Assistant Superintendent, Educational Services and principals. Principals, assistant principals, counselors, and office support staff followed up by reaching out directly to families to offer support and promote students’ continued engagement.

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

After much discussion regarding the best way to provide distance learning opportunities for the students in Central School District it was decided that Weekly Lesson Activity Plans would be provided by grade levels at each school site. These plans were built around reinforcing and sustaining key instructional goals based on grade level standards. Teachers worked together by grade level to develop plans that provided continuity during the entire school closure, based on where students were academically when they left the site. All plans included non-technology activities in core content areas as well as optional activities that required the use of technology. Plans included instruction for electives and elementary music and physical education. The Weekly Plans were updated and posted on the school website every Friday afternoon and printed for families upon request.

Using the district developed Student Contact Log, teachers recorded daily instruction, engagement and communication with students and families. This system allowed the district office and site administrators to monitor student participation as well as student and parent needs. While teachers were allowed to continue to utilize online communication systems already in place with their families (Bloomz, Class Dojo,
Remind, email, FlipGrid, SeeSaw) additional training was provided during weekly online professional development to support virtual instruction (TEAMS, Zoom). Regular virtual class meetings were held along with school spirit activities, class read-alouds and PJ parties. In addition, many teachers created instructional videos for students to utilize to support instruction and many Zoom lessons were recorded and shared with parents. School counselors worked with principals to provide videos focusing on Social Emotional Learning and supports for both students and families.

The use of the non-technology and optional technology lesson activities proved to be of relief for many of our families. The technology options provided families looking for additional learning opportunities with appropriate resources and the non-technology options ensured equitable access for all families. In addition, the flexibility provided by teachers for online participation was well received. During weekly contact students and parents were asked, "How are you doing?" and "What do you need?" and all requests were followed-up on by either teachers, counselors or site administrators.

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

Central School District’s (CSD) Nutrition Services Department opened a drive-through and walk-up meal service on Monday, March 16, 2020, in response to the emergency school closures. Central Elementary and Ruth Musser Middle School were strategically selected by location to serve the District’s families. As a result of several United States Department of Agriculture (USDA) waivers, including Meal Service Time Flexibility and Non-congregate Feeding, the District was able to act quickly to eliminate congregate feeding and distribute meals. The Nutrition Services staff served meals daily, providing breakfast and lunch for children 18 years of age and younger. All meals were provided at no charge and no income eligibility paperwork was required for families to utilize this service. In order to communicate this benefit, information was posted on the District website and sent to families via phone calls and email.

From April 6 - April 17 the distribution of meals was changed to all sites on a daily basis.

April 20 - May 29 meal distribution was reduced to three days a week at four sites across the district. The revision in days and sites was purposely imposed to decrease exposure risks to staff and families.

Based on the number of meals being distributed by site it was determined a final scheduling revision was needed. Beginning the week of June 2, 2020 meal distribution was once again offered at the original two sites, Central Elementary and Ruth Musser Middle Schools, two days a week. Tuesdays and Thursdays were selected as the new days for service and were designed to provide children enough breakfast and lunch meals for five days.

All food preparation was completed in our kitchens or MPR/gym. These facilities were properly cleaned and sanitized at the end of each serving day by custodial staff. Additionally, all food service staff ensured food safety standards were met including more frequent handwashing and sanitizing of surfaces.

As of May 29, 2020 a total of 58,930 meals have been distributed during the school closure.
Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

As a result of the school closures the Kid and Teen Central childcare programs were discontinued at all school sites and refunds afforded to parents. However, Central School District continued to play a role in supporting the community needs beyond education during the pandemic. In order to support families impacted by the closures, Kid Central management developed a list of facilities and providers that were able to continue to serve students during school closures which was shared with families.