

BSEP PLANNING & OVERSIGHT COMMITTEE MINUTES
April 11, 2017

BUSD Offices –Technology Room 126
2020 Bonar Street, Berkeley, CA 94702

P&O Committee Members Present:

Rashay Lankford, <i>Pre-K</i>	Aaron Schiller, <i>Thousand Oaks</i>
Bridget Bernhard, <i>Arts Magnet (Alt)</i>	Stephanie Upp, <i>Washington</i>
Eric van Dusen, <i>Cragmont (Co)</i>	Bethany Schoenfeld, <i>Longfellow</i>
Dawn Paxson, <i>Emerson</i>	Shauna Rabinowitz, <i>King</i>
Terry Pastika, <i>Jefferson</i>	Catherine Huchting, <i>Willard</i>
Danielle Perez, <i>John Muir (co-Chair)</i>	Aaron Glimme, <i>Berkeley High</i>
Denise Dafflon, <i>LeConte (Sub)</i>	Josh Irwin, <i>Berkeley High</i>
John Eknoian, <i>Oxford</i>	Christina Balch, <i>Independent Study</i>
Weldon Bradstreet, <i>Rosa Parks</i>	

P&O Committee Members Absent*:

Alex Makler, <i>Malcolm X</i>	Laura Cho, <i>Willard</i>
Bruce Simon, <i>King (co-Chair)</i>	Jose Luis Bedolla, <i>Berkeley High</i>

**Alternates and co-reps are not marked absent if another rep is present. Currently there is not representation from BTA or Pre-K.*

Visitors, School Board Directors, Union Reps, and Guests:

Judy Appel, *School Board*
Ann Marie Callegari, Supervisor, *Office of Family Engagement and Equity*
Peter Gidlund, *VAPA Supervisor*
Bradley Hilton, *Technology Supervisor*
Allison Krasnow, *Instructional Technology Coordinator*
Jay Nitschke, *Director of Technology*
Mary Ann Scheuer, *TSA/Elementary Teacher Librarian*
Pasquale Scuderi, *Assistant Superintendent for Educational Services*
Becca Todd, *District Library Coordinator*

BSEP Staff:

Natasha Beery, *Director, BSEP and Community Relations*
Linda Race, *BSEP Staff Support*

1. Call to Order, Introductions & Site Reports

At 7:15 p.m. Co-chair Perez called the meeting to order by welcoming attendees and asking them to introduce themselves. SGC site reports were given as part of the introductions.

2. Establish the Quorum/Approve Agenda

The quorum was established with 15 voting members present, with 16 voting members present later in the meeting. 13 voting members were required for a quorum. (Lankford attended later in the meeting bringing voting members present to 17.)

MOTION CARRIED (Glimme/Huchting): To approve the agenda of the April 11, 2017 P&O Committee Meeting. **The motion was approved unanimously.**

3. Chairperson's Comments

Co-Chair Danielle Perez

Perez reminded members to take turns while talking, and requested members to state their names before speaking, making a motion or a second. Contributions to the snack fund were encouraged.

4. BSEP Director's Comments

Natasha Beery, Director BSEP & Community Relations

Beery stated that the Superintendent sent his regrets that he was unable to attend this meeting. She had no additional comments.

5. Superintendent's Report

Donald Evans, Ed.D.

No comments were made.

6. Approval of Minutes March 21, 2017

There was a brief review allowed for the March 21, 2017 P&O Committee Meeting minutes. (Members do not have to be present at the meeting to vote to approve the minutes. Everyone has a chance to review the minutes, make necessary changes and if the minutes were correct enough to be entered into the public record, members could vote to approve the minutes.)

MOTION CARRIED (Paxson/Irwin): To approve the meeting minutes of the March 21, 2017 P&O Committee Meeting. **The motion was approved unanimously.**

7. Public Comment

Mary Ann Scheuer gave a PowerPoint presentation entitled *Mock Newbery, A Case Study: Impact of Elementary Teacher Librarians*, dated April 2017 (11 slides). Scheuer thanked BSEP for funding the new position of Elementary Teacher Librarians and noted the following in her presentation:

- Scheuer herself is a Teacher Librarian with a teaching credential as well as a Masters in Library Services. The elementary schools are staffed by Library Specialists who are not required to be credentialed or have certification.

- The Mock Newbery, based on the Newbery Book Awards, was used to engage kids in reading, discussing the best new books of the year, and choosing books as if they were sitting on the Newbery committee.
- She showed the impact of having Teacher Librarians with the emergence of voluntary student book clubs which meet at lunchtime recess to share the joy of books. The book clubs have 398 members from the 4th and 5th grades across the District as well as library staff, lit coaches, teachers and principals. She noted they were reaching 30% of students and making an effort to reach readers across the reading spectrum.
- Scheuer noted that the motivation to read, engage and discuss books led to significant gains in reading scores.
- The impact of elementary teacher librarians were in selecting engaging new books, designing projects to support sites, and collaborating with lit coaches, teachers and library staff.

Judy Appel noted that in the midst of budget season, she wanted to encourage the committee members to attend the Board meetings to share their perspectives with the Board. She encouraged parents and teachers to communicate their thinking to help shape a bigger vision for the District by email.

Denise Dafflon, Le Conte parent, spoke on the TWI program at LeConte. There were high expectations for students, parents and staff, and she used a chart to illustrate the Spanish/English grade and skill levels. She asked the District and BSEP to support the program. She noted that the District English Learner Advisory Committee/DELAC was shocked to find out that the program would be cut to 6 positions and had reached out to Superintendent Scuderi. She listed some of their special needs:

- The District has been unable to fulfill substitute requests, especially long-term, with teachers that meet their needs for 70% Spanish. When that happens, they cannot reach their goals. This year the staff and Lit Coach stepped in to teach and were appreciated for their flexibility to do this.
- The school has special needs with language barriers, and their families experience fear and need to be reassured. Families have rights even as non-U.S. citizens. They are reaching out to connect families, to gather their thoughts, and guide them in advocating for their children.
- The Family Engagement Specialist for their school was appreciated.

Eknoian wondered if there was information on how many students were served by RtI2. Perez responded that it was discussed at the last meeting, and the document *Approximate RtI Service Scope for 2016-17 (as of 3/19/17)* was sent out via email (Note: March 21, 2017 P&O Meeting documents were sent out via email on March 22nd.)

Pastika asked Scuderi if he could confirm for a later meeting where BSEP monies supplement LCAP monies to fund a program. She asked if the Committee could also be provided with the breakdown of which specific BSEP funds those are. For example, is it discretionary funds or Professional Development funds?

8. Recommendation for BSEP Funds in FY 2017-18: Update to Plan for CSR and Support for Teaching

Pasquale Scuderi, Assistant Superintendent for Educational Services
Scuderi provided the following handouts:

- Berkeley Unified School District Memo, *To BSEP Planning and Oversight Committee, From: Pasquale Scuderi, Assistant Superintendent for Educational Services, Dated: April 11, 2017, Subject: Recommendation for Allocation of BSEP Effective Student Support Funds in 2017-18 (5 pages)*

Beery noted this was a verbal update. Scuderi explained that there was no change in the handout from last time. Since the last meeting, there were discussions between the administration and the team at Thousand Oaks/TO and, as Dafflon mentioned during Public Comment, Le Conte as well. It was their intention to bring forward a proposal that instead of supplementing the TO classes to the degree that was outlined on the handout, they were on the verge of being able to offer some combination classes in that bilingual program for next year. Sustaining that program at a more reasonable cost, and taking some of the savings that would be created, the District would be able to provide a .6 FTE back to LeConte. They determined there was not money specifically designated to support one of the more unique programs in the District at Le Conte. There were compelling arguments to support Le Conte with a small investment that would allow them to provide intensive support to groups in the lower grades. Scuderi noted the goal of being proficient in two languages and being behind in the home language, whether English or Spanish, created real challenges. He added that they did not want that program to be available and accessible for kids who were really well-prepared when they began kindergarten/elementary school. In order to make that program truly accessible for kids to learn two languages, equity based supports had to be provided early. Scuderi plans to return with a revised version of the Effective Student Support Funds that shows combination classes at TO and .6 FTE added for Le Conte.

Questions and Responses:

- Scuderi wants to propose TO bilingual combo classes for grades K-1 and 2-3 to sustain that program, which might be part of the long-term solution at TO. He and the TO principal will look at the possibility of the same for 4-5. The proposal for K-1 and 2-3 would not have an impact on the budget.
- Scuderi confirmed the document that would be revised would be the one handed out at this meeting, Berkeley Unified School District Memo, *To BSEP Planning and Oversight Committee, From: Pasquale Scuderi, Assistant Superintendent for Educational Services, Dated: April 11, 2017, Subject: Recommendation for Allocation of BSEP Effective Student Support Funds in 2017-18 (5 pages)*. He added that the Teacher Transfer would have to be modified as well. Race noted that the document handed out at this meeting was a complete version. The last one had a few pages missing.

9. Recommendation for BSEP Funds in FY 2017-18: Student Support Funds – Middle School Counseling, Family Engagement, and Achievement Strategies

Pasquale Scuderi, Assistant Superintendent for Educational Services

Ann Marie Callegari, Supervisor, Office of Family Engagement and Equity

Scuderi/ Callegari provided the following presentation and handouts:

- Refer to the handout above in item 8: Berkeley Unified School District Memo, *To BSEP Planning and Oversight Committee, From: Pasquale Scuderi, Assistant Superintendent for Educational Services, Dated: April 11, 2017, Subject: Recommendation for Allocation of BSEP Effective Student Support Funds in 2017-18 (5 pages)*

- *Student Support, Appendix A: Family Engagement, Effective Student Support: Family Engagement Plan Overview: FY 2017-18 (4 pages)*

Beery passed out the above handouts and noted that there were some updates and that Appendix A was more fully fleshed out. Callegari stated that Family Engagement staff was instrumental in serving the needs of the families at school sites. This year they made over 3,000 connections with families, which was a huge difference for them. Attendance and academic performance were increased at school sites this year due to staff outreach and support to parents, families and teachers. She noted workshops were developed to connect staff with families and to promote various methods of providing support for students at home. Family Engagement added BHS as a site to work with, especially around class attendance, and they will also be providing a program to engage those students.

Callegari mentioned the immigration issue and that the OFEE team had stepped in to make sure that families knew their rights and felt supported. She stated the dollars approved for the OFEE were well spent, especially for staff on site. She reviewed the model for OFEE and the deficit-spending occurring and has decided to make sure they were writing grants and collaborating with community partners.

Questions and Responses:

- Pastika asked if they were seeing notable or incremental improvements for increased attendance. Callegari stated that there was a 1.1% increase at BHS, which was noted by Scuderi as a significant gain. This was also true for John Muir, Malcolm X and other schools.
- Huchting asked for clarification that the vote this evening for the Student Support Budget would be for one year, and this was confirmed.

MOTION CARRIED (Glimme/Rabinowitz): To approve the recommendation for BSEP Funds in FY 2017-18: Student Support Funds – Middle School Counseling, Family Engagement, and Achievement Strategies. **The motion was approved with 15 votes and 1 abstention.**

10. Recommendation for BSEP Funds in FY 2017-18: Library

Becca Todd, District Library Coordinator

Todd provided the following handouts:

- Berkeley Unified School District Memo, *To: BSEP Planning and Oversight Committee, From: Becca Todd, District Library Coordinator, Dated: April 11, 2017, Subject: Recommendation for Expenditure of BSEP Funds for Libraries in FY 2017-18 (7 pages)*

Todd explained the library proposal for next year. Overall the proposal and objectives remained the same as the previous year. The library was charged with not only supporting the students but also the staff, teachers and the community (parent accounts in the program). The libraries not only provide spaces and shared resources for all but includes Digital Citizenship instruction and DigiTech staffing and resources for integration of technology when appropriate.

The budget recommendations take into account the increases in retirement plans PERS and STRS. The staffing proposed would largely remain the same. Todd noted that there would be a drop to .2 FTE for the BTA Teacher Librarian to align with the decreased number of students being served. She added as teachers access online

materials, there was less of a need for VHS and DVDs, and the position of .8 FTE to handle that was eliminated. They would still provide the service but as needed and according to the decreased demand. The professional development budget was trimmed. Todd noted that the staffing for each of the Preschool libraries was funded by an Early Education fund and Library monies paid for books. They continue to provide the book bag program for Preschools.

The projected allocation for FY 2017-18 was \$2,037,300, with projected expenses of \$2,010,485 leaving a positive balance of \$26,815. The projected ending fund balance was \$50,815, which included an estimated beginning fund balance of \$24,000.

Todd asked for advice about funding for the summer school program, which might fall under extra duty hours. She estimated the summer school program to cost between \$6,000-\$7,000 but was unsure. Todd wondered if she should use some of the personnel reserve or project a lower fund balance.

Questions and Responses:

- Paxson wanted clarification about using the funds for this coming summer. Todd stated that about one week of summer school would fall within this year's budget while the rest would fall into the 2017-18 budget year. Summer school will be running at three schools this year.
- Schiller asked if the library staff drop at BTA was due to decreased enrollment and Todd confirmed this. They had been providing staffing at the higher FTE despite the drop in enrollment, and now was a good time to make changes during the transition into the new measure.
- Todd confirmed that library hours vary from school to school. Libraries at the elementary level are open for the school day or basically a 6.5-hour day. This would also depend on whether a school was an early or late-start school, provided afterschool programs in the library, and if it was a large school that needed more time to re-shelve books. Middle school times also vary. BHS allows for 1-hour before and 1-hour after school or 7:30am to 4:30pm. Rabinowitz noted her wish for libraries to be open more for the students. Todd said that it was more challenging to have the libraries open at lunch for the elementary schools because there was only one staff, staggered lunch hours and scheduled classes. All the middle school libraries are open at lunch, but there was still a challenge around large blocks of lunchtime and scheduled classes. At times they have to close the library for instruction. Todd added that they allowed a section of BHS to be used for students to bring food at lunchtime and/or participate in the Mock Newbery book clubs.
- Pastika asked for clarification of the meaning of the sentence (at the end of page 2) "We are bringing consistency, equity and full implementation to our Digital Citizenship instruction." Todd stated the digital literacy sequence that was developed with all the 3/4/5 grade teachers and the DigiTech crew recommended lessons mostly based on Common Sense Media per grade level. They are trying to have it fold into curricular assignments and also recognize that overt (digital) instruction needed to happen because the kids don't know how much they don't know. Last year there were three schools at the 3/4/5 level that achieved Digital Citizenship certification. She was unsure whether or not 100% of the schools would achieve that this year. Todd was hoping for 10 schools to achieve certification. This was rolling up to the middle schools and woven into many

lessons, especially in the library for research. There will be more consistency as they move into the 1:1 Chromebook initiative in the future with 6/7/8th grades. She noted that there was clarity of intention and a hope for this to trickle up, as with the BHS 9th grade re-design.

- Schoenfeld asked what the pros and cons were for taking funds from the surplus vs. from the personnel variance to fund summer school libraries. Todd was unsure but based on the classification/compensation study implementation there would be staff compensation increases over the next couple of years. She noted that some staff would be retiring, including two librarians at BHS this year. When newer people come in, there will be a decrease in costs. The staff projections take into account the increases in STRS and PERS retirement plans. It was the unknown negotiations around salary raises that would affect the budget. They could also drop it to the fund balance. Beery stated the uncertainties are why the personnel variances for the current year and fund balances to deal with the future years are maintained. The \$50K fund balance is healthy but not a lot. Perez asked when Todd would find out if the afterschool funds would cover the summer costs. Scuderi stated as they work through the bigger budget issues, there could be something remaining in the summer school balance or GF Ed Services Teacher Hourly that would cover what was not a huge amount for summer school costs. He noted that it would conservatively be about three weeks before he could answer that question.

Pastika wondered if it could be split between more than one fund. Scuderi confirmed that the library budget could pass before he knew about funding alternatives. He confirmed that they would rather find some surplus or some other fund than to dip into the Library reserves. Beery confirmed that if other funds were found, the line item on this budget would remain the same. Paxson and Todd noted that when there were small adjustment that did not exceed 10% of the budget, the plan does not have to return to the P&O for a full review and approval.

11. Recommendation for BSEP Funds in FY 2017-18: Music/VAPA

Pete Gidlund, VAPA Supervisor

Gidlund provided the following handouts:

- Berkeley Unified School District Memo, *To BSEP Planning and Oversight Committee, From: Pete Gidlund, VAPA Supervisor, Dated: April 11, 2017, Subject: Recommendation for Expenditure of BSEP Funds for the Visual and Performing Arts Programs in 2017-18 (8 pages)*

Gidlund gave an overview of VAPA and that information was described in the “Background Information” of the handout:

- It pays for music for all students grades 4/5 as well as for the middle school program with 18 full-time credentialed teachers. He noted that music for grade 3 was paid for from the General Fund.
- Gidlund noted that VAPA is a huge, robust music program like no other on the West Coast, in the way we deliver music education to kids.
- There are arts allocations of \$7K to each elementary school or a .08FTE credentialed teacher or teaching artist. \$2K is given to each of the middle schools for drama, and he noted that was very small.

- There are various partnerships as part of the VAPA program.

Gidlund addressed staffing and pointed out that the transfer to the GF could be confusing. VAPA and the GF essentially split the bill for the 4/5 teachers to get their prep time. Gidlund stated that the budget was pretty much the same and highlighted changes as follows:

- The VAPA Technician position, in charge of the database, instruments and sheet music was recommended to be reduced from 1.0 FTE to .6 FTE due to a low work load.
- Gidlund was excited about the things he was adding to the VAPA program such as providing each middle school with a choral program. His intention was to reach out to kids not captured by the instrumental music program with other offerings and stated that he was implementing a modern/hip hop dance program at all three middle schools for next year. There are facilities for it, money and newly trained teachers with culturally responsive teaching methods and/or of color teachers recruited for it. That still leaves a \$200K fund balance in the VAPA budget. He felt they could afford a middle school dance program.
- Gidlund noted that last year he requested a technology budget of \$15K and provided iPads for teachers. This budget contains \$5K for maintenance.
- Collaborative Partnerships had \$2K added to it to participate in the Kennedy Center Partnership. He stated that Cal Performances essentially delivers free services to students district-wide through the VAPA office, which he coordinates and feels has a huge impact. Alonzo King LINES Ballet has stepped in with Gidlund to provide dance instruction and teacher PD at Washington elementary and will eventually provide dance and movement PD to elementary school teachers district-wide. There are a lot of free partnerships providing programs that are maintained by the VAPA office.
- Gidlund highlighted the SMART Goals beginning on page 6.

Questions and Responses:

- It was pointed out that the net increase/(decrease) on the last page (page 8) should be shown as **(\$30,487)**. Beery added that the beginning fund balance should be noted as coming from Measure A.
- Glimme stated that one of the things that changed in the new measure was that this funding stream should be to K-8 and it was currently K-12. He wondered if any of the money for instruments and materials would be directed to BHS. Gidlund stated that the high school instrument and materials were currently in good shape.
- Schoenfeld wondered if the funding for drama materials at the middle school would include drama classes, and Gidlund confirmed it would not. The schools would have to pay for their own drama class at this point. Gidlund stated that he would love to have Longfellow take advantage of the \$2K because they passed on that.
- Dafflon asked what qualifications were needed for teaching music in Spanish because Le Conte had to reach their 50% Spanish goal for the 5th grade. Gidlund stated that he purposely posted teachers to LeConte that were bilingual, but not all of them were. The lead teacher there was bilingual and doing a mariachi feed into Longfellow, because they have a big mariachi program there. He confirmed that the lead teacher was doing both Spanish and English teaching.

- Gidlund confirmed steel drums was not being taught at the elementary schools.
- Paxson stated that being on the P&O Committee long-term gives members a change to see progress, change and improvement. She noted this was true for VAPA.
- Schiller asked if there was an instrument donation program. Gidlund said that instruments could be donated to the VAPA office, and they purposely don't ask for donations or hold drives because they are covered by BSEP and he does not want to diminish that. There is a suggested donation of \$20/year for the instrument rental. This was waived if the student could not afford it.
- Gidlund confirmed that three core music classes: strings, woodwinds and brass would not be cut and after that, they could supplement if there was staff for that. He added that it was more difficult to find teachers for guitar, ukulele or vocals than for strings, woodwinds and brass.
- Huchting wanted to pick up the topic of donations and suggested putting out a drive for instruments that might save thousands of dollars for VAPA and use that money for something else. Gidlund made clear that they get a lot of donations and noted one such donation of 75 full size violins from a person who had passed away. Gidlund was personally refurbishing them and stated they would be ready next year. He said instruments come in weekly.
- Gidlund clarified that *Strum and Drum* class was part of the offerings for 4th and 5th grade push-in time. For Rosa Parks, there are 6 or 7 teachers all at once teaching every single 4th grader at once. That means that strings, woodwinds, brass, and ukulele are taught at the same time. A parent teaches the afterschool rock band class.

10. Recommendation for BSEP Funds in FY 2017-18: Technology

Jay Nitschke, Director of Technology

Nitschke provided the following handouts:

- Berkeley Unified School District Memo, *To: BSEP Planning and Oversight Committee, From: Jay Nitschke, Director of Technology, Dated: April 11, 2017, Subject: Recommendation for Expenditure of BSEP Technology Funds for FY 2017-18 (5 pages)*

Nitschke noted that the Technology budget was 3.25% of the Available Revenue from the new Measure E1. The funding was basically the same as in past years under Measure A. BSEP was mostly paying for the staff to support technology at the schools. He introduced Alison Krasnow, Instructional Technology Coordinator and Bradley Hilton, Technology Supervisor. Nitschke stated that Hilton's position was funded at .75 FTE by BSEP and the Instructional Technology TSA was half-funded by BSEP Professional Development and half-funded by BSEP Technology.

Nitschke said that Common Core was funded by Mandated Cost Reimbursements from the State, and those monies partly fund Krasnow's position (one-time funding). Krasnow asked the committee members to fashion a person from pipe cleaners that were handed out while she gave her presentation entitled "Updates on 3rd-8th grade Technology: Shifting Pedagogy vs. Learning Tools." She stated this was her 4th year as a Technology TSA and was now the Instructional Technology Coordinator. Krasnow noted that DigiTech has shifted focus from helping teachers learn about new tools to how pedagogy should shift to thoughtfully incorporate technology tools. The technology team

came up with a technology plan to focus on 3/4/5 grades in 2016-17 and 8th grade math in terms of PD and classroom access to Chromebooks. This year they were focusing on 6th-8th grade and next year they will be working with the high school and making long-term plans. Eventually they will move back to the younger students.

Krasnow thought there were two unique aspects to the work they are doing in the District. She noted that the pipe cleaner person represented a good, strong, solid teacher that was a reluctant technology user, and they had teachers, principals and staff put them on their computers. It was not their intention to make a plan so that the “techy-ist people” do amazing things. They want all kids to have the experience of thoughtful technology integration. First, they want to keep that reluctant teacher in mind. The second thing they wanted to do was build in PD expectations for teachers. They would be provided with ongoing PD focusing on technology integration to district standards and curriculum. Rich technology integration had to be part of the curriculum. They spent a lot of time thinking about what they wanted teachers to be doing before they bought “the stuff” (hardware/software).

Krasnow stated there were several ongoing commitments to teachers. This year the 3rd grade teachers were provided Chromebook carts at 2:1 (1 cart shared between 2 classes). 4th grade teachers were given the choice of getting 2:1 or they could agree to do ongoing professional development so they could get their own carts. There were three requirements for getting your own cart:

1. Become a Google-certified educator
2. Work on the Berkeley certified alternative online assessment developed by Krasnow and a colleague. They currently have **(114)** 3rd through 5th grade teachers that have done that. They received a stipend for it that was negotiated through the union. She stated that she didn't know of any district in the country that had that many Google certified educators in such a small, concentrated grade level. Teachers jumped on board to get their own carts. They also had to do (3) half days of PD and share their classrooms' use of technology.
3. Teach three digital citizenship lessons.

Krasnow stated that BSEP funds most of Hilton's position and tech support. They not only boosted the wireless system but also made sure that ongoing technology support helped to organize and make technology easier to use.

They did a survey on changes to the teachers' instructional day and received a 72% response rate from the 4th and 5th grade teachers. She felt they got a lot of positive feedback from teachers and principals from the 1:1 launch.

- 91% of teachers thought it made either a large or moderate amount of change to the instructional day.
- In terms of engagement, 97% of teachers thought it made a large or moderate amount of change in student engagement.
- 93% of teachers thought it made a large or moderate change in student learning.
- 87% of teachers thought it made a large or moderate change in teachers' ability to assess student learning.
- They also surveyed principals with 9 of 11 principals responding. 100% of the principals thought it made either a large or moderate amount of change to the instructional day, student engagement, and teachers' ability to assess student learning. 88% of principals thought it made a large or moderate change in student learning.

Krasnow stated last year's working group of teachers wrote digital scope and sequence guides integrating all the curriculum of the elementary schools into technology lessons. This year they worked with middle school teachers to do similar planning and launch 1:1 in middle school. Using the same requirements as with the elementary schools, they have 100% of 6th grade teachers signed on. Next year 7th grade will have 2:1, and the year after that 7th and 8th grades will have the 1:1 option with the same caveat.

Questions and Responses:

- Pastika asked about Google certification, and Krasnow stated that it was training for using Google applications for education in self-paced video lessons. A test has to be taken to demonstrate knowledge of these things. Feedback from teachers was that it was not practical enough, and that was why they wrote their own course with the same material to take the test as well as an alternative test to show proficiency.
- Balch stated that there was a need for technology instruction at Independent Study/IS. She wanted to know how they could access technology now, stating that she learned most of her skills on her own. Balch stated that there were ten teachers, and they needed some support. She felt there was potential for online work. Krasnow stated that she would be willing to work with IS and make the certification process available to IS teachers. They could take their conversation offline.
- Eknoian asked if there was any provision for outreach to parents. As parents function as online gatekeepers, he felt it would be helpful to know what is acceptable/what is not and what was the balance between games and learning. Krasnow responded that they held (3) district-wide events for parents in each zone. Topics included teaching parents about online safety, helping parents without technology at home learn about email and checking grades and attendance, and a plan around curriculum, which fell through. All events were coordinated with OFEE. This year they offered technology talks for all the PTAs and gave talks at seven or eight of them. She recently hosted a talk with a Berkeley police officer that specialized in gang prevention and social media for TSAs, school counselors and security officers so they could also provide that type of training to families.
- Appel noted the speed at which technology was injected into the schools. Nitschke stated that was due to the infusion of a one-time fund technology rebate used to pay for stipends, separate from the one-time Mandated Cost Reimbursement, as well as the funds from the sale of the Hillside School. Those funds are all encumbered now, and they will continue this work for the next two years. There needs to be more discussions at the community and Board level about maintaining these devices. With the 1:1 ratio, the kids take better care of their own Chromebooks, and it also helps that they are not allowed to take the devices home.
- Nitschke stated that they were getting four years of use out of the Chromebooks.
- Nitschke will return to present the technology budget for a vote on May 2, 2017.
- There will be a Technology Subcommittee meeting on April 27, 2017 at 7pm in Room 126. There will be an invitation sent out about that meeting.
- There are now 6,000 Chromebooks in the district.

11. For the Good of the Order

For the Good of the Order is time set aside for members to bring up items not discussed or addressed during the meeting. No items were put forward.

12. Adjournment

The meeting was adjourned by acclamation at 9:34 p.m.

Minutes submitted by Linda Race, BSEP Staff Support