

ELEMENTARY LUNCH

Why is there a policy to keep student's lunchboxes outside of the classroom, even if the classroom is in an outdoor hall? This is going to lead to food poisoning for students. I was told this was a space issue. Can we find an alternative, especially when it is over 90° for a good portion of the year. Thank you!

Answer: *District staff will work with Elementary School Principals to create Heat Day protocols that allow for indoor lunch storage. The protocols will also address conditions that determine when lunch is held indoors and when recess and other playtime is held indoors.*

RECYCLING

There is currently no program for recycling bottles and cans at Memorial Field and Kemp Field. Every football season, hundreds if not thousands of plastic bottles and aluminum cans are thrown in the trash as a result, and this continues on to a lesser extent during all other sporting events held at these fields. We have been asking the district for several years now to rectify this matter, and we're repeatedly told they were working on a plan to address it. Can you tell us if there is indeed some effort being made to address this situation, and if not, can you assure us that this matter is going to be handled in the near future?.

Answer: *Currently, the District's recycling collection program for bottles and cans has primarily been focused on cafeteria locations and has not historically been implemented at Memorial Field or Kemp Field. Staff confirmed that adding recycling receptacles at the athletic fields is a straightforward solution. Facilities will add blue recycling bins at these locations.*

CURRICULUM

I read Board Goal #1 and it has many important aspects. I agree with them. But it does not address the district's goals for students who have met those milestones.

How will you ensure that all students make one year's progress from where they began at the start of the school year?

Answer: *This Board Goal establishes a baseline of expectations in terms of student performance in reading, writing and mathematics as well as student preparation for college and career.*

One year's progress for every student is achievable when the district commits to:

Baseline → Monitoring → Responsive Instruction → Enrichment → Leadership → Student Agency → Family Partnership

This baseline includes individual student results that indicate “Standard Met” (on grade level) and “Standard Exceeded” (above grade level) in grades three through eight. These are one indicator of one year’s progress in one year of instruction. For High School students, relevant measures include course grades, AP exams, PSAT, SAT, and ACT.

Our district is committed to ensuring that every student makes at least one year’s progress from their individual starting point, and we are doing this through a combination of Universal Design for Learning, strong interim assessments, and consistent growth monitoring across all schools.

This year we are launching a districtwide UDL professional development kickoff on October 12, the first step in a three-year instructional improvement plan with clear, measurable goals for student growth, enrichment, and acceleration. By using beginning-of-year diagnostics to establish baselines, quarterly interim assessments to monitor progress, and UDL practices to ensure access and challenge for every learner—including those already meeting or exceeding standards—we are building a system where all students move forward. As the Instructional Services Department finalizes and details the full plan, we will communicate it transparently and collaboratively with all educational partners, including PTA, families, staff, and community members, so everyone understands how we are supporting student growth across the district.

Ultimately, the measure of success for Instructional Services will be determined based upon the degree to which each student demonstrates significant academic growth and is better prepared for the subsequent level of education.

INDIVIDUALS WITH DISABILITIES ACT COMPLIANCE

In light of the changes that have been made to the U.S. Department of Education, particularly those impacting federal oversight of Civil Rights and IDEA (Individuals with Disabilities Education Act), how will you ensure our district continues to protect students from discrimination, and provide students with disabilities the services and rights guaranteed by law?

Answer: *BUSD will continue to ensure our practices are in compliance with education and nondiscrimination laws by ensuring our policies and procedures are current, consistently implemented, and aligned with State and Federal requirements. For students with disabilities, we will continue with timely assessments, Individualized education programs, delivery of services, progress monitoring, procedural safeguards, and placement in the least restrictive environment. This all begins with a high quality IEP meeting to support the individual needs of each student*

Pertaining to Civil Rights, we will review data (i.e., attendance, referrals, discipline, placements, access to programs, etc.) to identify disproportionate trends for students with disabilities that may warrant closer attention. If a concern emerges, we will employ a corrective action plan and provide the appropriate support necessary to ensure we are in compliance with current laws. The California Department of Education additionally measures this ‘disproportionality’ in each local school district and provides districts with data driven corrective measures, if they are needed.

VOLUNTEER POLICY

While Board Policies 1240 and 1250 cover "volunteers" and "visitors", the policies do not define them. Per the BUSD website (Volunteer Information), *"A volunteer is a parent, community member, or other adult who assists at a school site or program on a regular or semi-regular basis, usually with an assigned schedule. A volunteer is a person who provides his/her time to the District without pay. Individuals who are at the school to attend or help at a one-time special event involving no unsupervised contact with children are not considered volunteers by this definition and are not required to be screened."*

If this is the case, why are parents/PTA members, who typically may only be assisting at a one-time event, being screened? Shouldn't they be considered visitors instead?

At the Welcome to Burbank Event, the nurses cleared over 100 volunteers. I believe many of those individuals are actually visitors, therefore, it really does seem like school employees/the sites do not know the difference.

Some school sites require an individual to be cleared if they are helping with an event covered by a Use of Facilities and after school hours. Some let mass amounts of people on campus during the school day for events (without having them dip their drivers license), while some will only let individuals who have dipped their drivers licenses on campus.

Many require individuals to complete the steps reserved for a "volunteer", being cleared through Raptor and completing TB testing that is defined in Board Regulation 1240 *Upon initial volunteer assignment, a volunteer shall have on file with the school a certificate showing that he/she has submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis.* (Education Code 49406), when they are just a "visitor" helping with a one-time event therefore not required.

Is there a way to standardize and apply the visitor vs. volunteer definition across all of the BUSD schools so we can inform all our PTA members of the actual requirements?

Answer:

District staff will review BP 1240 and BP 1250 for possible updates. Additionally the District is working on the creation of new forms that are clear, accessible, and clarify TB screening

requirements. Parent and caregiver visitors helping at large events can be considered under the supervision of Certificated Staff. Additionally, the kick off event could also serve as a Volunteer Clearinghouse if that would assist site PTAs.

FACILITIES

I'm aware that we are trying to improve public perception of our schools in the district. I've been at two public events at BHS recently (football game and choir fundraiser) and using the bathrooms is a confronting reminder of the financial straits the district is in: the broken or missing locks, sinks without running water, entire stalls held shut with painter's tape, seats pockmarked with age and barely hanging on with one screw. It reminded me that last year, when BHS hosted an event where many students from other schools visited, I overheard a conversation where the dire state of the bathrooms was just another reason "*no one wants to go here*".

Prospective students and parents regularly use 3 bathrooms: the ones by the football field, the ones near the auditorium and the ones on the ground level in the quad. Can we at least try to get the standards up here to make a better public showing?

Answer: *Facilities staff will conduct, asap, a site visit to assess the condition of the restrooms, including the reported concerns regarding locks, plumbing fixtures, stall hardware, and overall functionality. This is not a fiscal issue, it is necessary to spend more time on this task. Based on that assessment, we will identify necessary repairs and develop an appropriate plan to address deficiencies. Parents are encouraged to notify site administration of these conditions so a Facilities work order for repairs can be submitted*