

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, Director of Elementary Education	PeterKnapik@Burbankusd.org 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.

child care was closed.

Promotion and graduation activities were all virtual.

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 LD067cJ(Tw [t ut))-4 (t1-4 (a)10 ()10 (ang)0.004 T)J--4 ()10 (h)10 uioede as Tw (

