

# COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Banning Unified School District	Veronica Pendleton, Ed. D. Interim Director, Educational Services	<a href="mailto:vpendleton@banning.k12.ca.us">vpendleton@banning.k12.ca.us</a> (951) 922 – 2702, ext.104014	June 29, 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.

Due to the COVID-19 emergency teachers, staff, students, and families in the Banning Unified School District have been professionally and personally impacted. Ensuring that our students receive a continuity of learning during school closures has been our top priority. In response to school closures, BUSD provided access to Chromebooks, assigned technicians who addressed work orders to support technology access, collaborative staff meetings, 1:1 mobile computing, and work packets for students without internet access. Appropriate student and teacher electronic devices provided access to online curriculum, scheduled weekly virtual educational technology professional development, provided technological support, created a collaborative shared drive, as well as supported grade/content level collaboration.

Working MOU’s with bargaining units were drafted to outline provisions and accommodations for certificated and classified staff during school closure. These standing agreements enabled BUSD to provide enrichment and learning opportunities through a virtual delivery model to meet students’ and families’ needs.

Through distance learning, students interacted with their teachers online via electronic devices. Distance learning instruction delivery included video and/or audio platforms through Google Classrooms, telecourses, or other instructional tools through various communication technologies. Teachers also used printed assignments to complement the learning and as a formative tool to inform instruction. In efforts to maintain open lines of communication with families, teachers posted a weekly schedule each week of their availability for support, assistance, and clarification to students and families via email and/or other virtual platforms.

The district adopted a policy to hold students “harmless” as a result of school closures. As a result of engaging in Distance Learning students would not receive a lesser grade than the last reported grade. Secondary students, however, were able to earn a higher grade through the completion of at-home assignments and assessments. Teachers assigned missing work or reasonably equivalent alternatives. Teachers also determined both the work to be completed and the mastery to be shown to validate the grade increase.

Special Education provided consultation to the parents and general education teachers, and direct enrichment through Google Classroom, and/or Zoom. All special education students accessed the general program and were provided additional distance learning opportunities through specialized individualized on-line learning resources and individualized learning packets. Teachers conducted a variety of instruction via online formats such 1:1 Zoom sessions with the student and parent, whole-class meetings, and phone consultations.

The COVID-19 school closures impacted Banning students and families in a variety of ways. The most notable being the digital inequalities that exist within our community. Many of our families do not have computers in the home or reliable internet access. These factors inhibit our

students' ability to engage in distance learning, furthering the learning divide. Another notable area of impact was the change of parents and guardians taking a primary role in supporting at-home instruction and learning. In addition, Banning adopted a "Hold Harmless" policy which states that no new concepts or standards would be delivered, therefore some students will experience learning loss as a result. The closure also impacted working families needing to secure reliable child care so that parents could work. The risks to child mental health and well-being are also considerable areas of impact. Lastly, on May 15, 2020, the district disseminated a spring survey to further gauge the effects of distance learning on student engagement and achievement.

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

Staff responded immediately to the needs of our district's most vulnerable learners. In fact, supports included motivational videos, weekly virtual lunches with counselors, 1:1 counseling sessions, and additional mental health supports. Banning initiated measures to provide daily breakfast and lunch, printed materials, and enrichment opportunities for our families in need. We also needed to ensure students were provided equitable opportunities to access technology to support distance learning. Families were provided with 1,134 Chromebooks, in addition to 1,050 1:1 devices assigned to high school students. The Foster Youth liaison from RCOE, provided laptops and Wi-Fi boxes to all Banning foster youth. Devices were mailed to foster students' homes directly. Families were provided personal devices, information regarding free internet service providers in our area, and access to instructional resources through our district webpage. These resources allowed students to access the virtual learning opportunities being provided by the teachers in our district.

In an effort to support English learners, foster youth, and low-income students, Educational Services implemented innovative ways to assist teachers and families. Teachers were provided professional development in the areas of promoting student engagement, ELD strategies, proficiency with digital learning tools, and differentiation of lessons. Elementary grade-level meetings were scheduled weekly as a way to determine best practices, provide collaboration, and obtain resources for meeting the needs of students during distance learning. [Interactive](#) PDFs were created to assist teachers in addressing the needs of English learners, foster youth, low-income, and Special Education students. The PDFs contain links to resources from a variety of sources including CDE, RCOE, webinars, websites, and common core aligned lesson plans. In addition, teachers were provided with Rosetta Stone licenses to help meet the needs of English Learners' language acquisition and development while learning virtually. Resources were also provided in the areas of visual & performing arts and social-emotional supports for virtual teaching and learning.

Banning considers student safety and well-being one of our highest priorities. Site administrators, teachers, and counselors communicated student concerns or lack of engagement to District Mental Health therapists, who then contacted students and their families to offer support. Additionally, school counselors regularly reached out to students not participating in distance learning. The District's Tier 2 Facilitator reached out to all foster youth students to check-in and see if there was anything that they needed. They were connected to their school counselor for weekly check-ins to ensure their needs were being met throughout the school year. Teachers communicated with students and families via phone, communication technologies, email, and/or mail. They also provided office hours and availability to assist students and families.

The information has been communicated with BUSD families regarding Pandemic EBT Cards information, RCOE free Parent Engagement Virtual Summit, Student-Athlete Summit, and low-cost and/or no-cost child care. These programs were promoted via the BUSD website and Parent Square. Parents/guardians are also given the option to obtain printed resources from their child's teacher or to download enrichment packets from the district website and/or the teacher.

BUSD has begun to organize a districtwide English Language Learner Distance Learning Committee as well as a Task Force aimed at meeting the needs of our learners. These collaborative efforts invite the input of multiple stakeholders including administrators, teachers, staff, community members, and the parents/guardians of English Learners, foster youth, and low-income students.

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

The Banning Unified School District's initial response to COVID-19 school closures was to provide families with digital and printed grade-level [Enrichment Resources](#). These materials, containing core content, continue to be available on our district website and are distributed in printed form upon request. Families were notified of packet availability via Parent Square and other forms of communication used by the individual school sites. A district online "Request Form" was created for Families in need of electronic devices to request a Chromebook. Households with one to three children received one device and families of 4 or more children per household were given two devices upon request. Efforts were also made to inform families of free internet service providers in our area.

Through Special Education, service providers engaged students and parents via phone, providing packets, Zoom meetings, Google Hangouts, Google Classrooms, schedules posted in Class Dojo, and specialty websites. Special Education provided consultation to the parents and general education teachers, and direct enrichment through google classroom, and the teleconferencing platform. Individualized learning packets with toolkits were distributed to parents for some students according to their needs. For the students without the ability to use a Chromebook, Special Education distributed IPADS. Individualized Educational Programs at a Glance were mailed to all parents and were reviewed with the Special Education provider. Additional resource materials were made available through the special education webpage on the district website.

In an effort to support the educators in our district, Banning created a Distance Learning shared drive. The shared drive contains digital and printable resources; instructional how-to videos for accessing digital platforms, digital access to adopted curriculum, and virtual lesson plans. Individual grade level folders were created within the shared drive to allow teachers throughout the district to share their work. Collaborative teams were built across the elementary [grade levels](#). Middle school teachers created grade-level PDF materials for students through cross-curricular collaborative teams. High school teachers worked directly with individual students requesting enrichment and/or the opportunity to raise their grade. In addition to district grade-level collaboration, Teachers on Special Assignment (TOSA) were available through weekly scheduled grade-level meetings during office hours to address instructional questions and provide technical support. TOSAs also communicated professional development opportunities, resources, and digital tools via a weekly [newsletter](#). Educational Services partnered with RCOE's Educational Technology Service Department to provide elementary and secondary professional development on a weekly basis. RCOE PD sessions assisted with heightening teachers' virtual teaching skills as well as provided knowledge of various tools and resources available in the virtual classroom setting (i.e. Flipgrid, Seesaw, Google Classroom, etc.). Lastly, on May 15, 2020, the district disseminated a spring teacher survey to further gauge the effects of distance learning on student engagement and achievement.

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

Banning Unified School District began serving meals to students under our Seamless Summer Program starting on March 16th, the first day of district school closure. Meals were served at Hemmerling Elementary, Nicolet Middle, and Cabazon Elementary Schools. In addition, meals were served at two bus stops in the Cabazon and the Whitewater areas. Students were provided with breakfast and lunch for each day. Starting on April 27th were given each student 5 breakfast and 5 lunches (enough for the week) on Mondays from 1:00 a.m. - 12:00 p.m. at all distribution sites. This process continued until June 1, 2020; serving meals on Monday and Wednesdays from 11:00 a.m. - 12:00 p.m. at

Hemmerling, Nicolet, and Cabazon. The Banning Unified School District distributed 84,893 meals between March 16, 2020, through June 1, 2020.

Staff safety measures and protocols were established to minimize COVID-19 exposure risk. Schools with ingress and egress loops were chosen to facilitate the drive-through distribution of meals. Families were given instructions to remain in their vehicles and meals were placed in the trunk by nutrition services workers wearing PPE protective gear.

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

Due to the COVID-19 Riverside Department of Health School Closure Order, Banning Unified School District closed Florida Street Discovery Center's state preschool program. Banning Unified School District has collaborated with local partners and referral agencies to connect families in need of care. Families can call the statewide consumer education hotline at 1-800-KIDS-793 or refer to the website at <https://rnetwork.org> and <http://rnetwork.org/family-services/find-child-care> for a list of local child care agencies. Resources are posted on the district's Parent Resource page.

California Department of Education  
May 2020