

2025-26 Instructional Continuity Plan

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Purpose of the Instructional Continuity Plan

This Instructional Continuity Plan (ICP) was last revised on May 1, 2025 and adopted by Burbank Board of Education on May 15, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be attached to the District's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this Instructional Continuity Plan in the Comprehensive School Safety Plan will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

General Information

The Superintendent and the Board of Education will make the decision for Distance Learning. The Superintendent and staff will carry out the proposed design for distance learning. Subsequently, the proposal will be negotiated with the Burbank Teachers Association, the California State Employees Association, and the Burbank School Administrators Association. BUSD will work diligently with State and local agencies to ensure that laws, executive orders, and guidelines are followed, focusing on distance learning and then the safe return to campus. Plans will include addressing the potential learning gaps of our students due to the virtual setting and lack of physical connection to school staff. BUSD's proposed continuity plan is a phased-in model to ensure gradual success in these unprecedented times.

- Phase I: 100% Virtual Distance Learning Model
- Phase II: Child Care for Families
- Phase III: In-Person Assessments for Individualized Education Programs

- Phase IV: Small Cohort of In-Person Instruction as allowed in the Governor's Executive Order and Public Health's Guidelines
- Phase V: Hybrid/Blended Learning Model
- Phase VI: Traditional In-Person School

The goal for everyone is to have students return full-time to the classroom under optimal, safe conditions.

Historical 2020-2021 Actions Related to In-Person Instruction

In March 2020, following collaboration with the Board of Education, the Burbank Teachers Association, the California State Employees Association, and the Burbank Association of School Administrators, the District implemented distance learning under the guidance of the Governor's executive orders.

In June and July 2020, negotiations with the Burbank Teachers Association (BTA) and the California School Employees Association (CSEA) resulted in the District offering in-school instruction as a hybrid model that included at-home components. Health conditions allowed 12 students per classroom. Furthermore, the District developed a program with a morning session for one-half of the class and an afternoon session for the other half (AM/PM model). In elementary schools, reading, English language arts, and mathematics would be taught. Different subject areas, such as social studies, science, art, music, and physical education, would be integrated into in-school lessons or taught as stand-alone lessons. Additionally, instructional assistants provided instructional support both remotely and in the classroom, depending on student needs.

Secondary schools held morning and afternoon sessions, each comprising three classes, with separate cohorts of students for the morning and afternoon sessions. The three in-school classes per day were taught with no more than half of the students on campus at a given time, but on a Monday/Wednesday and Tuesday/Thursday pattern. Students attended all six of their classes twice a week in person, while the balance of instruction would be delivered through distance learning using Google Classroom. Students were also assigned lessons outside of the in-school session. Instructional assistants provided additional instructional support and taught remotely and/or in the classroom, depending on the student's needs. The goal was to maintain the classes so that any transition would be smooth between the distance learning and hybrid models. Again, this allowed the schools to reduce the number of students physically on campus by half at any one time.

Although initial plans in June and July 2020 were for the District to begin in a hybrid model (in-school and at-home) in August 2020, those plans changed when, in July, Governor Newsom and subsequently the LA County Health Department decided not to open schools. The District was restricted from providing in-person instruction and required to begin the year in a 100% distance learning model. The basic elements of the elementary model remained intact, with reading, English language arts, and mathematics being taught through distance learning by their homeroom teacher in the morning. Afternoon sessions were designed for other subject areas like social studies, science, art, music, and physical education. Some lessons could be integrated into a morning distance learning session.

Secondary schools taught in a distance learning model following the spring 2020 model. Three classes were taught on two days, and the other three classes were taught on the other two days. Fridays were office hours for students.

For non-comprehensive high schools, the District also followed the pattern of the comprehensive high schools. A decision was made to increase the enrollment capacity of its Independent Learning Academy, which accommodates students in grades 7-12. An additional teacher was hired to meet the increased demand for the program. This program allowed students to work at their own pace, as long as they completed at least one course every 22 days. The content is UC-approved and provided through APEX Learning.

The decision for 100% distance learning for TK-12 remained in effect until April 9, 2021.

Beginning April 12, 2021, instruction in all schools from grades TK-12 was offered in two ways:

- 1.) 100% Distance Learning
 - a. Elementary schools offered Reading/Language Arts and mathematics in the mornings. Afternoon offerings included various subject areas, such as social studies, science, art, music, and physical education. Some afternoon topics were integrated into morning distance learning lessons. Afternoons were considered instructional support.
 - b. Secondary schools provided distance learning in the mornings. Three classes were provided per day in a two-day pattern.
- 2.) Hybrid Learning was a combination of morning distance learning instruction and afternoon in-school instruction. Afternoons were considered instructional support.
 - a. Elementary schools offered Reading/Language Arts in the mornings and afternoons, which were in-school for support and intervention. Subject areas like social studies, science, art, music, and physical education continued to be offered asynchronously. Some subject areas could be integrated into morning distance learning lessons.
 - b. Secondary schools offered afternoon instructional support for the three classes that were provided in distance learning in the morning.

Special Education special day classes for elementary and secondary followed the same instructional pattern, with mornings being distance learning and afternoons being in-person support. Some special education families chose to send their children to school from 8:30 am to 2:30 pm, allowing for direct services to be provided.

Feedback from the Associations was that while they fully supported a return to the classroom, there was hesitancy due to the COVID-19 virus still being prevalent. At the start of in-person instruction, most but not all school and district staff had been vaccinated, so there was a desire to wait until all or nearly all had been fully vaccinated, including the time following vaccination, to achieve maximum coverage. Some staff members and students have underlying conditions that COVID may compromise.

Some parents were also reluctant to send their children to school, as some children have underlying health conditions. Some parents wanted schools to reopen and send their children to school fully. Ultimately, approximately 60% of children attended school, while 40%

opted for distance learning. Some remaining in distance learning, especially at the secondary level, became acclimated to the delivery of instruction and preferred it over in-person instruction.

Per Governor Newsom's Executive Order N-29-20, all meetings subject to the Brown Act were held remotely, with agendas, minutes, and packets posted digitally following Burbank Unified School District Board Policy. All school site-based meetings exempt from the Brown Act were held in a virtual format.

Possible Future Distance Learning Program Based on Negotiations

The design of the Distance Learning Program will be negotiated with the Burbank Teachers Association and the California School Employees Association, taking into account environmental conditions, medical conditions, and State requirements. Consultation will also include the Burbank Association of School Administrators. All negotiated items will be taken to the Board of Education for approval.

Following past practice between March 2020 and June 2021, the following Distance Learning Plan is outlined.

The District would be accountable to follow the State requirements for daily instructional minutes through a combination of synchronous and asynchronous schedules and assignments:

- Transitional Kindergarten/Kindergarten - 180 minutes
- Grades 1-3 - 230 minutes
- Grades 4-5 - 240 minutes
- Grades 6-12 - 240 minutes

An example for Transitional Kindergarten/Kindergarten, the 180 instructional minutes will be broken down into at least 80 minutes of live teacher-directed instruction per day Monday through Thursday; 45 minutes of virtual interaction which included whole group interaction, small group support, answering questions, working on assignments, independent work by students, answering questions, responding to emails, and grading of assignments and assessments; the balance of the time was for students to work-at-home on assignments independently.

An example for Grades 1-3, the 230 instructional minutes was broken down into at least 120 minutes of live teacher-directed instruction per day Monday through Thursday; 45 minutes of virtual interaction which included whole group interaction, small group support, answering questions, working on assignments, answering questions, responding to emails, and grading assignments and assessments; the balance of the time was for students to work-at-home on assignments independently.

An example for Grades 4-5, the 240 instructional minutes was broken down into at least 120 minutes of live teacher-directed instruction per day Monday through Thursday; 45 minutes of virtual interaction which included whole group interaction, small group support,

answering questions, working on assignments, answering questions, responding to emails, and grading assignments and assessments; the balance of the time was for students work on at-home assignments independently.

An example for Grades 6-8, the 240 instructional minutes was broken down into at least 135 minutes per day Monday through Thursday of live teacher-directed instruction; 30 minutes of virtual interaction which included whole group interaction, small group support, answering questions, working on assignments, answering questions, responding to emails, and grading assignments and assessments; the balance of the time was for students to work-at-home on assignments independently. Students took six classes weekly in a Monday/Wednesday and Tuesday/Thursday pattern.

An example for Grades 9-12, the 240 instructional minutes was broken down into at least 150 minutes per day Monday through Thursday of live teacher-directed instruction; 45 minutes of virtual interaction included whole group interaction, small group support, answering questions, working on assignments, answering questions, responding to emails, and grading assignments and assessments; the balance of the time was for students to work-at-home on assignments independently.

In the distance learning setting, the District and teachers will develop lessons based on the State Standards, and the State and Board-adopted curriculum in English Language Arts, Mathematics, History-Social Science, Science, Physical Education, English Language Development, Music, Electives, and Career Technical Education, as appropriate. Classwork and homework will be assigned by the teacher on a daily or weekly basis, depending on the approach taken. The teacher will administer tests and assessments. The grading of assignments will follow the classroom, grade-level, and departmental grading systems. Report card grades will also be completed in accordance with the Board's Policy and Administrative Regulations. Instruction and interaction, both synchronous and asynchronous, primarily occur in Google Classroom, Google Meet, and Zoom.

Future Special Education Distance Learning Based on Negotiations

Special Education services will be provided in person for students who require more direct instruction and services from staff based on their disability. Occupational therapy will be provided remotely. Speech lessons were provided remotely. Resource Specialist Program (RSP) services will be provided remotely.

Elementary Resource Specialist Program (RSP)

RSP students will attend the general education classroom assigned to them for distance learning. RSP students received specialized academic instruction (SAI) remotely via video conference with a special education teacher. SAI minutes may be impacted due to the distance learning model, and to avoid interfering with the general education teacher's instruction.

Elementary Special Day Class (SDC)

Students will be assigned to their remote special education classroom, which is specially designed to accommodate a curriculum tailored to meet their needs and goals. Google Classrooms were designed, set up, and monitored by special education teachers.

Students followed a schedule published by the district or school. In subjects/activities that students will be “mainstreamed” for their education programs (IEPs), they were given access to the general education classrooms for those and provided support by their remote teacher or instructional assistant (IA) for 30 minutes per week, 1:1 or 60 minutes per week in a small group.

For elementary students with moderate to severe needs, schedules will be modified to meet each student’s unique needs. Classrooms may use either Unique Learning Systems (ULS) or Google Classroom, as appropriate.

Secondary Special Day Class (SDC)

Students will be assigned to their remote special education classroom, which is specially designed to meet their needs and goals through a modified curriculum. Google Classrooms will be designed, set up, and monitored, as appropriate, by their special education teacher. Optional to Google Classroom, printed work will be provided in paper packets or through Unique Learning Systems (ULS).

For moderate to severe classrooms, the District schedules will be modified to meet the unique needs of students. For the subjects or activities that students are “mainstreamed” in on their IEPs, students will be given access to the general education classrooms and attend live instructional sessions with remote instructional assistant support. Students will receive additional support from their teacher or instructional assistant for 30 minutes per week. 1:1 Instructional assistance and support in small groups in the afternoon will be provided.

Middle and High School Core Specialized Academic Instruction (SAI)

Students will follow the schedule of the middle and high schools and attend their remote classes as such. Instructional Assistants will provide remote support sessions, coordinated by the case manager or administrator.

Related Services

Related services will be provided remotely. Minutes may be reduced to account for the additional time distance learning services require and the need to reduce group sizes to be effective, as well as to limit disruption of live instructional time with teachers.

Pre-School and Transition Age

Students will be assigned to their remote special education classroom, which is specially designed to accommodate a curriculum tailored to meet their needs and goals. Google classrooms are designed, set up, and monitored by their special education teacher. Sixty minutes of live instruction with their teachers will be provided each day.

Teachers will grade and provide feedback on classwork and homework. Assessments and tests will be administered to students to monitor their learning and provide follow-up support for skills and concepts that have not been mastered. Teachers will continue to follow Board Policy on grading and the reporting of grades through progress reports and report cards.

Teachers in grade-level teams, departments, and standalone classes will determine the time value of pupil work. Teachers have experience determining time value, as they have a history of assigning classroom and homework tasks from which they assess the time value. School administrators and curriculum specialists will cover the concept of time value to ensure a common understanding and determination across schools, grade levels, and departments.

Teachers, staff, and administrators are aware that the challenges to continuity of instruction include the fact that delivering instruction in a distance learning environment differs from in-person instruction. Anecdotal information was gathered from school administrators and teachers. The delivery of the lesson objective is dependent on the available technology. The discourse during the lesson is also different in the distance learning environment. Students who have questions regarding the learning objective may be less willing to participate in the lesson electronically. Teachers will deliver State Standards by grade level and subject area, as they do in an in-school environment; however, the standards are more integrated with other State Standards and less isolated.

Staff Roles and Responsibilities During Distance Learning Pending Negotiations

Through negotiations and subsequent Memoranda of Understanding (MOUs) with BTA and CSEA, staff will provide instruction in a distance learning setting.

Below is a listing of staff responsibilities that will need to be carried out in a distance learning environment:

- Distribution of breakfast and lunch
- Technology infrastructure, operations, and support staff
- Chromebooks, classroom instructional devices, and hotspot distribution to staff and students
- Pick-up of technology
- Distribution of instructional materials, including printing of instructional materials
- District office staff's continuation of school district and school operations in a distance learning setting
- Instructional Services designing, monitoring, teaching and learning delivery, and adjusting to the needs of staff and students
- Administrative Services continuation of operations related to fiscal, purchasing, warehouse, print shop, custodial, maintenance, etc.
- Human Resources Services, including hiring practices, supporting employees, and negotiations
- Health Services for staff, students, and families by addressing medical needs, contact tracing, vaccination clinics, and the education of all
- The Student Services Department will monitor school attendance and follow up with families, particularly those with students who have attendance issues.
- Answering school phones from home through the use of the Jabber system app. or other applications
- Providing services to parents remotely
- Calling families when students are not participating in distance learning to find out what is going on and to refer them for the support they need.

- Mentoring students who need friendly encouragement to complete and turn in assignments.
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- Supporting students with organizational skills and time management.
- Checking in with students who are feeling sad or alone as friendly support and making referrals as needed.

The roles of a few classified staff will be adjusted, including Food Service workers, yard supervisors, library staff, and instructional assistants.

There will be multiple changes to the roles of specific job functions related to Special Education distance learning. All teachers, instructional paraeducators, and behavior paraeducators will need to support students remotely, rather than in person. The Special Education district office team will also need to adjust their roles to support distance learning and provide the required processes and procedures remotely.

Engagement with Pupils and Families

Protocol for Engagement

Throughout the COVID-19 pandemic, the Burbank Unified School District sought input from various groups to inform and guide its plans for reopening schools. Due to the changing guidelines and recommendations from the State and County officials, the plan was fluid and altered based on the most current health and safety information. The plan to reopen schools was revised and modified in light of best practices and the information gained to provide a rigorous educational program for our students.

Before implementing future distance learning, efforts will be made to engage with stakeholders, including County and State officials, staff, families, and the community, to plan for distance learning and options for a return to school.

District Community partners will include:

- District Council Parent Teacher Association (PTA)
- District English Language Parent Advisory Committee (DELAC)
- School administration
- School site parent meetings
- Burbank Teachers' Association (BTA) meetings through labor relations meetings and negotiations, which may lead to an MOU
- California School Employees Association (CSEA) meetings through labor relations meetings and negotiations, which may lead to an MOU
- School Reopening Committee (if needed)
- Board of Education

The Burbank Unified School District School Board meetings, District and school site parent informational meetings, Burbank Council Parent Teacher Association meetings, and the DELAC (District English Learner Advisory Committee) meetings will be held virtually, allowing for remote participation. A phone-in option may be available for these meetings.

Translation services have been provided to families for district and site virtual informational meetings, the Council PTA, and the DELAC.

Methods of Two-Way Communication

Communication with families is a critical component of a comprehensive school emergency response. Schools must consider language and technology barriers, acknowledging that not all families possess the same linguistic capabilities or access to technology. The communication plan should be vetted collaboratively with district and school staff, students, families, as well as significant community partners and childcare providers. Communication should promote the district's and school's instructional programs and extracurricular activities. Communication should emphasize and inform family roles and responsibilities. The plan should provide directives for activating all communication systems, including family notification in the event of emergencies. Communication should define which platform(s) the school and/or school district will use to disseminate information before, during, and after an emergency incident, and that their contact information is up to date.

Regardless of the type of emergency, schools must maintain up-to-date emergency information cards for each student. Cards should include contact information, such as cell phone numbers, for parents and legal guardians, as well as for at least two additional emergency contacts. They may also include medical information. This information needs to be updated frequently, at least annually, and is often incorporated into activities at the start of the school year. The legal or authorized guardian(s) must be documented to ensure that the child is released safely in an emergency.

Emergency cards are typically stored in a school's main office. During an emergency, school personnel will take the cards to the reunification site. Some schools also store a copy of the emergency cards in a teacher's emergency go-kit to ensure that all students are accounted for and their medical needs understood. School staff will be permitted to release a student only to the authorized individual(s) listed on the card. Parents and guardians picking up students will be required to show proper identification and sign a release form before leaving with their child. School districts will use release forms that protect students' safety. The form should state who is authorized to retrieve the child, the names and information on each sibling within the family, and updated information on the students' emergency contacts. Schools should also consider the language needs of families in this area.

The protocol for engagement with staff, pupils, and families is designed to establish two-way communication. Current existing methods include:

- Phone calls
- Email
- Short messaging service (Blackboard, et al)
- Social media
- Paper notifications

Communication with families for students not attending synchronous or asynchronous inclusion will include phone contact, texts, email, and home visits. Where the family speaks a language other than English, a bilingual staff member will make the contact, or translation and interpretation will be provided by other means. Our goal is to work with families to improve attendance situations, and we utilized the SARB process as needed.

Aeries and Blackboard Communications are invaluable tools for communicating with stakeholders during a time of uncertainty. We selected this system because of its ability to automatically translate text messages and emails into the language chosen by the family. There are over a hundred languages available, and it works very well for our families. A parent can type a message in their language, and our teacher can read it in English. This allows rapid communication without the need to wait for a translator. It also provides parents of English learners with real-time access to all the same information that other parents receive. In Burbank, the most common languages beyond English are Armenian and Spanish.

Intentional efforts are made to reach out to students and families to ensure that all enrolled students are connected to the school, their teacher, and resources for learning. Beyond providing devices to students for learning at home, the outreach to students will include daily phone calls, meal pick-ups throughout the summer and school year, and home contacts from teachers, counselors, and administrators. Site support staff will be in communication with administration and teachers, who notify them of students with attendance, academic, and social-emotional concerns. Site support staff will reach out to contact families to determine needs. Attendance data in Aeries will be monitored and used by the site team. Attendance reports will be completed on a weekly basis and shared with the administration. This could include the need for a site attendance meeting.

Plans for Unforeseen Events

Power Outages

The school district will respond to power outages by contacting the relevant providers for gas, electricity, water, and internet services. Based on the severity, District and school staff will respond. Minor or temporary outages will result in a business-as-usual response. A more planned response could result in an early dismissal or a school closure.

Damage to Infrastructure

Damage to infrastructure will be evaluated by maintenance and facilities staff. District and site leadership will also assess infrastructure. Depending on the severity, a determination will be made as to whether the facility is usable or not. Caution will be exercised.

School Nutrition

Food Services will develop plans for meal distribution in the event of distance learning. The first level of services for families involves completing an application to determine if they qualify for the free or reduced meal program. A new meal application must be filled out each year. In July, a meal application can be filled out online by visiting www.busdfoodservices.com. Meal applications are available in multiple languages.

Plans for meals during distance and in-school instruction are dependent on negotiations, as the school schedule influences meal service. Schools will continue to include food distribution on Fridays or possibly offer at-school meals, although the latter is highly unlikely due to health conditions.

Food may not be sold daily, and students may not have access to the cafeteria during distance learning. It could be that one day a week, each school offers a drive-through or walk-up distribution pick-up opportunity, where families can receive five days' worth of nutrition and lunch meals for their students. Distribution times may be from 8:30 am to 12:30 pm. Exact pick-up locations within each site will be posted on the District's website and will be communicated by the school principal.

Touchless service - Families may be given a barcode for each of their students that is scanned when the meals are picked up. Meals may be picked up from the school site that the student attends.

Students may not need to be present to collect their meals on the distribution day. Families may be able to send another person to pick up meals if they are unable to do so during the distribution pick-up time. It may be each family's responsibility to give the student a barcode.

Communications to families were done through Blackboard texting, emails, and the district website. Information on meal distribution was also located on the District's website under Food Services.

Other Unforeseen Impacts

Other unforeseen impacts that impact distance learning and the possibility of returning to in-person instruction include:

- Evacuation orders
- Air quality
- Access to clean and safe drinking water
- Schools are free from debris and hazardous materials
- Staff availability
- Functioning restrooms
- Functioning school kitchen

Access to Instruction

Timeline for Access to Instruction

As required by Senate Bill 153 and Education Code 32282(a)(3)(A)(i), Burbank USD will provide access to in-person or remote instruction as soon as practicable, but no more than ten calendar days following the emergency.

Access to In-Person Instruction

During the COVID-19 Pandemic, Governor Gavin Newsom initially set forth guidelines for public and private school reopenings, which require all schools in counties on the State's watchlist to remain in the remote learning model until the county meets the identified criteria for 14 consecutive days. On August 28, 2020, Governor Newsom announced new four-tier reopening guidelines for businesses and schools based on case rates and test positivity rates. This system replaces the State's County Monitoring list. These guidelines are reviewed and serve as a resource in guiding BUSD in the plan to reopen with in-person instruction. Los Angeles County remained in Tier I (purple), which is the most restrictive of the tiers. Counties are required to stay in their tier for a minimum of 21 days. According to this new tiered system, schools may begin to reopen for in-person instruction after the County has been in the next tier (red) for 14 days. BUSD will continue to work closely with the Los Angeles County Public Health Department and the Los Angeles County Office of Education to gather more information about the metrics and make informed decisions about a phased return to campus when conditions are safe.

Los Angeles County remained in Tier I, and Burbank Unified School District began the 2020-21 academic school year with Distance Learning. The preparation for returning staff and students to start the 2020-21 school year was transparent at every Board of Education meeting, where parents and staff were in attendance. It provided comments to guide the District's operations. All updates and input from these comments are memorialized on video recordings of the Board's regularly scheduled meetings. The BUSD Distance Learning model involves daily scheduled interactions and teaching from the classroom teacher through technology, while students receive instruction. This is similar to the distance learning that students participated in during the 2019-2020 school year. Teachers and administrators worked before the students' first day of school for training in technology and learning platforms for use during instruction. The distance learning model was to bring standards-aligned instruction and learning experiences to students through both synchronous and asynchronous settings. Teachers have designated time each day of the week to collaborate and work through the impacts of distance learning.

Based on the data, when returning to in-person instruction, teachers can review any material that students need to master before moving forward with the new curriculum. Teachers can adjust their pacing to accommodate the time it took to address the learning needs of students. Lastly, the secondary schools offered an intervention class to help students who are significantly behind in mastering concepts and material. This intervention class was in addition to the student's regular core academic classes.

Mental health experts and school staff anticipate that students may require more support than usual, either at home or upon returning to school. There are many traumatizing forces at play during an event that leads to distance learning. Staff, students, and families care about their health and the health of people they care about, the traumatizing effect of events with widespread national news coverage

making students of color, in particular, feel threatened and concerned for the safety of family members and friends, and the effect of business closures on family income.

Remote Instruction

Distribution of Materials

Schools will distribute textbooks, instructional materials, and print copies systematically, as agreed to by all schools at the elementary, middle, and high school levels.

Schools will systematically distribute Chromebooks and hotspots, as designed and agreed to by all schools at the elementary, middle, and high school levels.

Remote Instructional Design

Based on data collection and requests from families to sites, over 15,000 Chromebooks were distributed to students, along with 350 hotspots, at the beginning of the school year. Students of identified subgroups (foster youth, students experiencing homelessness, and English Learners) were prioritized for distributions of hotspots.

Distance Learning Attendance Interventions and Support

Tier 1 – Positive Attendance

- Site emails, announcements, and an attendance campaign
- September Attendance Month
- Virtual Praise Slips (PBIS) for attendance
- District Emails and Website Promoting Attendance
- FAQs on new attendance codes and expectations sent to parents and students
- FAQs on new attendance codes and expectations sent to staff
- Secondary –parent subscription to automatic weekly progress reports through Aeries
- Elementary –weekly letters to parents regarding classroom activities, highlights, and students who may need more engagement
- Teachers reinforce attendance with parents and students

Tier 2 – Site Interventions and Support

- Teachers may refer attendance concerns to intervention specialists/counselors, or other staff
- Attendance Staff sends letters or emails concerning attendance concerns and patterns (documented in attendance notes)
- Intervention Specialists monitor attendance and communicate with parents and students (initial outreach can be documented in attendance notes)

- Intervention Specialists, Counselors, and other staff problem-solve barriers to attendance –technology, daily schedule, motivation, adequate workspace and time, organizational skills, work completion (document in intervention)
- Priority should be Code D's –students not engaged in synchronous or asynchronous learning, then students habitually missing live instruction (attendance note 01 for elementary, and period absence reports for secondary), then Code J's & F's –students not engaged in asynchronous learning, including Fridays.
- If chronic absence patterns continue, set up an AST (Attendance Study Team) meeting with Student Services.

Tier 3 – Student Services: Interventions and Supports

- AST meetings held with site teams (administrator, intervention specialist, and Student Services)
- Working with Foster and families in transition to connect to resources and support
- Facilitate needs during Distance Learning, like technical assistance and communication with sites
- Student Services assists sites with monitoring attendance
- SSRT (Student Services Response Team) home visits for child welfare concerns or communication assistance
- SARB (Student Attendance Review Board) for students who persistently demonstrate chronic absenteeism

Annually, in July, parents reconfirm their address, phone number(s), email address(es), and emergency contact information. The school office staff monitored this to ensure 100% compliance.

Access to Schoolwork

The District will need to design and implement a system for students, by taking a more proactive and long-range approach to family connectivity, establishing a clear, tiered system for re-engaging students, providing improved online learning resources, responding to student and family requests for a single place to find and turn in assignments by training teachers and implementing Google Classroom, and providing online learning programs that are interactive and interesting.

Families and students may need to learn how to log in, access the core and supplemental curriculum, and navigate Google Classroom and/or Zoom, the primary platforms used for delivery of the curriculum. Students will need to know how to submit schoolwork. Parents and other adults in the home may not always be available to help with schoolwork.

The District and school staff will need to monitor attendance and engagement. When students are absent initially, the teacher will give that student's name to the school office and to the intervention specialist who will contact the family to ensure that the family knows that school is in session and that the student/family has connectivity and can access the teacher's Google Classroom, core curriculum, and supplemental materials.

Temporary Reassignment

The school district will collaborate with the neighboring school district due to a school closure in their area. This response will need to be fluid as neighboring school districts may be experiencing similar conditions and needs.

Instructional Continuity

Technological Readiness

Technology readiness is a process that enables educators and students to support a transition from in-person to remote learning through independent study. This includes early access to independent study program written agreements, as needed; online access to assignments and academic resources; device assignment; online instructional platforms; and access to the internet and devices.

The District is committed to ensuring that every child has a device necessary to access the curriculum and connectivity, including video and microphone capabilities. Every student in grades 3-12 has a Chromebook reserved and provided to them. Students in TK-Grade 2 have a Chromebook available at school; however, during distance learning, these Chromebooks may also be used at home. When Distance Learning is called, students in TK-Grade 2 will be assigned a Chromebook. If a family or student needs a hotspot, they should contact the principal, teacher, or school office staff. Hotspots will be provided on an as-needed basis. As teachers and instructional assistants connect with students, they verify that their devices and connections are suitable for accessing the curriculum and instruction. Teachers and instructional assistants will notify the appropriate staff that a student requires a Chromebook or hotspot.

The Instructional Technology staff, school media technicians, and Technology Department staff provide students, families, and staff with technology support, including training and resources, which are now available on the schools' websites and the District's website. The District also has a technology assistance hotline for students, families, and staff to access for assistance.

Support will be provided to families, students, and staff on how to connect their Chromebooks to the internet and how to use them to access Google Classrooms. Some families received assistance in accessing the online core curriculum, including Reading/English Language Arts Benchmark *Advanced*, mathematics, and Houghton Mifflin *Go Math!* (Think Central), history-social science, and science. APEX learning training has also been provided. Some families may require assistance in accessing Google Classroom, Google Meet, and Zoom, which are all utilized as instructional platforms. The District will also offer supplemental curricula like iReady, BrainPop, NewsELA, Accelerated Reader, STEMscopes, and Studies Weekly.

Providing the staff with the necessary tools to carry out distance learning is a priority of the District. For teachers and instructional assistants, a Chromebook or desktop computer will be available to the staff member. Hotspots will be available to teachers and instructional staff. District and site technology staff will also be available to support staff in using the devices, the online curriculum, and the supplemental curriculum.

Instruction and Assessment Pending Negotiations

The District would be accountable to follow the State requirements for daily instructional minutes through a combination of synchronous and asynchronous schedules and assignments:

- Transitional Kindergarten/Kindergarten - 180 minutes
- Grades 1-3 - 230 minutes
- Grades 4-5 - 240 minutes
- Grades 6-12 - 240 minutes

An example for Transitional Kindergarten/Kindergarten, the 180 instructional minutes will be broken down into at least 80 minutes of live teacher-directed instruction per day Monday through Thursday; 45 minutes of virtual interaction which included whole group interaction, small group support, answering questions, working on assignments, independent work by students, answering questions, responding to emails, and grading of assignments and assessments; the balance of the time was for students to work-at-home on assignments independently.

An example for Grades 1-3, the 230 instructional minutes was broken down into at least 120 minutes of live teacher-directed instruction per day Monday through Thursday; 45 minutes of virtual interaction which included whole group interaction, small group support, answering questions, working on assignments, answering questions, responding to emails, and grading assignments and assessments; the balance of the time was for students to work-at-home on assignments independently.

An example for Grades 4-5, the 240 instructional minutes was broken down into at least 120 minutes of live teacher-directed instruction per day Monday through Thursday; 45 minutes of virtual interaction which included whole group interaction, small group support, answering questions, working on assignments, answering questions, responding to emails, and grading assignments and assessments; the balance of the time was for students work on at-home assignments independently.

An example for Grades 6-8, the 240 instructional minutes was broken down into at least 135 minutes per day Monday through Thursday of live teacher-directed instruction; 30 minutes of virtual interaction which included whole group interaction, small group support, answering questions, working on assignments, answering questions, responding to emails, and grading assignments and assessments; the balance of the time was for students to work-at-home on assignments independently. Students took six classes weekly in a Monday/Wednesday and Tuesday/Thursday pattern.

An example for Grades 9-12, the 240 instructional minutes was broken down into at least 150 minutes per day Monday through Thursday of live teacher-directed instruction; 45 minutes of virtual interaction included whole group interaction, small group support, answering questions, working on assignments, answering questions, responding to emails, and grading assignments and assessments; the balance of the time was for students to work-at-home on assignments independently.

In the distance learning setting, the District and teachers will develop lessons based on the State Standards, and the State and Board-adopted curriculum in English Language Arts, Mathematics, History-Social Science, Science, Physical Education, English Language Development, Music, Electives, and Career Technical Education, as appropriate. Classwork and homework will be assigned by the teacher on a daily or weekly basis, depending on the approach taken. The teacher will administer tests and assessments. The grading of assignments will follow the classroom, grade-level, and departmental grading systems. Report card grades will also be completed in accordance with the Board's Policy and Administrative Regulations. Instruction and interaction, both synchronous and asynchronous, primarily occur in Google Classroom, Google Meet, and Zoom.

In a distance learning setting, varying learning needs are probable due to the nature of distance learning.

To prevent learning loss as much as possible, teachers will need to identify individual students and groups of students who require intervention, especially in English Language Arts and Mathematics. Teachers will need to use assessment data diagnostically to plan the type of brief, scaffolded instruction that corrects learning deficits. The assessments listed below can be administered either at home or at school, providing us with essential data during distance learning as well as when students return to in-person instruction.

English Language Arts (ELA)

In English Language Arts, teachers can assess specific early reading skills in young children and a broad range of English Language Arts (ELA) skills in older students.

- In Kindergarten and first grade, one-on-one assessments may be used to measure student mastery of letters, sounds, sight words, and literacy concepts. Teachers may give assessments through a 1:1 teleconference. A custom parent report may be generated for each student, often resulting in letters and practice cards tailored to each individual. Parents and teachers will know exactly where our youngest learners stand in mastering essential skills, including identifying letters and numbers, recognizing letter sounds, and recognizing sight words. Assessments given in the fall and spring will measure student progress.
- School-based assessments may be used in grades 1 through 5 to measure English Language Arts skills and concepts that are specific to each grade level. Grade-level teams will discuss assessment results, which will inform instruction and guide targeted interventions to support student learning. This assessment was given in the fall and spring to measure student progress.
- Elementary intervention teachers will use additional diagnostic assessments to identify areas where students are struggling, allowing them to target intervention instruction accordingly. The intervention program, which accelerates the acquisition of foundational reading skills, included diagnostic, placement, and progress monitoring assessments. We also used other evidence-based reading intervention programs, which usually included assessments.

Mathematics

In Mathematics, teachers will assess specific early math skills and concepts in young children, as well as a broad range of Mathematics skills and concepts in older students.

- In Kindergarten and first grade, one-on-one assessments may be used to measure student mastery of number identification, counting, grouping, and other basic math concepts. Teachers may give assessments through a 1:1 teleconference. A custom parent report may be generated for each student, often resulting in basic math practice cards tailored to each individual. Parents and teachers will know exactly where our youngest learners stand in mastering essential skills, including identifying numbers and other basic math skills. Assessments given in the fall and spring will measure student progress.
- School-based assessments may be used in grades 1 through 5 to measure mathematics skills and concepts specific to the grade level. Grade-level teams will discuss assessment results, which will inform instruction and guide targeted interventions to support student learning. This assessment was given in the fall and spring to measure student progress.
- Elementary intervention teachers will use additional diagnostic assessments to identify areas where students are struggling, allowing them to target intervention instruction accordingly. The intervention program, which accelerates the acquisition of foundational math skills, included diagnostic, placement, and progress monitoring assessments. We also used other evidence-based reading intervention programs, which usually included assessments.

In secondary schools, English Language Arts students may be given a district writing prompt to identify the areas of need that will be addressed in distance learning. Similarly, math teachers will administer a districtwide assessment test as either a curriculum-embedded or district assessment, depending on the course and/or grade level, at the start of the semester to determine learning needs. Based on the data, when returning to in-person instruction, teachers can review any material that students need to master before moving forward with the new curriculum. Teachers can adjust their pacing to accommodate the time it took to address the learning loss. Lastly, the secondary schools offered an intervention class to help students who are significantly behind in mastering concepts and material. This intervention class was in addition to the student's regular core academic classes.

English Language Development (ELD)

School staff will use a variety of assessments to monitor our English learners' progress in mastering the English language. English learners can take site-based tests and assessments included in the ELD curriculum and the adopted reading program, *Benchmark Advanced*. Additionally, English learners will take the English Learner Proficiency Assessment for California (ELPAC), which assesses listening, speaking, reading, and writing skills. The teacher will individually evaluate specific areas, incorporating both computer-based and written components, depending on the grade level.

Students whose primary language is not English will take an initial ELPAC remotely within 30 days of enrolling in a California school to determine whether they are an English learner or proficient in English, and to help us plan the support they will need to become fluent in English. English learners will also take the Summative ELPAC once each year to measure their progress and identify their level of proficiency on a 1-4 scale.

There are three possible methods for administering this test, depending on our instructional delivery model (distance learning, hybrid, or fully in-school). Here are the possibilities:

- In-person: The student and test examiner were at a school. The location needed to meet the testing environment guidelines as well as the COVID-19 safety and social distancing procedures. This method was available when we implemented a hybrid model where students come to school at least twice per week.

- Remote testing for online assessments: The student and test examiner are in separate physical locations. This means that the student is at home, and the test examiner is either at home or at school. The student and test examiner are connected by video and audio, and depending on the grade level being administered, either shared a screen or the student took the computer-based assessment on their device. In contrast, the test examiner can administer the test via the test delivery system.
- Remote testing for paper/pencil assessments: The student and test examiner are in separate physical locations. The student is provided with a hard copy of the paper assessment before testing and will complete the test while the test examiner administers and monitors the test session remotely. Another method is for the test examiner to share the test questions with the student through the student's distance learning tool. In both cases, the student and test examiner are connected by video and audio.

Students with Disabilities

For students with disabilities, their present levels of performance are monitored, and data is gathered by their case managers on an ongoing basis to help determine the level of learning loss experienced by these students. When IEP teams meet, they address any learning needs that may have occurred and discuss any need for compensatory education. As needed on an individual basis, students are formally assessed with standardized instruments. Students also participate in district-wide assessment measures.

Students with exceptional needs will receive a continuum of additional supports, depending on their unique needs:

- Specialized Academic Instruction will be provided remotely either as their core instruction or in addition to their general education classroom instruction, depending on their IEP
- Instructional paraeducators and/or behavioral paraeducators (1:1 and/or in small groups) may need to learning needs outside of their live teacher instructional sessions to support the additional distance learning component
- Weekly intervention hours may need to be provided for students in small groups with a special education teacher

Low-Income Students

The learning needs of low-income students are no less than those of other students. The support systems in place catch students, so that if an issue occurs, the family receives a phone call allowing the problem to be addressed.

Foster Youth and Students Experiencing Homelessness

Foster Youth and Students Experiencing Homelessness are no less than other students. The support systems in place catch students, so that if an issue occurs, the family receives a phone call allowing the problem to be addressed.

The District will administer the CAASPP as allowed by the California Department of Education.

Equity, Accessibility, and Inclusion

Based on negotiations, Special Education special day classes for elementary and secondary will follow the same instructional pattern. Special Education services will be provided in person for students who require more direct instruction and support from staff due to their disability. Occupational therapy will be provided remotely. Speech lessons were provided remotely. Resource Specialist Program (RSP) services will be provided remotely.

Elementary Resource Specialist Program (RSP)

RSP students will attend the general education classroom assigned to them for distance learning. RSP students received specialized academic instruction (SAI) remotely via video conference with a special education teacher. SAI minutes may be impacted due to the distance learning model, and to avoid interfering with the general education teacher's instruction.

Elementary Special Day Class (SDC)

Students will be assigned to their remote special education classroom, which is specially designed to accommodate a curriculum tailored to meet their needs and goals. Google Classrooms were designed, set up, and monitored by special education teachers. Students followed a schedule published by the district or school. In subjects/activities that students will be “mainstreamed” for their education programs (IEPs), they were given access to the general education classrooms for those and provided support by their remote teacher or instructional assistant (IA) for 30 minutes per week, 1:1 or 60 minutes per week in a small group.

For elementary students with moderate to severe needs, schedules will be modified to meet each student’s unique needs. Classrooms may use either Unique Learning Systems (ULS) or Google Classroom, as appropriate.

Secondary Special Day Class (SDC)

Students will be assigned to their remote special education classroom, which is specially designed to meet their needs and goals through a modified curriculum. Google Classrooms will be designed, set up, and monitored, as appropriate, by their special education teacher. Optional to Google Classroom, printed work will be provided in paper packets or through Unique Learning Systems (ULS).

For moderate to severe classrooms, the District schedules will be modified to meet the unique needs of students. For the subjects or activities that students are “mainstreamed” in on their IEPs, students will be given access to the general education classrooms and attend live instructional sessions with remote instructional assistant support. Students will receive additional support from their teacher or instructional assistant for 30 minutes per week. 1:1 Instructional assistance and support in small groups in the afternoon will be provided.

Middle and High School Core Specialized Academic Instruction (SAI)

Students will follow the schedule of the middle and high schools and attend their remote classes as such. Instructional Assistants will provide remote support sessions, coordinated by the case manager or administrator.

Related Services

Related services will be provided remotely. Minutes may be reduced to account for the additional time required by distance learning services, as well as to minimize disruptions to live instructional time with teachers.

Pre-School and Transition Age

Students will be assigned to their remote special education classroom, which is specially designed to accommodate a curriculum tailored to meet their needs and goals. Google classrooms are designed, set up, and monitored by their special education teacher. Sixty minutes of live instruction with their teachers will be provided each day.

There will be multiple changes to the roles of specific job functions related to Special Education distance learning. All teachers, instructional paraeducators, and behavior paraeducators will need to support students remotely, rather than in person. The Special Education district office team will also need to adjust their roles to support distance learning and provide the required processes and procedures remotely.

Individualized Education Plans (IEP)

In a distance learning environment, the IEP development process will be performed in a hybrid model. Assessments may be administered in person or remotely. The IEP development process will probably be performed remotely.

For students with disabilities, their present levels of performance are monitored, and data is gathered by their case managers on an ongoing basis to help determine the level of learning loss experienced by these students. When IEP teams meet, they address any learning needs that may have occurred and discuss any need for compensatory education. As needed on an individual basis, students are formally assessed with standardized instruments. Students also participate in district-wide assessment measures.

Summer school and Extended School Year will be offered as appropriate.

Professional Learning

The District's professional development team, comprising district office staff, teachers, and principals, will develop professional development modules for teachers. The goal is to prepare teachers for delivering instruction in a hybrid model with distance learning components. The first step will be to administer a teacher survey to gauge where teachers need and want additional support. Topics will be grouped into four major categories: Grading and Assessment, Differentiation for Special Populations, Elementary and Secondary Instruction, and the Digital Classroom. The team will design the modules with multiple entry points, allowing both new teachers and experienced teachers to start from the beginning and learn more advanced skills. The Instructional Technology team will design a website that helps teachers, classified staff, and administrators access professional development resources.

There is a current website that is available to teachers. This gives teachers the resources needed to get a head start on learning, allowing them to do so at their own pace and convenience. The week before school, the teachers were also exposed to elements of the professional development modules that were led by the school site administrative teams and department chairs.

To assist teachers with the process of preparing for 100% distance learning, the District will provide a protocol for teachers to check out technology from their classroom and/or school site, supporting them in their instruction. Teachers may request computers, document cameras, touch screen monitors, and hotspots.

The Instructional Technology staff, school media technicians, and Technology Department staff provided staff with technology support, including multiple trainings and resources. Staff will archive the trainings and resources on the District's website. The District also continues to have a technology assistance hotline for staff to access for assistance. Weekly support and professional development will be offered on focused topics to support teachers and instructional staff, as needed.

Well-Being and Support Services

Addressing the socio-emotional and mental health needs of students is a key value and priority for the District. Students and families can access the support described below both on and off campus, through systems developed by each school to meet the specific needs of their students and families.

Mental health experts and school staff anticipate that students may require more support than usual, either at home or upon returning to school. There are many traumatizing forces at play during an event that leads to distance learning. Staff, students, and families care about their health and the health of people they care about, the traumatizing effect of events with widespread national news coverage making students of color, in particular, feel threatened and concerned for the safety of family members and friends, and the effect of business closures on family income.

Students can be disappointed by not being able to participate in school activities they were looking forward to, such as sports, even if they are limited, and by transitions from one school level to another. Most students get a great deal of support and stress relief from being with friends and their extended family, and these usual avenues of coping have been closed to them.

Teachers and support staff include socio-emotional learning with our academic instruction. Elementary schools will continue to use the Second Step curriculum to teach socio-emotional skills. PBIS (Positive Behavioral Intervention & Support) will be used at all schools to support students. Learning behavior is expected to require higher tiers of support for students as dysregulated behaviors have increased.

Daily, teachers, counselors, and support staff ask students how they manage stress, and encourage them to consider what steps worked for them in the past and which ones they might be able to continue. Students will learn to continue to take care of their bodies and minds by taking deep breaths, stretching, exercising, getting plenty of sleep, and avoiding alcohol and drugs. Staff will need to help

students stay in the moment and not worry about things that have not happened yet. Students will be encouraged to manage their social media use effectively and limit their exposure to news, while also prioritizing time to connect with family and friends, and seeking out positive people in their lives. A calm and optimistic approach has been, and continues to be, essential.

Our schools are staffed with a diverse range of professionals who have received training in mental health and socio-emotional support. We have School Psychologists, School counselors at middle schools and high schools, and fourteen intervention specialists across elementary and middle schools who support individual students who may be having a rough day. These specialists plan positive and inclusive activities for unstructured times, such as recess or lunch periods, in elementary and middle schools. Additionally, we offer outside contracted counseling services through Burbank Family Services. These professionals provided support to our students who needed it.

Each school has an established and used referral system. A staff member at each school is designated to receive referrals. Students will be followed up with when they do not check in for two days. Families will be contacted. Referrals will be made when students are not being successful. A referral will be made when a parent is concerned about their child. Students may also make a self-referral. Depending on the student and the nature of the request, a referral may be sent to an interventional specialist, counselor, or school administrator.

Student Services supports professional development related to distance learning and the roles that individuals fulfill under the umbrella of Instructional Services.

In addition, the District also provided support to families mainly through Burbank Family Services.

Teachers, classified staff, and administrative staff will continue efforts to address racism, equity issues, and trauma. Trauma will result from the significant event that led to distance learning. Students often view graphic videos of violence and murder, and many of our students have likely seen this highly traumatizing video, which is especially terrifying to Black children and other children who are members of groups that currently or historically have experienced racism, bias, and hate-motivated violence. Our socio-emotional support staff will be available to help students with this trauma, and for a greater systemic effect. The District established an Equity, Diversity, and Inclusion Committee to set direction and monitor this area of need and concern.

The purpose of the Equity, Diversity, and Inclusion Committee is to work with staff, students, and district families to eliminate the correlation between social and cultural factors and student success. The Anti-Racism and Equity, Diversity, and Inclusion Board Policy and Administrative Regulation was developed for consideration by the Board and subsequent approval. Plans were made for anti-racist and anti-bias educational activities. The team examined data, policies, practices, and the learning environment as experienced by students to create inclusive and just conditions where all students can explore their passions, develop their unique gifts, and thrive.

School and District staff with actions to support students, staff, and families by:

- Analyzing data to find areas where there are significant differences in academic and behavioral performance between student groups and begin to explore actions to close these gaps

- Empowering and supporting student organizations in taking a leadership role in this work, including working with staff, peers, and younger students
- Exploring the current curriculum that may have been historically impacted by racism and bias, where the in-depth study will help all of our students gain a broader perspective
- Planning professional development for staff to deepen their understanding of equity and add to their knowledge and repertoire of skills in creating equitable learning environments

The District will continue to work with the Burbank Teachers Association, with support from the California Teachers Association and the California School Employees Association, to identify common themes and concerns. Based on the findings from those focus groups, actions and next steps will be determined.

The Burbank Unified School District contracts with the Family Service Agency (FSA) of Burbank for services. FSA provides services to our students under two distinct formats. The school-based counseling program is designed for students who need ongoing assistance. The students are typically offered an hour of therapy sessions a week. Usually, this is done in person at the school site. While in distance learning, the service will provide Tele-Mental Health or a similar service, with the option of an in-person visit if the situation warrants it. Additionally, any student can connect through an initial “drop-in” visit by using an FSA phone number provided to the entire school community.

To complement these services, all staff are trained yearly in Bullying Prevention and Suicide Prevention. Each secondary site formed a suicide prevention team. They were responsible for responding to situations and for further professional development. Additionally, each site addressed social-emotional learning in a way that makes sense for the student population and the site.

Administrators, peers, and others monitor concerns about staff mental health and well-being. Human Resources has made available information on leaves, allowing staff who need to exercise this option to do so. The staff has also been made aware of community resources so that they may get support outside of the school district. Human Resources is also in contact with teachers and classified associations, as they have insight into the needs of teachers.

Health Services

Health services will continue to be offered in a hybrid setting, with the majority of services being delivered remotely.

Required paperwork will continue to be collected.

State vaccination requirements will continue to be followed.

Student prescription practices will continue in a hybrid setting, with most requirements and healthcare provided at home.

Health Services staff will continue to collaborate with the Los Angeles County Office of Education and the Los Angeles County Department of Health.

Drinking water will follow the requirements of the Los Angeles County Department of Health.

Child Care Services

Childcare services will be provided as allowed by the conditions and the Los Angeles County Department of Health. Information will be shared through the available communication modes.