

LET'S TALK - OCTOBER

1. How do I figure out who the school board member for my neighborhood is?

<https://ndcresearch.maps.arcgis.com/apps/View/index.html?appid=18ead190d84d40b88ce06b2e44431e88>

2. As a follow-up: given the growing concerns and studies around distraction, digital overload, and online safety, are there plans to reduce or rethink classroom tech use?

It has primarily been a topic of discussion with textbooks/curriculum access as well as assessments, to make sure we have a balanced approach to this. Instructionally, many of our teachers and classrooms use technology to varying degrees. No formal guidance has been put in place as far as day-to-day instruction. However, it is part of the discussion when adopting a new curriculum and assessments.

3. What is our district's current approach to media literacy instruction, and how are we equipping students to navigate digital spaces safely and responsibly, both online and on devices in the classroom?

Our Wheel classes in 6th grade address this informally, but a more formal and linear articulation of this curriculum and instruction needs to be adopted. Elementary schools also introduce and informally teach these lessons during STEM lab and other similar activities.

4. Questions regarding implementation of California's mandatory dyslexia screening law (HB 436):

- a. Has the district implemented mandatory dyslexia screenings for our Kindergartners, First graders, and Second graders? If so, when were those screenings administered? If not, when will they be administered? How frequently during the school year will the screenings be administered?
- b. What is/are the name(s) of the screeners?
- c. Will parents automatically be provided with the screening report, the screening results (without the report), or do parents have to request them to get them?
- d. What are the reading interventions available should any student's screening result(s) warrant assistance?
- e. Does the district have a reading specialist who will assist in providing interventions to students needing intervention?
- f. If students' screening results warrant intervention, will the school staff also provide parents, in writing, with information about having their children tested for special education and related services?

R: The screeners will be given to students in grades K-2 within the next few weeks, at least once this year. We are using mCLASS with DIBELS. We are collaborating with the principals to decide how we will share the results, which will probably be during conferences. The results will supplement the data we already collect to help determine each student's needs, including Response to Intervention (RTI). All K-2 teachers will participate in professional development for this on October 13 at the elementary sites. They will be distributed across the district by grade level. Although the screener is not designed to identify students for special education, it will provide us with useful additional information.

5. I have heard that in the event of an emergency during passing period or lunch, the middle and high school students are being instructed to return to their previous classroom. The rationale for this is apparently to track students. However, in the event of an emergency such as an active shooter situation, shouldn't the priority be to get to safety as quickly as possible? To prioritize tracking seems very much to be putting the cart before the horse. Additionally, it would cause confusion for students who have been trained since they were five to go to the nearest classroom.

Yes, this is called a reverse drill, and it is for cases where we are evacuating, not a lockdown. The reason is that only a teacher who took attendance would know if the student was absent or missing. If they report to the field to a class they haven't had yet, there is no attendance to compare to. For a lockdown, they are to report to the nearest safe place to shelter in place, whether it is their teacher or not.

6. Each elementary school is receiving \$5000 for music purchases from a grant that the district received. Since the district now provides elementary music instruction for all grade levels, how will these additional music funds be used? Will schools be purchasing instruments?

BUSD submitted a grant request that, if approved by the funder, would provide up to \$85k to support the District elementary music program and the secondary site instrumental music programs. Each secondary school submitted requests for a total not to exceed \$5k. Elementary music teachers submitted requests totaling \$84,841.31 for the following in support of TK-5 General Music instruction:

Music Curriculum & Software

- MUSICPLAY Online
- Quaver Music Subscription – 3-year district license for music teachers and students
- Dorico Music Writing Software

Instruments & Classroom Kits

- Shaker Eggs

- Jingle Bells
- Guiro with scraper
- Elementary Band Set w/ Rhythm & Percussion
- Instruments from Around the World Kit
- Sonor Orff Tubin

Mallets & Orff Accessories

- Basic Beat Orff BBPG Plastic Glockenspiel Mallets
- Basic Beat Orff BBYM Medium Yarn Mallets
- Basic Beat Orff BBFM Medium Wool Felt Mallets
- Studio 49 Soprano/Alto Xylophone Repair Pins
- Studio 49 Series PX-03 Pins Bass Xylophone Repair

Audio & Tech Equipment

- JBL Go 3 – Portable Mini Bluetooth Speaker
- 4K USB-C to HDMI 30 ft Cable iPad Pro 13" (For Instruction)

Furniture & Storage

- Liquid Stands Piano Bench
- Storage Cabinet (Providencia)
- 15-Quart Storage Bins (For Instrument Storage)

Classroom Materials & Miscellaneous

- Scarves
- Hula Hoops
- Library-Bound Copies of Music Titles for Classroom Instruction and School Libraries

We are following the Board adopted priorities for elementary music education: Appendix D: Music Priorities

BUSD Elementary Music Priorities

As available funding permits, BUSD and sites that elect to fundraise for supplemental elementary music programs will implement and maintain instruction based on the following priorities listed below sequentially.

Sequence Priority

1. Weekly sequential, standards-based general music instruction for grades 2-5
2. Weekly sequential, standards-based general music instruction for grades JK-1
3. Instrumental music instruction aligned with middle school feeder program for grade 5 (ukulele)
4. Instrumental music instruction aligned with middle school feeder program for grade 4 (ukulele)
5. Instrumental music instruction aligned with middle school feeder program for grade 3

7. There used to be a report that told where the seniors from the previous year went to college. How do we find that report? Do you have that information about the Class of '25?

We don't have that information for the class of '25 yet. Here is the most current data:

<https://dq.cde.ca.gov/dataquest/DQCensus/CGRLevels.aspx?agglevel=District&cds=1964337&year=2022-23>

8. AP Classes in 9th Grade: In surrounding districts, 9th grade students are permitted to take AP classes. Our students are prohibited from doing so and instead have to take introductory classes and then repeat a lot of the same material in later years when they have access to an AP in that subject. This is an unfair burden on the student as it limits the range of classes and subjects they are exposed to, but also it makes Burbank schools less competitive. A high achieving/ambitious student may choose to enroll elsewhere to access a better schedule/offering of classes. Can the prohibition be lifted?

This will be a part of a larger discussion regarding high school graduation requirements.

9. With some students no longer being allowed to take a zero period class, it is difficult to meet a-g requirements if they also want to take band or drama or choir. Can Spanish be offered as a 7th period dual enrollment class the same way Armenian is offered?

This can definitely be considered. Also, same answer as above.

10. Can the District publish and maintain a list and calendar of the approved celebrations it observes? For example, Deaf Awareness month, teacher appreciation week, PTSA Membership month. There is no single document that acts as a reference for these approved celebrations and having a list available would be helpful. It would also be helpful to note if it is a national or local celebration.

Yes, this is absolutely in development.

11. Follow up – I cannot open the link that Dr. Anders posted last month for Let's Talk about the CAASP students' schools. It requires a BUSD login. Can you share that information.

It was meant for use during the meeting by the district, as the backend contains identifiable information of students. So, the link cannot be shared outside the district.

Here are some additional highlights:

- **11 of the 111 are of Hispanic background**
- **4 of the 111 are of African-American background**
- **37 of the 111 are of Asian background**
- **5 of the 111 are Inter-District students**
- **5 of the 111 are in the SPED**
- **1 of the 111 is an English Learner**
- **12 of the 111 were in the ELD program previously**

12. Can we get a clarified answer to the volunteer question from last month? (see below)
The answer given by staff contradicted itself and was not clear.

Is this something that is reflected in written policy or is that unclear as well?

From last month:

The "Volunteers" portion of the district website states: "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."

Right now, the approval process for volunteers is not consistent across all school sites. Some are requiring individuals to be cleared through the district to volunteer during school AND at after-school events. This does not seem to align with the documented policy. Can PTA get some clarity around PTA volunteers on campus to ensure that PTA is following the guidelines correctly? Please confirm the following regarding when volunteers need to be cleared, raptored, or require nothing at all:

1) For volunteers who help out on campus during school events (may volunteer multiple times during the year but only for one-day events such as spirit days, assemblies, etc.), the requirement is just to be raptored as these individuals are considered "visitors".

- 2) For volunteers who help out frequently during school hours (weekly or monthly events, PTA board members), the requirement is to be cleared through the district.
- 3) For volunteers who help on campus during after-school events (under the use of facilities), nothing is required.
- 4) For volunteers who help with long-term after-school events (musicals, talent shows, etc. under the use of facilities, the requirement is to be cleared. Should these individuals also be live-scanned?

I would think that for 1 and 2, these volunteers would always be considered "under the direct supervision of a certified employee," so the policy addresses these types of volunteers. Is that correct? I do not see anything in the policy regarding 3 after-school events that are not long-term ("Activity Volunteers" covers long-term clubs/events). Therefore, would these events not require direct supervision, as they are after-hours, under the use of facilities, and covered by PTA insurance? If the event is before 5 PM, would the volunteers then require direct supervision or, as long as it is approved to start before 5 PM and there is a use of facilities, the volunteers do not require clearance or to be raptored? I do not believe that "Activities Volunteers" applies to PTA typically, as we do not have clubs and as most of our events are not more than one day, but when reading the site and the "Volunteer Guidelines" attachment, it does seem like after school volunteers need to be cleared so maybe that needs to be clarified a bit more? PTA is not considered an outside group per board policy, but would PTA be considered outside in the case of any after hour events or when a use of facilities is issued? I would guess that 4 would not be under direct supervision, but someone would be on campus. Is someone on campus the same as "under the direct supervision"? The policy does cover "individual volunteers not under direct supervision" but states that these individuals are supposed to have a district-issued photo ID badge and none of our PTA volunteers have that so what how should these volunteers be handled?

I have also heard that a live scanned individual or supervisor needs to be on campus. I do not see this in the policy but does this only apply during school hours? If this is true, does that require direct supervision or can those volunteers be unsupervised? Additionally, definitions around what is considered "regular or semi-regular basis", "one-time special event", and "no unsupervised contact" may also need to be provided. Once confirmed, we will share this information with PTA but can it also be shared with all the school sites so we can all be on the same page.