

# COVID-19 Operations Written Report

| Local Educational Agency (LEA) Name | Contact Name and Title                            | Email and Phone  | Date of Adoption |
|-------------------------------------|---|--|------------------|
| Burbank Unified School District     | Peter Knapik,<br>Director of Elementary Education | <a href="mailto:PeterKnapik@Burbankusd.org">PeterKnapik@Burbankusd.org</a><br>818-729-4482 | June 25, 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.

All TK-12 schools and classes including alternative schools were offered through a distance learning model. Attendance in the distance learning model was at 95% which mirrors in-seat attendance. Attendance was taken weekly due to asynchronous learning. The lessons provided were aligned to the California State Standards. A limited number of sessions was new material as staff and students were adjusting to the distance learning model. Grades were given in a “Credit/No Credit” format in secondary and comments given at elementary level.

Twice weekly and then changed to weekly communications were sent by the Superintendent to all employees and families providing a health update, a focus on instruction, nutrition services, health services, and social-emotional services.

Board of Education meetings, Board subcommittees, SSC, ELAC, DELAC, SSTs, IEPs, 504s, PTAs, Fundraising Committees, CSEA negotiations, and BTA negotiations continued to meet virtually. Needed meetings with parents, teachers, classified staff and administrators were held in a virtual environment.

The district continued to provide meal service weekly providing families with five days of meals. Over 10,000 meals were delivered each week. Families picked-up meals at various locations.

All activities, field trips, outdoor science school, performances, etc. were cancelled.

No supervision of students or child care was provided during the regular school year except for Boys and Girls Club child care as schools were closed and child care was closed.

Promotion and graduation activities were all virtual. A couple of schools held drive-by promotion and graduation celebrations.

Enrollment procedures for the current year and for the next school year were performed online as school offices were closed except for appointments.

The Emergency Operations Command (EOC) met twice weekly to discuss health and safety, teaching and learning, special education, English learners, social-emotional learning, grading, professional development, technology, personnel, facilities, communication, budget and governance.

Many items including curriculum, instruction, lesson planning, grading, hours of work, working from home, and reporting for work as needed were negotiated with the Burbank Teachers Association and the Classified School Employees Association.

Responses from the community following surveys and communication on technology needs, distance learning, child care, “Credit/No Credit” were handled by school and district administrators. When a family needed a paper packet for instruction it was provided to them. When a family needed a Chromebook, it was provided to them. When a family needed hotspots for internet communication, it was provided to them. A couple of special education families switched from distance learning to paper packets. Both platforms for instruction were continued to be provided. Instructional support to special education students, English learners, foster youth, homeless youth and Title I students (and all families) was provided by classroom meetings by the teacher, support meetings from instructional assistants, ELD lessons by teacher and instructional assistants. Families also received social-emotional support from TK-12 intervention specialists.

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

The district provided Chromebooks, hotspots and resources to low-income and foster youth (and other families) who requested a device. Families qualifying for free or reduced price meals also received 10 meals per week through Food Services food distribution. Staff called and communicated with these students and families to provide access to resources for academics, food, medical providers, mental health and unemployment resources due to Covid-19 and school closures.

BUSD changed its grading policy to credit/no credit. Students are required to turn in the majority of the work, satisfactorily completed based on teacher feedback. Students whose work is not completed satisfactorily are given opportunities to re-do the assignments. Teachers were provided guidance about grading during online staff meetings. Parents received information on grading from the Superintendent, which was translated into Armenian and Spanish. Students included English learners, foster youth, homeless students, Title I students, and all students were not penalized by using a credit/no credit grading system because of the switch to distance learning and paper packets. The instructional delivery system changed and became asynchronous.

Teachers participated in a week of PD on technology before distance learning began. During that time, staff contacted families via phone calls and emails to determine technology needs. Communication was provided in Armenian, Spanish, and English. Once school resumed online, teachers and support staff called families whose students weren't logging into Google Classroom and/or weren't turning in work, to help students access the work. Live online tutoring for ELs at secondary was provided. At elementary, ELs participated in Designated ELD lessons and Google meeting. The content of the PD included attention towards English learners, foster youth, homeless students, and Title I students.

Many teachers provided videos of lessons so students can access the lessons at any time of the day. Others provided examples of solutions to problems and scaffolded notes to use when reading text or viewing videos on YouTube. Teachers provided choice “menus” to allow students and families options for how students could show their learning. Teachers created interactive lessons on Google slides where students showed their understanding by providing short answers, filling in sentence frames, and/or dragging and dropping content into categories, etc. Also, Flipgrid allowed students to provide answers orally or by acting (TPR).

The homeless and foster youth coordinator as well as each school's intervention specialist continued to reach out to foster and homeless youth ensuring that their educational needs were being met as well as their health and social-emotional needs.

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

The district addressed the distance learning model by forming an Instructional Response Team. The team was comprised of the Assistant Superintendent of Instructional Services, the Assistant Superintendent of Educational Services, the Director of Elementary Education, the Coordinator of Instructional

Technology, the TOSA for Instructional Technology, The English Language Development Coordinator, the Secondary Professional Development TOSA and several Elementary Curriculum Specialists. The first tasks of the team were the following:

1. Assemble curriculum writing teams, so that teachers could begin instruction online with four weeks of materials created for them.
2. Survey families regarding their need for Chromebooks and/or hotspots.
  - a) Procure Chromebooks and hotspots to meet the identified need.
  - b) Create a safe and efficient distribution process.
  - c) Create a system for tracking all of the devices at home.
3. Select Google Classroom as the platform for Delivery of assignments.
4. Further develop training modules on Google slides, Google Meet, Zoom, tracking assignments, screen casting, Flipgrid and more.

The next round of tasks was to provide guidance on grading and attendance. The district decided to not assign grades, but to institute a Credit/ No Credit policy for work completed in the distance learning model. The district also developed a system for taking attendance, so that no student would fall through the cracks unnoticed. This started with the classroom teacher making the first attempts at contact, but escalated to the Intervention Specialists and administrators. The district has continued to develop professional development modules for teachers in order to give them the tools to improve their craft. They also provided daily support sessions, where teachers could attend and ask for help with anything to do with Instructional Technology. In addition, they conducted a few live professional development sessions that were extremely well attended by district teachers.

Families were supported with distance learning through the work of teachers, curriculum specialists, and media techs who helped families get connected to the internet, work with Google classroom, Flipgrid, technology-based core curriculum, Accelerated Reader, iReady and other platforms.

The district sent out a survey gathering feedback on distance learning, social-emotional needs, and other topics of interest and is in the process of aggregating those responses.

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

The Food Service department of Burbank Unified has been distributing 5 days' worth of breakfast and lunches every Wednesday. Our pick up was a drive through service that is located at three school sites and available from 9am – 5:30pm. The driver (parent/guardian) informed the Food Service staff how many student meals they require. The driver remained in the car while the staff places the items at the end of long tables. Once all items have been placed on the table, the staff stands back approximately 6-8 feet. The driver must wear a mask before exiting the car to retrieve the items. Social distancing signage was posted at each site.

The only waiver applied for was to provide one milk per student per day. In our five days-worth of distribution the original requirement had us giving each student one milk per student/per meal; therefore, we were handing out 10 milks at our one day pick up as each student received breakfasts and lunches. The families complained this was too much milk and they were throwing it away. The CDE immediately approved us to only distribute 5 milks. One for each day. All the other waivers provided by the federal and state were automatic and did not require an application.

A decision was made early on that we would only utilize a small number of employees, who were able to continue working, to handle the preparation and distribution of the meals we were serving. Food Services implemented a model that had a rotation using all of our employees to lessen exposure of being around too many people and created a social distancing concern working in the kitchen. All of our employees were already previously trained in proper cleaning, sanitizing and glove wearing techniques as this was our daily practice. Employees were additionally provided with masks and signage was hung

regarding social distancing and symptoms of various illnesses. We had a few other school district employees volunteer to help us distribute the meals each week and they were trained on glove and mask wearing and practicing social distancing from cars and families picking up the meals.

Food Services used a clicker each week to determine the number of families/cars that would come to retrieve the meals at each site. Our total numbers fluctuated between 370 – 400 cars each week. As required, we also counted the number of meal kits distributed each week:

3/16 1,198 kits = 11,980 meals

3/25 1,060 kits = 10,600 meals

4/1 819 kits = 8,190 meals

4/8 880 kits = 8,800 meals

4/15 968 kits = 9,680 meals

4/22 931 kits = 9,310 meals

4/29 973 kits = 9,730 meals

5/6 823 kits = 8,230 meals

5/13 832 kits = 8,320 meals

Total 8,484 Kits = 84,840 meals

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

The Burbank Boys and Girls Club offered child care for essential workers daily from 7:00 a.m. until 6:00 p.m. from March 16 through May 22. Families were referred to the Burbank Boys and Girls Club for child care services.

The district reopened Horace Mann Child Care Center (3 months – 5 years), Monterey Child Care Center (3 months – 1 year), and the Around the Bell child care program (Kindergarten – Fifth Grade) on Tuesday, May 26 from 7:00 a.m. until 6:00 p.m. daily.

As schools and school campuses were closed no supervision of students or child care was provided at the schools or on school campuses from March 16 through May 22 which was the last day of school.

Health Department regulations were followed for each of the child care programs including temperature checks, social distancing, hand washing, and masks. Essential workers were one screening element in determining which children should have priority for child care.

The district posted information about childcare on the district's website.

