

**BSEP PLANNING & OVERSIGHT COMMITTEE MINUTES**

**March 13, 2018**

BUSD Offices –Technology Room 126

2020 Bonar Street, Berkeley, CA 94702

**P&O Committee Members Present:**

Nicole Chabot, *Arts Magnet (Co)*

Liz Fox, *Cragmont*

Harry Charalambides, *Jefferson*

Hillary Hardcastle, *LeConte (Co)*

Jane Tunks Demel, *Malcolm X*

Weldon Bradstreet, *Rosa Parks*

Aaron Schiller, *Thousand Oaks (Co)*

Sean Poremba, *Longfellow*

Terry Pastika, *King*

Jennifer Sitkin Morgan, *Willard*

Rita Gaber, *Willard*

Aaron Glimme, *Berkeley High*

Shauna Rabinowitz, *Berkeley High*

Josh Irwin, *Berkeley High*

Bruce Simon, *Berkeley High (co-Chair)*

**P&O Committee Members Absent\*:**

Dawn Paxson, *Emerson*

Vacant, *John Muir*

Carla Bryant, *Oxford (Alt)*

John Eknoian, *Oxford*

Vacant, *Independent Study*

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

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

Donald Evans, *Superintendent of Schools*

Jay Nitschke, *Director of Technology*

Pasquale Scuderi, *Associate Superintendent for Educational Services*

Becca Todd, *District Library Coordinator*

Pete Gidlund, *VAPA Supervisor*

Ty Alper, *School Board Member*

**BSEP Staff:**

Natasha Beery, *Director, BSEP and Community Relations*

Danielle Perez, *Minute Recorder*

### **1. Call to Order, Introductions & Site Reports**

At 7:19, Co-chair Bruce Simon called the meeting to order by welcoming attendees. Introductions and site reports were given by each member. Rep. Glimme shared that BHS has started the process of reviewing funding proposals, with several meetings coming up to select those to be funded with their approximately \$800,000 allocation. Rep. Tunks-Demel shared that Malcolm X will have a safety forum for parents to express their concerns and review their site plan at the next SGC meeting. Rep. Chabot shared that their site had reviewed and approved their safety plan, with much discussion around the district-outlined portions. They also did a 'deep dive' into ELD and understanding how programming is put into place. Rep. Charalambides shared that their site is happy that interior-locking doors are being installed over Spring Break. Rep. Bradstreet shared that Rosa Parks SGC reviewed their BSEP budget and principal Paco Furlan's proposals in detail. Rep. Pastika said King MS is reviewing their safety plan and budget. Rep. Poremba shared that Longfellow had a short lockdown earlier in the day, and that there will also be a town hall meeting this same evening to discuss advocacy and representation, as well as how to fund the .4 math position they will be losing. Dr. Evans responded that the short lockdown was in response to an incident in the neighborhood. He also reviewed the upcoming Board meeting agenda which will feature an update on Special Ed, the search for a new Director, and a report on the Audit. They will also be looking at LCAP recommendations, including a program under consideration for removal. In addition to an update on mental health from a county survey, the Board will review the 2<sup>nd</sup> interim budget report.

### **2. Establish the Quorum & Approve Agenda**

The quorum was established with 11 committee members present, and four more who came in later in the meeting. Chair Simon asked for a motion to approve the agenda; Irwin moved and Bradstreet seconded. The agenda was approved unanimously.

### **3. Chairperson's Comments**

*Bruce Simon, Chair Planning and Oversight Committee*

Chair Simon reminded committee members to contribute to the snack fund, and because he is chairing solo, asked members to raise their hands and wait to be called upon. He announced that former Co-chair Perez has been hired to work in the BSEP office and will no longer be representing John Muir. She has found a replacement who will attend soon. Chair Simon repeated that he is looking for someone to step up and co-chair with him for the remainder of the year.

### **4. BSEP Director's Comments**

*Natasha Beery, Director BSEP & Community Relations*

Director Beery stated that with current BSEP Program Specialist Valerie Tay moving on, they were very fortunate to have Danielle Perez transitioning into the position.

Director Beery distributed a handout in response to a request from the previous meeting, which compared site discretionary allocations from 2017-18 and 2018-19. Most schools will experience an increase, although the bump-up in the per student allocation did not cover enrollment decreases at some sites.

### **5. Superintendent's Report**

Dr. Evans provided his report during introductions.

## **6. Approval of Minutes**

Chair Simon asked members to review the minutes from the February 27 meeting.

Rep. Pastika, referring to the first paragraph on page 9, asked for a clarification on the vote to approve funding for district-funded positions implied voting for the entire budget for a multi-funded position. Beery clarified that the vote taken that night was only for the district-wide BSEP portion, and that other site funds are considered separately.

Rep. Irwin moved to approve the minutes from the February 27 meeting. Rep. Bradstreet seconded. The minutes were approved unanimously.

## **7. Public Comment**

There was no public comment.

## **8. Recommendation for BSEP Funds in FY 18-19: Updated CSR Template and Proposed Support for Teaching**

*Pasquale Scuderi, Associate Superintendent for Educational Services*

Mr. Scuderi provided the following handouts:

- *High Quality Instruction Recommendation Appendix A – Cover*
- *High Quality Instruction Recommendation Appendix B – Professional Development*
- *High Quality Instruction Recommendation Appendix C – Program Evaluation*
- *Revised Teacher Template (v 2018-03-02)*

Mr. Scuderi began by explaining that the Teacher Template is an updated version from the one that was distributed at the previous meeting. He introduced the cover sheet as an overview of the budget which includes Professional Development, Program Evaluation, Expanded Course Offerings, and Classroom Support. All of these are funded from discretionary money available once class size goals have been met. The supporting documents, appendices B and C, outline the proposed expenditures in more detail.

Rep. Irwin asked if the Professional Development staffing levels had changed since the previous meeting's update. Scuderi pointed out there has been an increase in PD Teacher Lead funded by BSEP, increasing by 2.4 FTE previously paid out of the GF. Instructional Tech TSAs were also increased by 1.0 FTE this year. Regarding Measure A funds in CSR, it was decided that since a Common Core admin position was going away, the work could be supplemented with .4 FTE for a Digi-Tech TSA. He is also proposing a year continuation of the middle school lead literacy coach previously funded out of Common Core (Educator Effectiveness). In the first year of implementing a literacy program, there is a lot of work to do to roll that out, develop assessments, and measure literacy standards in middle school as a whole. Looking at where the need is the highest, the middle school curriculum is a good place to apply funds.

Rep. Pastika asked about a previously mentioned \$300,000 to restructure the leveled literacy program and whether it is part of this budget proposal. Scuderi replied no, that that pot of money is one-time funding from the state which will be used to reconfigure the elementary literacy program.

Chair Simon asked about the funds from elsewhere to make the middle school literacy position whole and wondered why the approximately \$80,000 left in Measure A funds weren't used

instead. Scuderi replied that it often works well that the TSA doing that job also maintain some time in the classroom, as it lends legitimacy when they teach as well. Simon asked if the position will be funded for more than a year, or whether there is a proposal to spend it somewhere else. Scuderi replied that there won't be a shortage of items on which to spend these funds, and they might be put toward mathematics.

Pastika asked for clarification on the basic core practices on page 2. Scuderi noted that there are variations on strategies, and books like "Teach Like a Champion" catalog effective instructional strategies, such as bringing students' home lives into class, and helping teachers encourage equitable participation in class. These are basic core practices useful in any classroom setting but particularly helpful for students who are disengaged.

Charalambides asked how the 2.75 FTE for elementary lit coaches compares with the previous year. Scuderi replied that it is the same, that funding with LCAP and some site funds equal at least 1 full time literacy coach at each site.

Scuderi noted that Program Evaluation used to be a stand-alone budget that is now part of CSR. What is being proposed for 2018-19 is a big shift, with the Director position being reduced. With the loss of Common Core funding, BSEP is being asked to fund 1.0 additional FTE for a TSA in the transition year without a direct supervisor. The team is competent and self-directing, said Scuderi, and he will supervise, although at a different level. The position of Evaluation and Assessment Analyst works in both the technology and evaluation worlds, providing a lot of the hard calculation and data processing that goes into the formative assessments that the TSAs then take to the sites. An administrative position supports BREa by ordering and packaging state testing, and that is multi-funded to a full 1.0 FTE. \$8,000 is for BREa Staff PD. Contracted services at \$55,000 is for a variety of key data systems like Survey Monkey and Illuminate, which is used daily or weekly to gather qualitative data from stakeholder groups like teachers and parents. The decision was made to remove \$36,000 in professional development from this fund as it can be handled from a previously discussed \$90,000 PD budget. The team looked at the earmarked PD funds associated with BREa – helping teachers to gain capacity around Illuminate – that they weren't getting a lot from and agreed they could do it for a lower cost. Keeping TSA FTE was worth reducing that PD stipend fund. The supplies and equipment budget supports the department as well as principals.

He shared Smart Goals A and B for the transition year. One of infrastructure goals is to sit down and figure out the key pieces of data that we want at the district level but that also serve a formative purpose for a principal or teacher, that they can look at and get a class literacy report, trimester math report, or the strands the kids are struggling in for example. The district has a talented group of folks but more of a filter is needed on the requests for data. The group wants to focus their efforts on a clear set of data points for things like core academics subjects, and school climates and cultures. Goal B for next year is to share with committees and the Board, five programs or supports at each level that are successful. Instead of focusing on the negative, the thought is to also look at things that are working, figure out why, and perhaps expand or double-down on those efforts. For example, the students who are served by the Student Learning Center at Berkeley High show consistently higher results, and efforts could be considered on how to get more there. Intervention counselors for the 9<sup>th</sup> grade at BHS have also seen improvement with an identified focal group of high needs students. With constant contact, the retention rate for these students went up 20% to 90-95%. The department would like to tell the stories of the programs that are working.

Simon asked how exactly the TSAs would be organized, whether by school or subject. Scuderi replied that each TSA is assigned to support a specific school and work directly with principals, which is a closer level than he could provide. There is also a full-time person attached to Title I and LCAP concerns, fully engaged in those projects with Dr. Saddler. He noted, however, that requests for data should funnel through the Ed Services team which includes himself, the K-8 Director, and Dr. Saddler. The value in having those request come through them is to modulate and determine what's useful or extraneous, and to give these highly-motivated TSAs a regular way of checking in. He acknowledged it will be a challenge and something of an experiment.

Pastika asked how long the District has used Illuminate? Scuderi replied that although it has been in the District for a long time, this was its first full year as a Student Information System. Nitschke added that the Data and Assessment portion has been used for 5-6 years, Student Information just this year. Pastika asked how comfortable teachers feel using it. Scuderi replied that there is probably a range and asked Glimme to provide the teacher's perspective. Glimme said that people at the high school are pretty comfortable with with the data part, as they've had lots of time and training, and have made a lot of progress in how to use it to give and analyze assessments. He added that Illuminate is a dynamic company that is able to change rapidly. As for the student information system, they are still in the learning curve, how gradebooks and the portal work for example. Some people are still running into issues, still finding bugs, and active development is happening on both ends.

Pastika noted that when teachers are good at putting information in, it's helpful to parents. She wondered about Illuminate's functionality and whether it's easy to use. If it is a difficult learning curve, she added, she could understand why some teachers don't use it consistently throughout the semester. Scuderi noted that there are probably a variety of opinions but would hope that use becomes less of a problem as time goes on. There have been discussions with the union on how often teachers can be expected to update grade books and enforcement of that. The hope is that in a couple of years that parents can have a reasonable expectation around this. Glimme noted that the teacher contract has language about how often information should be updated, although this is waived in any year a new system is implemented. The time frame is roughly two weeks with caveats. Simon added that things change when you get to the high school. Since it is the primary form of communication between teachers and parents, information is updated more regularly. Sitkin-Morgan noted that much depends on a teacher's style of grading and assessment, and if there is a time lag, it may have nothing to do with the functionality of the program. She said that things should be clearly communicated with the parents. From her perspective as a teacher and parent, she is very happy with Illuminate and teacher frequency in updating. Glimme reiterated that it is the data and assessments aspect which has more buy-in and prevalent use. Looping back to things not yet so fluent in Illuminate, such as manual entry, weighted grades, and semester grades, there is still a learning curve in how you set these up and make them work.

Simon asked if there were any more questions before voting on the proposed expenditures for PD, Program Evaluation, Expanded Course Offerings, and Classroom Support. Beery reminded that the teacher template had already been discussed and approved at the previous meeting, along with 7.6 FTE for ECO at the middle and high schools, and 2.6 FTE for Classroom Support, 2.0 for Berkeley High's new universal 9<sup>th</sup> program and .6 for LeConte's TWI.

Rep. Rabinowitz moved to approve, Charalambides seconded, and the proposal was approved unanimously.

**9. Recommendation for BSEP Funds in FY 18-19: Library Program**

*Becca Todd, District Library Coordinator*

Todd provided the following handout:

- *Overview of Recommendation for BSEP Funds for Libraries in FY 2018-19*

Todd began by distributing pencils from the Library Mock Newbery program. She explained that she would show the slide presentation shared with Principals in May of 2017 and point out the changes from that year to the proposal for the coming year. She had a “one-pager” to explain the slight changes, and said an 8-page document with more specifics will come in two weeks. At the heart of the matter is nurturing a love for reading, cultivating curiosity, creativity, and critical thinking. The library staff will be the same, although an adjunct Digi-Tech TSA position, will be ending this year. The funding for this Coordinator of Instructional Technology was planned for only two years, for 2018-19, the DigiTech team is losing the Instructional Tech Coordinator and increasing by 0.4 FTE TSA. She also “called out” the Book Bag program at the preschools as well as the various staff at the sites and their accomplishments. The staff represents about 85% of the budget and “stuff” 15%.

At the secondary level, all teacher-librarians have two teaching credentials, a core teaching credential as well as a library credential on top of that. They also have Masters in Library Information Science. There is one Teacher Librarian at each middle school, two at the high school, and .2 at BTA. Each site is also supported by part a full-time media technician. At the elementary level, there is 1.6 FTE for credentialed TSA, and each site then has its own media specialist, which is a classified position. DigiTech coordinates author visits, reading initiatives such as Battle of the Books at the middle school level, Mock Newbery, the STEM Cook Prize that highlights the best four or five best science, technology, engineering and math picture books, and World Read-Aloud Day in the preschools. Another District Digi-Tech TSA has focused on digital citizenship curriculum for grades 3-5, and by June, the District should have certification for the second year. The department is also part of the nation-wide We Need Diverse Books initiative. Although the district has many first-rate books, there is particular need at the middle and high school level where the reading transition is research-driven and geared much more to databases. At the secondary level, the site allocation supports a number of them as well as library automation and equipment. This year’s circulation is at 193,000 books so far, an increase over last year. She explained that for Battle of the Books, teams from the three middle schools “battle” about the details from certain books, with teams from each grade level and school taking part in a final event at the Adult School.

Charalambides asked about the personnel variance. Todd responded that it is a buffer [in every budget] to cover the changes that may occur with respect to staff. The District makes best estimates as to salary, but it needs to be able to pay staff regardless of who is filling the role, raises, new hires, etc. The variance protects against not being able to pay staff.

Schiller asked What is the Mock Newbery? Todd replied that the Newbery is the premier award for children’s literature and given annually by the American Library Association. This is the second year that the District has run it, although Emerson had previously run their own. Her staff identifies a number of books that could be in the running for the award, some through advance reader copies. They have predicted the winner and a Honor designee once before. She explained that a group of 4<sup>th</sup> and 5<sup>th</sup> graders meet from September-January in libraries in free time, discuss

books most distinguished with respect to character, plot, theme, and setting, really taking a deep dive into high-quality literature. The Newbery is selected from books grades 3-8, but BUSD focuses on 4-5. Each site holds their own vote, then those are compiled district-wide. This year's winner was *The War I Finally Won*, and she recommended it as well as *The War that Saved my Life*, WWII historical fiction, as good reads. A fantasy-based book, *Hello Universe*, was the winner this year. She noted that from 300-350 students participate. Sitkin-Morgan added that her kids really enjoyed the program when they were at Emerson. She said it inspires excitement, joy, and a maturity about reading. Todd responded to a question about whether the Mock Newbery was particular to BUSD by noting while it is not intrinsic to the District, it is unique in being a district-wide event. It takes grants and coordination to make this happen, and BUSD has been recognized at a national level. Principals say it influences the lit coaches with respect to book choices and how to instill the joy of reading.

Irwin asked about the .4 FTE from Measure A PD funds to pay for the Digi-Tech TSA, wondering if the Measure A fund balance of \$61,000 could be expected to pay for that position next year. Todd replied that she hasn't projected out beyond this year for now but will do so before coming back in two weeks. She added that there were additional Measure A monies available beyond the \$61,000 showing. There will need to be an ongoing discussion, because 2/3 of the professional development was falling on library services, and it seemed only fair that the PD budget pick up some of the funding for that position. Scuderi added that specifically around digital citizenship work, the District has prioritized safety and online behavior online as important issues, and the PD budget was able to contribute for at least a year to build this capacity. This bought a little bit of time to get a better answer to that question. Irwin asked if you view this structure going forward, that you want these positions, how do you make it work? Simon also requested to know how much is available in Measure A and what the priorities are.

Todd reviewed the main changes on page 2 – adding the .4 TSA, proposing that BIS and BTA (which previously had a .2 teacher librarian) be served by TSAs for more flexibility, the LeConte Library Media Tech position was increasing by 0.1, going from .8 to .9, as a TWI school and approaching 400 students. Her department will also fund extra duty assistants for the Book Bag program at the pre-K because the Early Childhood budget which had borne that expense before is experiencing a bit of a crunch. Her department had Lottery and Common Core money that was dedicated to online resources, and she is now proposing to re-assume those costs. Pastika asked how the \$2 million allocated to libraries compares to similarly-sized districts? Todd replied that it would be more interesting to evaluate nationally, since California is 49<sup>th</sup> or 50<sup>th</sup> in how it funds its libraries. BUSD is doing really well with respect to libraries in the state, but nationally it is not. Simon clarified that the District does not allocate any funds outside of BSEP funds. Todd added that California statistics are kind of appalling. It runs the range in other states, with some having much better programs and others with no budget for materials or staff.

**10. Recommendation for BSEP Funds in FY 18-19: Music/VAPA**

*Pete Gidlund, Visual and Performing Arts Program Supervisor; and Pasquale Scuderi, Assistant Superintendent of Educational Services*

Mr. Gidlund provided the following handout:

- *Recommendation for Expenditure of BSEP Funds for the Music, Visual, and Performing Arts Programs in 2018-19*

Mr. Gidlund prefaced by stating that proposals and changes are hard for committee members to visualize, so he decided to bring some new ways to show those. He presented slides titled “VAPA Budget Items in Action.” He began with the example of the \$10,000 requested this year for technology use and what that looks like with the purchase of an iPad for all the music teachers. One uses a positive behavior app called Class Dojo that gives kids points, and then he can send data and video taken with that app to parents. Another effective use is the online component of the method book used for woodwinds and brass, where the teacher can project music onto the screen if students have forgotten their books. She can also play video tracks for the class to play along with. All 18 teachers report using their iPads daily for audio and video recording, and collecting data in alternative ways. Writing answers on paper doesn’t always translate to a music or art class. The technology is also being used to empower students to teach each other. Gidlund showed a performance being projected in which students learn to critique in a respectful way. Some teachers also used the iPads to support Mills Inquiry work for peer coaching and critiques using video of students.

Gidlund reviewed major changes in the VAPA proposal. The FTE is standard and expected to stay close to the same with small changes based on enrollment. The first big change on page 3 is to Arts Anchor and Professional Development. The PD expenditure will increase a little based on program costs needed and requested by Mills. Arts Anchor, used at 10 schools, is a “granting” program for elementary sites to integrate art in the classroom. The budget will be increased to \$85,000 based on teacher salaries going up and the need to fund teachers twice a week.

Gidlund detailed another big and exciting change – to give .2 FTE to each middle school to let them choose how to extend their arts offerings. Last year he had hoped to pilot a program to put dance back in the middle schools, but when the position was posted, there was no response for only two periods that were very early in the morning. Since Berkeley is a district where school autonomy has a high value, he decided to give sites the choice of the type of program. An extension of the Arts Anchor program, schools would have this FTE to try out programs, either offering courses in art, drama or dance that they aren’t currently offering or at new times. Sites would hire staff for those positions, so teachers already working in another capacity could pick up those partial hours. Historically, middle schools have needed this flexibility, but the funding has mostly been one-offs.

There will also be .6 for after-school arts offerings at elementary schools in addition to the Arts Anchor allocation. Due to changes in prep time and increasing encroachment on school minutes in a child’s day (with the increase in PE minutes, for example), enrichment is the piece that goes out the window in the process. To answer this issue, Gidlund believes that after-school offerings in arts is the way to go. Sites can apply and propose what they want to offer and that money will be available to them. The increase in the instrument and materials budgets is modest, considering the rapid and increasing costs of equipment and repairs. He is also moving technology from \$5,000 to \$10,000, as effective use of technology in the classrooms needs to come with portable speakers and projectors. Oftentimes music teachers aren’t in regular classrooms but in hallways and other irregular spaces, and they still need the equipment not available to them there.

Smart Goals are adaptations of those that existed in previous years. He has updated those that have been successfully fulfilled and making next steps. Irwin asked if there has been coordination with the principals regarding the Arts Anchor extension project, so that they know the FTE is available to them and can anticipate how to fill it. Gidlund replied that if this proposal is approved in two weeks, the timing is perfect with respect to the school year. He has tested the idea with principals about such a hypothetical situation, and the response has been positive. March is when

teachers begin shifting their own plans and principals start making budgets, so the proposal is just in time for that. Simon asked if offering same amount to all three middle schools is controversial given the differences in population sizes and whether he thought of offering some variable amount. Gidlund sees that things will be fluid, that one principal may not want it in fact, and that unused portions would be available to use at other sites. He sees this option as more equitable and methodical than it has been in the past, piecemeal offerings up to this point. He sees that schools have different needs, and Longfellow, for example, may be smaller but has a lot of scheduling flexibility needs. This time could benefit them. He added that this money won't be there in perpetuity but could serve as a pilot/model for more arts offerings at the middle schools. If the program is effective, the school communities could decide whether to commit to keeping it going. Simon also encouraged Gidlund to think about the fund balance from Measure A and how to use it going forward. Glimme pointed out that music money from the new measure is less restricted and can be used at the high school, and asked Gidlund to consider if there are needs there that aren't being and can be met. Irwin asked about Strum and Drum, and where it is in the budget. Gidlund replied that every 4th and 5th grader chooses an instruments to play, but because of teacher and instrument numbers, offerings may be limited. Offering more choicest like ukulele, drum, or voice is an equity issues, ensuring that the needs of all kids are met. He confirmed that the expenditure is still part of the 4<sup>th</sup> and 5<sup>th</sup> grade music teacher budget.

#### **11. Recommendation for BSEP Funds in FY 18-19: Instructional Technology**

*Jay Nitschke, Director of Technology*

Mr. Nitschke provided the following handout:

- *Recommendation for Expenditure of BSEP Technology Funds in FY 2018-19*

Mr. Nitschke began by explaining staffing costs beyond salary, which include PERS, Social Security contributions, and health care, and can be approximately 30%. In the next five years, pension costs will go from 17.7 to 25.4%, STRS from 16.89 to 19.10%. He wanted the group to understand that a staff person compensated around \$60,000 actually costs the District around \$90,000 all told currently.

BSEP funds all the Techs at the schools, 6.2 FTE this year and next. Compensation increases, as well as in STRS and PERS, are significant and reflected in the Technology plan, which covers half of a Tech once a week, Tech Teacher Leaders, and an August PD session. Both the Teacher Leader and stipend number will change a little bit. His department has also been implementing a 1:1 Chromebook ratio coupled with teachers becoming Google certified educators and getting all schools certified as Common Sense Media-certified. This PD, digital literacy, and computer availability model began in grades 4 and 5, and is now being implemented for the 6<sup>th</sup> grade. The hope is to try to get it to 7<sup>th</sup> grade, but because of funding issues and the fact that 7<sup>th</sup> grade teachers teach 8<sup>th</sup> grade as well, this two-grade jump will be a challenge. Nitschke noted that his Measure A dollars were already spent on Chromebooks this year. Glimme noted that although the new projectors at the high school are not in the BSEP budget, he wanted to say how fantastic and game-changing they are, to project with lights on and with speakers. He expressed how very happy he was with them. Nitschke said that because these are installed to the wall, they came from Measure I, the facilities bond. New technology in projectors allows for longer life of equipment, and they are installing about 25 per year. Simon asked what the plan is without the Coordinator of Instructional Technology, Allison Krasnow. Nitschke replied that the Instructional Tech TSAs have clear program goals are clear and will continue to meet monthly. Todd added that whether they will fall under Digi-Tech TSAs is still being worked out and fine-tuned.

Simon reminded the group that in two weeks they would be returning for approval of these plans, to please review and formulate questions before then.

Beery added that hopefully there will be only one meeting in April. There is a need to have a quorum for that meeting, so please respond to the availability survey distributed. She said the pace should slow down a bit through the end of the year.

Nitschke noted that the Board is set to work on the facilities master plan, and that there is going to be room for parent and teacher engagement. He will be sending out emails for that. He noted that other districts have put these projectors up in every classroom at once, and BUSD could do that rather than moving slowly and risk losing the funding before they are all installed.

Charalambides asked if the facilities master plan is where energy efficient projects are enlisted, and noted that he would like to be in the loop on that. Glimme said that he has gotten emails in which teachers are encouraged to come out for a planning process that will be starting around this issue. The “Sustainability Plan Kickoff” will be at Longfellow on 3/20, and Rabinowitz added that notice should be coming out in all the e-trees.

**12. For the Good of the Order**

No items

**13. Adjournment**

The meeting was adjourned at 9:16.