

Let's Talk September 2025

1. What is the bond money paying for in addition to new roofs at the schools?

Answer: (Oscar)

Key Projects Funded by Measure ABC:

- **Modernization and renovation** of classrooms, restrooms, and school facilities.
- **Health, safety, and security upgrades**, including improved infrastructure for student and staff safety.
- **Electrical, plumbing, HVAC, and sewer system upgrades** to replace outdated systems.
- **Construction of new buildings** where needed to accommodate growing student populations or replace aging structures.

The Eastman Perkins study, conducted in 2023, evaluated the condition of all BUSD campuses and identified critical infrastructure deficiencies, prioritizing:

- Roof replacements
- HVAC modernization
- Electrical and plumbing upgrades
- Safety and ADA compliance issues

2. Who decides which projects will be funded with the bond money and which order the projects will be done?

Answer. (Oscar)

This is the Superintendent's Bond Subcommittee who is working of highest priority needs based on the Eastman Perkins Study of 2023.

3. Why is the August 12 Board meeting still not on the website?

Answer. (Oscar)

This is posted now.

4. What is the cost of the elementary music program? Which grades are part of this program?

Answer: (Peter and Peggy)

The elementary music program has significantly expanded at each of the elementary schools. Grades TK, 1, 2, and 3 have four music teachers funded by Proposition 28 Arts and Music in Schools funding, with 25-minute weekly lessons.

Grades 4 and 5 have two music teachers funded by the General Fund, with 35-minute weekly lessons.

All elementary grades now receive weekly general music lessons. In 2023-24, elementary principals elected to pool Prop 28 funding to restore weekly music to grades 2-5. This school year, grades TK-1 were added with an increase of the pooled elementary funds. In short, two elementary music positions are funded through the general fund and four are funded by pooled Prop 28 funds.

5. For students who don't have a 6th period but have an activity right after school, such as a sports practice, why can't they study in the library during 6th period? Why must they leave campus?

Answer: (Julie, Narineh)

This is both a safety and a union contractual issue. When asked this question a few years ago, our district lawyers advised us that we should not allow students who have finished early with their school day to remain on campus for liability reasons. We do not have adequate adult supervision, as these are “unrostered” students to whom no adult is assigned to monitor. Furthermore, other classes that are still in session during those periods use the library, so this could be disruptive to those classes. And, school librarians do not have it in their CSEA contracts to supervise students not on their rosters. This is a violation of their contracts, and it also sets up issues if/when the librarian is out, as then the responsibility would likely fall on another employee who would be working “out of contract.” It also raises a potential equity issue, as these duties could then fall on another employee working outside their job classifications. Safety is too important to risk overlooking these liability and grievance issues.

6. Board policy 6172 requires that a report on the Gate program be presented to the school board annually. When was the last time that this report was presented?

Answer: (Peter, Rebecca)

Board Policy 6172 states as follows, “The Board shall annually review the progress of students enrolled in the district's GATE program and administration of the program using methods identified in the district's GATE plan, and may require modifications in the program as indicated by the results of this review.” Each year, the Board of Education receives a report on students' progress, including that of GATE-identified students, although their achievement is not explicitly reported. The GATE Master Plan calls for an annual survey. The District (annually) assesses the progress and quality of the GATE program, and provides the results of all assessments to parents, staff, and the Board of Education. The program assessment includes the **five components** of the GATE Master Plan: *identification, curriculum, social-emotional needs, professional development, and parent and family involvement.*

The assessment is conducted via an online survey (Google Form). Surveys are emailed to students, parents, and teachers annually in May. Staff review the survey results and use that information to adjust the program as needed.

The last Board update was in November 2020. On September 18, 2025, a Board member requested a Board report on GATE. The GATE master plan needs revision, as it was approved in November 2019. A revision is being planned.

7. The teachers at Dolores Huerta Middle School need desktop computers. Our principal is aware, and the technology department is aware, but no computer updates have been given. It affects me personally because I have a visual discrepancy, and the lack of a desktop is causing me migraines. It got so bad last year that I got a local business to donate a desktop computer to me. BUSD technology said I cannot use that computer this year, but couldn't cite a reason. At the end of the day, I really need a desktop computer to do my job. Are there spare computers on any campus or at the district office for teacher use? Thanks for your consideration.

Answer:

We do not have an inventory of desktop computers to supply teachers with both a desktop and a laptop. Many of our desktops are end-of-life, which were allowed to remain in classrooms for teachers assigned a laptop, and are no longer supported. If a teacher requires a work accommodation, please contact HR to arrange for the necessary adjustments. This may involve the teacher turning in their laptop to receive a desktop.

8. "It is my understanding that the recent financial investigations regarding misuse of district funds has impacted school sites directly by pausing the onboarding of any independent contractors, even if paid by the site's own fundraising resources.

Answer: (Mariam)

The only change related to independent contractors is that our 'consulting agreement' now asks for a more complete scope of work (1 page depicting what the contractor will be doing, estimated time, pay rate, etc.). This process also involves the Executive Cabinet validating that this is not union work that we need to advertise a position for. If any schools are under this impression, please direct them to Mariam Abdelhamid for clarification.

Another change that may be tangentially related is that we are not allowing non-staff reimbursements. Thus, if parents were independently paying for contractors and then requesting reimbursement, they now have to go through the district. This ensures we have all the necessary legal paperwork for any contractors coming onto our campuses.

9. It feels like a far reach to punish the school sites and, in turn, the kids for mistakes that have occurred at the district level. What steps are being taken to ensure that our students do not suffer for the mistakes and poor decisions of previous leaders?

Answer: (Oscar)

Need more information/context to best answer this question.

10. As of 9/3/25, all accounting strings (new and old) for Miller PTA and our fundraising committee, Team Jaguar, remain at a zero balance instead of our rollover balances from last school year. It is 3 weeks into the school year. Why wasn't this move completed during our summer break? Can action be taken to resolve the accounting department's delay and restore access to our district-held funds for use? (I absolutely hope that this gets resolved by the in-person "Let's Talk" session. If not, then it will have been 6 weeks since the start of the school year.)

Answer:

The funds should be available now. For context, we conduct our unaudited actuals before September 15th every year (the official date set by the State), which is when we confirm the ending balances for the prior fiscal year. We could start the year with an estimated balance; however, this is not the best practice, since if that number is much higher than the real unaudited actuals, it creates a lot of confusion from a school site perspective. Ex. If we estimate your PTA has \$20,000 left from the prior year, and we load that for you before the unaudited actuals are complete, and we realize it's only \$10,000 when we do our unaudited actuals, this creates various problems, as the funds may have been encumbered already. If there is a specific need, the site has discretionary funds that can be tapped into, and then expense transfers can occur once the PTA money is loaded. Happy to discuss further.

11. Is the district taking steps to improve how clearly it communicates to site principals which forms are required and what criteria must be met for events, vendors, and related payments?

Answer: (Mariam)

None.

12. Currently, there are significant inconsistencies in how these requirements are interpreted across school sites.

Answer: (Mariam)

I appreciate this. I am going to work on a virtual event in which all BUSD stakeholders will be welcome to join, related to these topics. Please be on the lookout for this soon.

13. For several years now, I have been asking how we can facilitate recycling at Burroughs/Memorial Field and Burbank High football fields. Dr. Paramo indicated that a

plan was being worked on, but as we approach another football season, there still doesn't appear to be a system in place to capture the hundreds, if not thousands, of water bottles and soda cans that will be sold. The issue continues throughout soccer and track and field seasons. Please provide an update on how this is being addressed. Thank you!

Answer: (Oscar)

This is the first that I am hearing about this. Please allow the Interim Superintendent to look into this ASAP.

14. We were told in our PTSA meeting at the high school that students in 9th and 10th will not have the option for a zero period moving forward. The reasons were for sleep (we understand what happened in the past with Portantino), and that they don't really need to have that many classes.

Answer: (Julie, Oscar)

I am not certain what the question is, but please see below on zero period and minimum instructional minute requirements that limit public school offerings for zero period. There are several options for guaranteed admission to a Cal State or UC (although there is no guarantee that students will get a spot at a specific campus). Examples:

While neither the Cal State nor the UC system offers a system-wide GPA for guaranteed admission, they both offer pathways for guaranteed acceptance to California residents who meet specific GPA thresholds and other requirements.

University of California (UC)

The UC system offers a guaranteed spot at one of its campuses to eligible California residents through two pathways. The guarantee is a spot somewhere in the UC system, not at a specific campus.

Eligibility in the Local Context (ELC)

- **GPA and class rank:** A California high school student who ranks in the top 9% of their graduating class is designated as ELC eligible.
- **Minimum GPA:** To qualify, a student must also meet or exceed their high school's specific "benchmark GPA" (a GPA set by the UC for each participating high school), which must be at least 3.0 in A-G courses.
- **Coursework:** Students must complete 11 specific A-G courses by the beginning of their senior year.

Statewide guarantee

- **GPA and statewide rank:** If you are a California resident who is not designated as ELC, you can still be guaranteed a spot in the UC system if you rank in the top 9% of California students statewide.
- **Minimum GPA:** The lowest A-G GPA considered under this program is 3.6.

California State University (CSU)

The CSU system does not have a system-wide program that guarantees admission to all campuses. However, some individual campuses and districts have piloted direct or guaranteed admission programs.

- **District partnerships:** As part of pilot programs, some campuses partner with local school districts to guarantee admission to high school seniors who meet the A-G coursework requirements and a certain GPA. For example:
 - **Cal State East Bay:** Guarantees admission to students from the San Leandro and Hayward Unified School Districts with at least a 2.5 A-G GPA.
 - **Cal State San Bernardino (CSUSB):** Guarantees admission to students from certain local school districts with at least a 2.5 A-G GPA.
- **Transfer Success Pathway:** While not for high school graduates, the CSU's Transfer Success Pathway (TSP) guarantees admission to CSU for eligible first-time community college students who commit to transferring within three years and meet all requirements.

15. As you know the requirements for colleges, especially private universities, are not what it was 20 years ago. These students need their academics and additional classes. If you have a student who is in sports, VAPA and wants to do 4 years of a language it is almost impossible to fit everything in a 1-6 format. EVEN after our student takes the summer course available to them.

Answer: (Julie, Oscar)

Again, please see the answer below regarding zero periods. It is difficult to accomplish everything each individual student wants, as we don't have limitless options in public schools. Students who pass and graduate with all A-G requirements are eligible to attend a UC or CSU.

16. The freshman class coming into BHS this year had 47 students coming from Muir with straight A's for 3 years, that is nearly 10% of the class. They took Spanish before school at 7am, some were in the extracurricular jazz band before school. These are overachieving students who have the ability and bandwidth and more importantly WANT to take more classes. Why are we thwarting their ability to get more on their transcripts and college applications? If a student is willing and wants to do more, why are we stopping them?

Answer: (Julie, Oscar)

Students seeking to earn extra high school credits, particularly through advanced courses like dual enrollment or AP, face significant equity challenges. Students of color, low-income students, English language learners, and students with disabilities have less access to and participation in these opportunities. We have to ensure that we are opening up these opportunities to ALL students and not just those who can afford them or fit extra classes into their schedules.

17. We are making a choice to stay in Burbank schools because we love them, when we know our child's college application will go up against charter and private schools that allow them to do more. Having a zero period option (when available – we understand we don't always have willing teachers) seems like something we could offer these students starting in 9th so they have a fighting chance in the current environment to get accepted to the colleges/universities of their choice."

Answer: (Julie, Oscar)

The overwhelming majority of high school students in California cannot take a class before 8:30 AM due to state law (Senate Bill 328), which mandates later start times for California high schools. Additionally, since school starts later, it is difficult to add a seventh period to the day, as that pushes after-school sports and activities even later into the evening.

SB 328 allows for optional "zero-period" classes or activities before the official start time. Still, these are for a limited number of students and do not count toward the typical attendance day. This means that while **some** students may have a pre-8:30 a.m. activity, they cannot be required to be in attendance for a standard class. Furthermore, students in grades 9-12 **must** have a minimum of 64,800 instructional minutes per school year. Zero periods **do not** count toward instructional minutes. For any student with a zero period, this results in over 10,000 instructional minutes that are unaccounted for. Private and charter schools do not have to follow the same laws as California public schools. Unfortunately, this is an unintended consequence of Senate Bill 328, and not something that BUSD has control over. This is why we cannot allow all students in grades 9-12 to have a zero period. Juniors and seniors are given preference since many have already completed the bulk of their instructional minutes. Schools that do not meet the minimum yearly instructional minutes end up costing the districts tens or hundreds of thousands of dollars in ADA funds. These funds are critical to running schools.

18. It was very nice to see the CAASPP recognition. Can you share with us the number of those students and which schools they attended? How many from Huerta, Edison, BHS, etc.? Can you share with us how many have transferred into our district within the last year or two, and how many have been in our district since kindergarten? Can you share with us how many have transferred in from a foreign country? These questions are only significant in trying to identify where we can find successful educational strategies. And then incorporate them into all of the schools.

Answer: (Robyn)

90% of the students who were recognized started in Kindergarten or 1st grade with the district. Most of the students who started after Kindergarten or 1st entered the district after the pandemic waned.

[Perfect Score Demographics.xlsx](#)

19. If we continue to have reduced funding for our schools, for instance, for the next 2-3 years, how will this impact our schools?

Answer: (Oscar)

If we continue to experience reduced funding and declining enrollment over the next 2-3 years, the impact on our schools will be multifaceted and deeply felt across the district.

1. Program Reductions and Limited Student Opportunities

With fewer resources, schools may be forced to reduce or eliminate enrichment programs such as arts, music, athletics, and career technical education. These programs are often the very ones that engage students and foster a sense of belonging, especially for those who may not thrive in traditional academic settings.

2. Staffing Challenges and Increased Workload

Declining enrollment typically leads to staffing reductions. This can result in fewer teachers, counselors, and support staff, increasing workloads for remaining personnel and potentially affecting the quality of instruction and student support services.

3. School Consolidation and Community Impact

Sustained enrollment declines may prompt difficult decisions about school closures or consolidations. These changes can disrupt communities, affect neighborhood identity, and create logistical challenges for families.

4. Loss of Competitive Edge

In a region with many educational options, underfunded schools risk losing families to neighboring districts or charter schools. This further accelerates enrollment decline and reduces per-pupil funding, creating a cycle that's difficult to reverse.

20. Does BUSD have a savings account or emergency funds? If so, how do you decide how to use it? And who makes these decisions?

Answer: (Mariam)

In the school district world, this would be considered our fund balance - in years where we received more revenue than we spent, we have a budget surplus, and that goes into our fund

balance. However, in the past few years, we have been deficit spending (spending more than we have in revenue) primarily due to declining enrollment and rising costs. Each school district is required to maintain a fund balance of at least 3% of its total expenses; however, the reality is that this amount is not even a month's payroll.

21. 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."

Answer: (Sarah)

Right now, the approval process for volunteers is not the same across the board at all the 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 so 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:

At the simplest level, if children are around then this is not an event that people are attending, then this is a volunteer. Example: parent helps with the winter performance (volunteer), parent attends the winter performance (visitor)

- 1) For volunteers who help out during 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 to just be raptored as these individuals are considered "visitors".
No, these people who volunteered and are around students need to be cleared as volunteers. They are not 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. **Yes, they are volunteering and they are around students.**
- 3) For volunteers who help on campus during after-school events (under a use of facilities), nothing is required. **No, if students are around, the person is considered a volunteer, needs to be cleared.**
- 4) For volunteers who help on long-term after-school events (musicals, talent shows, etc. under a use of facilities.), the requirement is to be cleared. Should these individuals also be live scanned? **Livescan is needed for overnight and transporting students. This is when HR is involved.**

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), so would these events not require direct supervision as these events are after-hours and are under a use of facilities and covered by PTA insurance? What, 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. " "

Overall response:

VOLUNTEERS

Volunteer opportunities are during and after school. For these opportunities they need to be cleared through the district raptor program, this means completing the online raptor application, uploading TB or TB risk assessment, MPN form, and their Picture ID. If they become an overnight volunteer, they need to be live scanned (this is where HR helps out). Any person that volunteers with students whether it be in the classroom, playground, afterschool for an event or on a bus for field trip MUST be a **CLEARED VOLUNTEER**.

VISITORS

If a teacher has a small performance in the classroom or at the school during school hours and parents or family members are coming to watch, then they would need to be scanned in as a visitor through raptor; this means each person's ID is scanned and signed in. When IDs are scanned their ID is scanned through Megan's law database.

Volunteers should be cleared for as long as their ID and TB are not expired. Applications are expired if one of the 2 items ID or TB is expired and needs to be renewed, then a new application will need to be completed.

Would love to have a bigger conversation to make things clear for parents and school sites for consistency.

22. While I am sure it is not intentional, Huerta does not appear to be keeping the dates identified on the second and third pages of the 2025-2026 Holiday Observances dates in mind and has scheduled events these days (last year their drama performances and a pancake breakfast were scheduled during Passover; this year, after school activities were initially approved to be scheduled during Rosh Hashanah and Yom Kippur). I am not sure how prevalent this issue is throughout the district, as I am hearing that some schools are adhering to the calendar and have cancelled after school activities, but is there a way to remind administrators and their staff members of the event blackouts on these dates? Right now, by not honoring them, it is insensitive to anyone who celebrates those holidays.

Answer: (Julie, Narineh)

BUSD sent out and discussed these dates with all site principals. Huerta has auditions on the 24th, but they offer a 2nd date on the 25th for those celebrating Rosh Hashanah. DHMS has an after-school dance rehearsal on October 1. It will be over by 4:30, giving students time to get home before sundown.

23. Additionally, an update should be considered for Yom Kippur (while fasting finishes at sundown, the evening is when families meet up to break the fast, so the evening should be blocked off as well), and Passover (the first two evenings and the last evening after sundown are the ones most celebrated, rather than just the first and last day).

Answer: (Julie, Narineh)

BUSD sent out and discussed these dates with all site principals and followed up with site leadership to talk through any questions.

24. In the spirit of our DEI efforts, administrators should also be advised to try and not hold events focused on food during Yom Kippur, Passover, Ramadan, Ash Wednesday, and/or Good Friday, or at least to provide alternate options.

Answer: (Julie, Narineh)

If this question has to do with fundraisers, selling food on campus during school hours is not allowed.

25. At a recent PTSA meeting, the BHS principal announced that 10th graders and younger will likely not have access to zero period next year. This is troubling given the influx of high-achieving students from John Muir Middle School—triple the usual number—many of whom are focused on college readiness and involved in the arts. Without zero period, freshmen face schedules like: Periods 1–5 (English, Math, Biology, PE, Health/Ethnic Studies), leaving only one slot for either a language or an arts class—not both. This forces students to choose between meeting A–G requirements for UC eligibility or pursuing performing arts. It is most likely in 9th grade a student may not know what their future career interests will be, so at this point cannot focus on just one path.

Answer: (Julie, Narineh, Oscar)

***Please see comments above on state law and limitations on zero periods. Some students may have to choose between taking multiple electives at the same time. The district has to prioritize academics over electives, but we try to accommodate schedule preferences as much as possible. Unfortunately, we cannot always give multiple electives throughout the day, as we are limited by state law on the number of zero periods that can be given to students.

26. Over 900 BHS students took summer courses in 2025 to free up room in their schedules to take an extra class. This is the largest amount among any of the high schools included in our district. These students require a zero period to accommodate their needs. Unfortunately, not all students have the option or opportunity to take a summer course. Meanwhile, John Burroughs High School freshmen appear to have access to zero period, raising equity concerns and questions about whether BHS disadvantages students aiming for four-year colleges. How can we collaborate to ensure our students meet graduation requirements while also positioning themselves competitively for college admissions?

Answer: (Julie, Narineh, Oscar)

JBHS has six zero-period offerings. BHS has 13 zero periods. Additionally, seven classes are not guaranteed or recommended. See above answers about the challenges of the minimum number of instructional minutes that limits zero-period offerings per state law.

27. My student told me her PE teacher in 7th grade gave a long speech about a person and a recent act of violence that occurred on Sept 11. He expressed how that person was a political hero like the first responders on 9/11. He said that person was the voice of their generation. Is it appropriate to take a firm political stance as a PE teacher? This wasn't even a government or history class; there was no reason for the discussion. This teacher also had a large political poster of our current President in their office all last

year, before he was President. I thought teachers were not to express their personal beliefs to students?

Answer: (Sarah)

Within the classroom, a teacher's role is to act as a neutral facilitator of learning and teachers generally cannot promote their personal political views to students as they are representatives of the school district while acting in their professional capacity. Human resources is aware of this situation and has worked with the site leadership on corrective action. This is a personnel matter that is being addressed.

28. It seems like school sites are being asked to manage the Square accounts for all Fundraising Committee funds. These are parent-raised funds, so why is the school site controlling them? We understand the issues with finances and dishonesty within the district, but why make this kind of change without discussing it with the parents who have worked hard to raise these funds for the children of the school? This process also makes for a lot more work for the individual at the school (often the office manager) without any extra payment. There are certain things that need to be tracked usually times, for example, for OSS or 5th grade activities or 5th grade t-shirts. We need to know who paid for what and the sizes, etc. Without access it will be difficult for the fundraising committee at each site to track. This will now be included in the office manager's job description?

Answer: (Mariam)

The primary reason for this change is that several of the accounts were set up under parents' names - if these parents are no longer involved, it makes things very hard when the district is not associated with the account. With the school site creating the Square profile, we now have a stronger record of who is listed on the account, which helps with troubleshooting. In Square, team members can be set up to have the same access as parents, except they wouldn't be able to change the banking information. Below are the steps to add parents to the Square accounts, where you should be able to do all the things you are indicating:

1. Go to Staff > Team > Team Members.
2. Click Add Team Member.
3. Enter their name, email or phone number, and job details.
4. Choose or create a permission set that defines what they can access

29. Could you provide clarification on why the Good News Club is still operating at Disney Elementary? Our understanding was that the club rotates among different schools.

Answer: (Peter, Rebecca)

The club does rotate among the different schools, but not necessarily every year. It is continuing for an additional year at Disney.

30. There are concerns that ICE may be present at our Día de los Muertos event. Could the district provide guidance, support, or establish protocols in the event of such an occurrence?

How are our school administrators being supported and trained in dealing with the growing presence of ICE in our region, and what actions should they take if ICE agents show up at a school?

Answer: (Oscar)

All BUSD administrators have been trained with the following protocols:

 **BUSD/ICE Protocols**

For after school activities:

Designate a **point person** at each event to monitor entrances and verify the identity of any law enforcement personnel.

Require ICE agents to present a **valid judicial warrant** before entering private or restricted areas.

Establish a **communication plan** to notify families and staff discreetly and safely if ICE presence is confirmed.

31. What is the district doing to amplify safe school environments, and how are those communications going out to families in an accessible, inclusive way?

Answer: (Peter, Narineh)

Safety is the number one concern of school district staff. Schools have safety plans in case of a natural event. Schools also have plans in case of man-made events like school lockdowns.

Staff are reminded and trained regularly. Any time something happens at a school, such as a child falling off the playground equipment or having a temper tantrum, it presents an opportunity for staff to respond to the event and serves as a training opportunity. The district and schools

do communicate safety procedures to families. Communication will continue throughout the school year. District and school staff meet regularly with staff from the Burbank Police Department and the Burbank Fire Department. When the Police Department and Fire Department respond to a situation at schools, this also serves as an opportunity to reinforce procedures.

32. What opportunities can the district provide families to stay informed about the safety of their children at school? There is a digital BUSD resource page - but families are not looking online for support. We need other points of engagement.

Answer: (Narineh)

While specific safety protocols are standardized by the district (Raptor, security cameras, training, emergency procedures, etc.), each site has its own procedures that they discuss and review. School site council (SSC), PTSA meetings, Coffee With the Principal, and other site-level meetings are best for examining the site-level safety procedures. There is a district-level Safety Committee with a rep from PTSA.

33. Is there district guidance or oversight on the use of technology in the classroom, regarding the quantity of online time students are spending vs. real-time engagement with an educator or practicing tactile, hands-on learning?

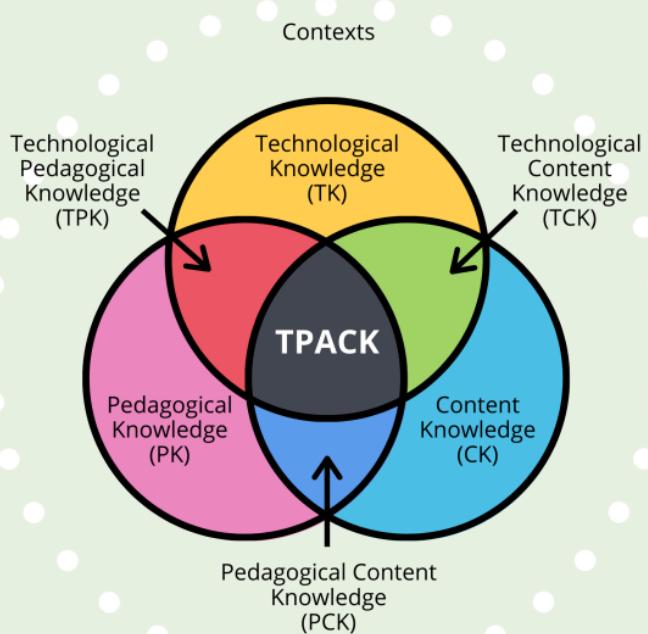
If there is not, how might we address this?

Answer: (Robyn)

Informal guidance and oversight occur through PLC discussions at school sites, department and grade-level meetings, as well as observational rounds. This is typically a site-specific monitoring process, discussed within each site. However, district-level conversations also take place during principals' meetings and subject-specific task force meetings at the secondary level.

The primary focus of these discussions is on curriculum, programs, and applications, including how they are being utilized and to what extent. While no formal system has been established to codify best practices, flexibility remains a priority for our classrooms and schools. Nonetheless, this remains a topic of discussion, particularly regarding best instructional practices, including concerns about over-assessing students and striking a balance in instructional strategies to meet student needs.

THE TPACK MODEL



@edtechclass

34. If classrooms are asking students to do a large percentage of work online, the students must be taught digital literacy. I am a parent of a 4th grader and do not see this taking place.

Answer: (Robyn, Julie, Rebecca)

We are in the midst of discussing a device refresh for our students and how to incorporate this type of instruction into our refresh model. We're currently targeting 3rd and 8th grade as prime opportunities for this type of instruction. Unfortunately, when the pandemic hit and we were forced to respond with access to devices, we were not in an environment conducive to establishing this type of curriculum/instruction. However, it is being discussed as part of our future plans for device distribution and refresh.

From Peggy

The District has been offering professional development to all TK-12 teachers in digital literacy since 2023. It is voluntary because we are using grant funds to cover the costs so spaces are limited. CTE funding supports training for CTE credentialed teachers.