

**BSEP PLANNING & OVERSIGHT COMMITTEE MINUTES**

**June 4, 2019**

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

**P&O Committee Members Present**

Liz Fox, *Cragmont*

Dawn Paxson, *Emerson*

Jonathan Weissglass, *Emerson*

Orville Jackson, *Jefferson*

Jane Tunks Demel, *Malcolm X*

Jill Blue Lin, *Oxford*

Weldon Bradstreet, *Rosa Parks*

Kate Jordan, *Sylvia Mendez*

Heather Flett, *Washington*

Terry Pastika, *King*

Rita Gaber, *Willard*

Aaron Glimme, *Berkeley High*

Josh Irwin, *Berkeley High*

Sauna Rabinowitz, *Berkeley High*

Bruce Simon, *Berkeley High*

Wim-Kees Van Hout, *Berkeley High (Alt)*

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

Nicole Chabot, *Arts Magnet*

Felicia Bellows, *Independent Study*

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

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

Dr. Brent Stephens, *Incoming Superintendent*

Pasquale Scuderi, *Associate Superintendent for Educational Services*

Susanne Reed, *Coordinator of Professional Development K-8*

Tracey Iglehart, *Elementary Math Teacher Leader*

**BSEP Staff:**

Natasha Beery, *Director of BSEP and Community Relations*

Danielle Perez, *BSEP Program Specialist*

Joann Marshall, *BSEP Clerical Assistant*

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

At 7:15 pm, Chairperson Bradstreet called the meeting to order with introductions and site reports from around the table. Chair Bradstreet shared that on May 23rd the incoming principal at Rosa Parks visited all morning to meet the school community. Rep Tunks Demel shared that the Malcolm X SSC is now funding .5 FTE math coach, and is interested in hearing how other schools are using funds for '19-20. Rep Weissglass shared that the Emerson community had an opportunity to meet their new principal recently. The Emerson SSC approved the '19-20 budget, and additionally there are lots of activities planned around long-time principal Susan Hodge's retirement at the end of this school year. Rep Flett reported that the Washington SSC approved its site budget at the

last meeting. Rep Lin reported that Oxford's SSC also approved their site budget, and discussed below-average scores in math on standardized tests. Oxford teachers thought this likely to be a result of the curriculum change, and expect to see scores improving as time goes on. The group also discussed a survey to gather student feedback on their experiences. Rep Jackson also shared that Jefferson SSC approved their budget and Site Plan at their last meeting, and discussed student data as well. A particular concern is how to support student attendance and how to improve chronic absenteeism from particular student subgroups. An exciting budget plan for the coming year is to extend social emotional learning program from lower grades to all grades in 2019-20. Rep Fox shared that Cragmont has put funds toward a part-time Math Coach for the coming year. Rep Jordan reported that Sylvia Mendez approved its Site Plan, including approved funding for a .7FTE Math Coach position, and the group is hoping to have a big push to bolster interest in SSC membership by personally inviting lots of community members to the first SSC meeting of next year. Danielle Perez shared that John Muir is also saying goodbye to retiring principal Audrey Amos and that the school community has had a chance to meet the incoming principal over the past several weeks.

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

The quorum was established with 14 committee members present.

Chair Bradstreet noted that the numbering on the Agenda needed to be corrected so that the For the Good of the Order item is number 10, and the Adjournment item should be number 11.

Rep Simon moved to approve the revised agenda, Rep Glimme seconded the motion; the agenda was approved unanimously.

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

*Weldon Bradstreet and Terry Pastika co-Chairs, Planning and Oversight Committee*

Chair Bradstreet welcomed incoming Superintendent Dr. Stephens to his first BSEP P&O meeting. He also reminded the Steering Committee that their term of service extends through September 30, and they could be asked to attend a meeting over the summer if the need arises.

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

*Natasha Beery, Director BSEP & Community Relations*

Director Beery thanked the members for their snack fund contributions over the course of the year, which were used to purchase the celebratory pie for this meeting. Additionally, she recognized all the hard work from Joann Marshall over the course of the year to tackle the Committee's detailed and extensive meeting minutes, and expressed hope that Ms. Marshall will join us for meetings in the future even if she isn't able to continue

formal work with the BSEP Office. She took a moment to explain the somewhat unusual agenda; as expected the group will be looking at Site Plans, which were difficult this year due to changes in format and particularly so for our new principals. The second item on the agenda is unusual in that there is a Professional Development addendum, and also a “housekeeping” item due to the changes of plans as a result of budget cuts being approved by the School Board simultaneously as BSEP plans were being presented to and recommended by the P&O. A few minor items were omitted from the previous P&O documents and the goal is to ensure that the P&O has seen all the details. There will also be an opportunity for reflection over the past year to solicit thoughts about how the BSEP Office can better serve the Committee and community, and to share any lessons learned.

### **5. Superintendent’s Comments**

*Dr. Brent Stephens, Incoming BUSD Superintendent of Schools*

Dr. Stephens shared that he has worked for the past 9 years in SFUSD, including 5 years as the School Supervisor supporting schools across a range of neighborhoods and communities. Prior to working in San Francisco, he was Principal at two different schools, was a bilingual teacher, and before that worked as a Special Education paraprofessional. For the last seven days he has been visiting as many BUSD schools as possible, meeting students and gracious, warm, and inviting staff. He is very impressed by the quality of the facilities in BUSD, and the clear sense of direction and of caring for students demonstrated by staff members. He shared some small poignant moments; in 1993 he was a student teacher at Thousand Oaks Elementary working with Maria Rosa Grunwaldt-Keys, who is still teaching at Thousand Oaks; he is looking forward to visiting soon to say hello. Also, he recalled being classmates with Denise Brown during his teaching credential program, and over the course of his visits he realized how well-known she is in BUSD for her, as demonstrated by her portrait being on display at Sylvia Mendez. He will officially begin working for BUSD on July 1st, and at the start of the school year he looks forward to getting back into schools to be a presence in the community.

### **6. Approval of Minutes from 5.7.19 P&O Meeting**

Chair Bradstreet asked members to review the minutes draft and offer any corrections before approval.

Rita Gaber noted that she should only be marked in the present column, not in both present and absent.

Rep Irwin moved to approve the 5/7/19 minutes draft as corrected, Rep Van Hout seconded; the minutes were approved with one abstention.

### **7. Public Comment**

Rep Paxson shared this will be her last meeting as a site representative, having started with the P&O in 2007 and been through Emerson, Willard, and BHS. Now her youngest child is transitioning to Willard and she will be taking a break from serving. She expressed gratitude to Rep Wiesglass for stepping into the role and she also thanked Director Beery, all the BSEP staff, Dr. Evans, and the site staff.

Tracey Iglehart, K-8 Math Teacher Leader, was very pleased to hear reports of SSCs using site funds for increasing teaching capacity for math. In particular she wanted to highlight one way the district has also been increasing math instruction capacity, which is through participation in the Silicon Valley Math Initiative (SVMI) professional development program. The partnership between BUSD and SVMI has existed for a fairly long time, and at first primarily Teachers on Special Assignment (TSAs) in the District Office have taken advantage of this program, but it will further serve students to get classroom teachers to participate as well. In 2017-18 a handful of classroom teachers used sick days or gave up weekend days to attend the 5 trainings, and in 2018-19 a grant was secured that allowed all 11 elementary teacher leaders to participate in all 5 days of training. Additionally 12 other classroom teachers, district leadership and classified staff were able to attend. It had a huge impact in building mathematically powerful classrooms and is the kind of training that can be implemented immediately.

## **8. BSEP Site Plans for 2019-20**

*Danielle Perez, BSEP Program Specialist*

Ms. Perez distributed the following documents:

- **Full Budget Summaries Packet**
- **Budget Summary by Site**
- **Budget Summary by Object**
- **Budget Multi-Year Comparison**

Ms. Perez began with the Budget Summary Packet, noting that BHS has slightly different format; these pages represent the district-administered site fund budgets for all 18 schools/programs. It shows expenses not only to BSEP site fund budgets but also plans for use of Title 1 and PTA funds, as well as LCAP allocations for staffing and student support. This format is useful to give an overview of each site separately and can be good to use for side-by-side comparison between a few sites, but at 18 pages it can be challenging to parse for big picture takeaways. She explained that the Budget Summary by Site document shows only BSEP site fund budgets, divided into a section for each school/program and listing expenses for each. The Budget Summary by Object document shows all planned BSEP site fund expenditures for every school/program on a single page, using standardized categories. Finally, the Multi-Year Comparison document compares broad spending categories over the past four years to help identify trends.

In examining the Multi-Year comparative document for trends, some observations: certificated staffing as a percentage of budget expenditure is pretty stable over time, and the cost shown includes benefits as well as salaries; we are seeing expenditures toward RTI going up, and the same for Math support. There is a larger jump in the Certificated Other category (which includes credentialed teachers instructing in Dance, Art, and PE among other subjects). With the balancing of class sizes that began with Measure A in 2017, the number of release periods given to early elementary teachers increased to match those given to 4th and 5th grade teachers [with 4 periods per week each], and that expansion meant that BUSD has essentially built up a stable of credentialed teachers providing instruction to students in these “enrichment” type subjects during classroom teacher prep periods. Consequently as sites schedule what release time is provided by the district, many decide to supplement that FTE using site funds to increase sections of a particular subject across more grades within a school. Relatedly, spending on Instructional Specialists working in these same subject areas has decreased. Rep Irwin asked if this means that sites are using site funds to round out full-time positions, or if these release teachers are working between multiple sites. Ms. Perez clarified that it could be both depending on the situation. For example, a school might have an allocation of district-paid release time to fund a PE teacher to work with all classes in grades 1-3, but then use site funds to increase that teacher’s FTE enough to cover work with 4th and 5th grade classes as well. And if the school is large enough, covering all classes for PE once a week might equal a full 1.0 FTE position. Or, there are teachers that work part-time across several schools, being paid out of a combination of site funds and district-wide funds, because each of those campuses might only have need for a few sections each. For example the district has one dance teacher who is currently working at 3 sites, perhaps as many as four sites in 2019-20.

Hourly teaching budgets have decreased, but proportionally spending on curriculum development is increasing, so we’re seeing less use of BSEP site funds to pay for teaching hourly but more pay for teachers working on developing curriculum. IA (Instructional Assistant) costs have gone up slightly, and spending on student welfare and attendance positions increased. Other Classified monthly pay has gone up, but bear in mind that the data shown from before the 2018-19 school year didn’t include BHS budget information, which may account for some of this increase. Rep Glimme noted that the BHS budget for College and Career Counseling didn’t seem to be included in the document under Counselor expense for ‘19-20. Ms. Perez confirmed that expense was listed in the “Other” category in error; in the funding proposal document those positions are called “College and Career Advisors” which she failed to recognize as Counselors. The numbers will be corrected before sharing and posting this document publicly.

A big cost increase can be seen in the expense for Noon Directors, where one position at one school switched from being paid hourly to being paid as FTE, resulting in a jump from \$12,000 in ‘18-19 to \$29,000 in ‘19-20. This is a useful example of how much costs

increase when benefits are being paid rather than just hourly compensation. Allocations for other contracted services are also increasing, as principals and sites work really hard to get more for less by leveraging partnerships with groups like Americorps, Growing Leaders, or Child Therapy Institute, which provide specialized staff to sites for sometimes half the cost of paying a position directly (in large part because benefits and other overhead costs are borne by the contracting organization and can be supplemented by their own fundraising or grant income, and also because these groups leverage newer workers who are getting a start in a field).

Notice that the unallocated reserve total increased dramatically in 2019-20, because of the as-yet unknown outcome of ongoing negotiations between the Teachers Union and BUSD. It is standard in any year to maintain a 3% reserve to cover any unexpected changes in staff compensation; for example if a site needs to hire a new staff person who is higher on the salary scale than an original candidate, or if a staff member goes out on medical leave, or if staff elect for more expensive benefits mid-year. For 2019-20 an *additional* 2% was added to make sure each budget could cover these usual possibilities as well as any compensation increase that may be established in negotiations. The effect is that sites are keeping an amount equal to 5% of all staffing costs in the unallocated reserve accounts for the coming year.

There is a big uptick in allocations for carryover priorities toward materials, technology, and subscriptions in 2019-20 due in large part to BHS and King both planning to use carryover funds to make large technology purchases and upgrades. Carryover allocations for contracted services are also much higher because several sites have built up significant fund balances that are being spent down. It is relatively easy, given a vacant staff position or a contract that couldn't be fulfilled as planned by a contractor, for a site to find itself with a large amount of unspent money after a single year. Many principals worked hard with their SSCs to plan to use carryover for projects that weren't within the budget in previous years. Rep Van Hout asked if carryover referred to money from Measure A or Measure E1. Ms. Perez explained that carryover refers to both measures, any unused funds from any year will remain with that site until the funds are expended.

Rep Irwin asked if there is a difference between transportation costs listed in the '19-20 Plan Expenditures versus those listed in '19-20 Carryover Priorities. Ms. Perez explained that the Transportation category in these documents refers specifically to paying for BUSD buses (rather than outside vendors, which would be categorized as contracted services); schools decide whether to budget them out of regular year allocations or carryover funds depending on when the trips are scheduled. Carryover budgets cannot be charged until October, so any trips in the first several months of the school year should be budgeted out of current-year money which is available immediately. Rep Irwin asked why schools are being charged for using BUSD buses. Director Beery answered that the district only pays for transportation between school and home, but that there isn't any district-wide budget to pay for enrichment trips.

Rep Tunks Demel noted that district seems to have fewer buses now, and it is very hard to reserve them for field trips, leading schools to have to work with more expensive private charter companies. The cost for district buses also seems overly high to her even when buses are available. Rep Simon reminded the group that PTA funds are not included in the numbers being examined, and many schools have as much or more money in PTA accounts than in BSEP site funds annually, so there are many pieces of the overall picture missing. Director Beery and Ms. Perez confirmed that even the PTA information in each individual Site Budget is not exhaustive, the only required inclusions are for funds that must be donated to BUSD to be administered by the district to pay staff salaries or district-administered contracts. Rep Paxson added that for example at Emerson the PTA contribution has surpassed \$100,000 in annual spending, and if it were possible to look at overall PTA budgets you would see those contributions ticking up year after year as well.

Chair Pastika noted that even though the site budget documents are not an exhaustive list of PTA spending, it would still be interesting to have a similarly constructed multi-year comparative of district-administered PTA funds. Ms. Perez acknowledged that previous attempts to gather full PTA budgets from each school weren't successful, but the BSEP Office could look at previous years' Site Budgets and create something that would give a partial picture of trends in PTA spending by site. Rep Tunks Demel has seen that the PTA Council does not want to share full PTA budgets, but felt that bridges could be built; it might take years to build up trust but possibly district staff could attend PTA Council meetings as a start. Similarly to how we are visiting each SSC, we should plan to also build bridges by visiting the site PTAs. Ms. Perez noted that Technology Director Nitschke made the same recommendation at the previous P&O meeting, and agreed that it is an important relationship that needs to be improved.

Director Beery also added that changing demographics within the district are impacting which schools receive Title I money; fewer schools every year are eligible and other resources like BSEP and PTA funds have to be leveraged to maintain staff and programs. Chair Pastika thought it would be helpful to identify to the PTAs the purpose behind any reporting out of PTA site contributions--is it to round out a bigger picture for SSCs or to give a better idea of what's happening at the schools overall. This may change what they choose to disclose. Ms. Perez clarified that though the SSCs approve School Plans which often include PTA-funded staff or contracts, there should be care in messaging not to imply that SSCs approve PTA spending on a broad scale. It is ideal that SSCs and PTAs work closely together to identify needs and allocate resources for the maximum benefit, but PTAs still have autonomy over PTA funds. Rep Tunks Demel responded that the Malcolm X PTA is in effect giving their SSC \$120,000 and the PTA doesn't really have a say in what exactly is funded. Given the extensive rules around using Title 1 and BSEP money, there ends up being a lot of juggling expenses as allowable to figure out how to fund all the desired items, so ultimately expenses to the PTA budget are not necessarily a

true reflection of PTA directive. Rep Flett expressed a counterpoint, in that she's seen a reluctance on a principal level to have parents fundraising for staff salaries; and if fundraising is successful enough to result in increased FTE or other type of staff presence, there is then a strong desire to keep those resources contained within the PTA in case it might somehow be taken away. The feeling is almost like that sharing PTA fundraising feels like giving something away. Rep Van Hout reminded the group to keep in mind that this is the BSEP oversight committee, and pushing too strongly against the PTA Council will elicit exactly this response. Emphasizing the good to come from sharing best practices, and maybe finding a way to create a liaison between P&O and the PTA Council much as we encourage individual SSCs having a liaison with their corresponding site PTAs. Another thing that would be very helpful for all groups involved would be to show the bigger picture of the overall district budget and where these site funds fit into it.

Rep Glimme wanted to point out that not so long ago Albany USD changed their PTA fundraising model so that all funds lump into one big pot which is then split evenly among every student. Caution in BUSD comes naturally from seeing this shift in Albany, as Berkeley PTAs are generally not behind this model. In Berkeley it is also true that we have such strong support across all schools because of our BSEP parcel tax, perhaps that's an argument for leaving PTA funds to be sourced and administered at a site level. Also keep in mind that other districts without this strong taxpayer support can end up relying much more heavily on fundraising on a district level, with some districts resorting to Academic Boosters groups that can fund up to 10 FTE directly with fundraised money. Berkeley is able to strike a certain balance between BSEP supporting all schools as a community and individual PTAs serving individual schools, which can lead to cognitive dissonance for most people when weighing ensuring equal support for all students versus allowing school groups to work to directly improve or provide for their own students' programs. Rep Simon added that looking at both PTA and BSEP spending provides an interesting look across schools to show how communities are voting with their dollars; many schools have chosen to bolster support for math, it would be ideal to see this committee and district leadership reorient priorities in recognition of the need being identified at many sites. As a district we're paying for 11 Literacy Coaches but only 1 Math Coach, and schools are scratching and scraping together their own resources to fill this need. Rep Paxson agreed, stating that it should be highly visible to district decision-makers that PTAs are not just paying for T-shirts, balls, and muffins; they are paying for big important instructional pieces. And these conversations also beg the question of how other resources like LCAP funding fit into the larger whole alongside site fund spending.

## **9. BSEP Professional Development and Program Support Plan Update**

*Natasha Beery, Director of BSEP and Community Relations*

*Pasquale Scuderi, Associate Superintendent for Educational Services*



Director Beery distributed the following documents:

- **Guidelines for Budget Revisions occurring ftr Approval of Annual Plans**
- **Update to Expenditure of BSEP Funds for Professional Development in FY 2019-20**
- **Budget Summary for High Quality Instruction 2019-20, Measure E1**
- **Update: Board-Approved Expenditures of BSEP Funds in FY 2019-20, Program Support**

Due to the calendars for BSEP Annual Plan approval and School Board budget reductions running concurrently over the course of this year, some items were omitted in error from the proposals that the P&O reviewed, and some items that the School Board ultimately approved were late additions to Plans. So, this agenda item intends to fill in any missing pieces for 2019-20 for the P&O Committee.

Director Beery began by reviewing the Update of Board-Approved Expenditures of BSEP Program Support Funds document. The first item covered is the IB Coordinator position at Berkeley High, the cost for which was included in the budget that the P&O approved but the position description was omitted from the High Quality Instruction proposal text. Similarly, there was a proposal for use of Measure A carryover funds to support Career Technical Education by paying for a consultant (who would primarily support the construction arm of that program); again the cost was included in the budget but the description was lacking, this document has corrected that omission as well. Lastly, the Counselor at BTA was planned to be co-funded from LCAP and BSEP, but in the uncertainty around where funding for BTA administrator costs would fall the BSEP share of the Counselor was not included in the original Plan as presented to the P&O Committee. So this addition rectifies that omission, and the description and cost for the .5 Counselor are now included in the Plan. The School Board has already determined that BSEP funds shall be used for this Counseling position at BTA, and it does fall within an approved use of Measure E1 funds under Counseling, so ultimately this is just an update to the P&O as an informational item, there need not be any action by the Committee. The cost would be sustainable over multiple years as well, as shown by the revised budget summary document. Associate Superintendent Scuderi also added that because of the reorganization this past year combining the administration of the BTA and Independent Study programs, this counseling position is also serving Independent Study students. There were no objections or questions from the Committee around these additions or changes.

Associate Superintendent Scuderi then introduced Coordinator of K-8 Professional Development Susanne Reed to explain the programs to be funded as described in the update to the 2019-20 Professional Development budget. Director Beery prefaced Ms. Reed's presentation by explaining that generally the P&O meeting schedule follows a set sequence presenting all proposed expenditures early in the year and allowing the Committee two readings of Annual Plans before making a recommendation to the School

Board. However, this year due to the extended length of time in which the SBAC and LCAP groups were weighing and making funding proposals, late in the year the district realized that there were still gaps in available funding. In discussions with Ed Services staff, Director Beery was made aware of needs around Professional Development that were not being met and in particular opportunities taking place in the summer that could be taken advantage of provided funding could be secured. Given that BSEP has a fairly substantial fund balance for Professional Development, some of these have been added to the Plan for 2019-20. As was determined by the P&O between 2013 and 2014, changes to a BSEP Plan need not require full Committee approval if the overall expenditures are within 10% of the original approved amount, if the fund balance will not be reduced by 15% or more, and if there is no substantial change in the direction of the program such that a reasonable person would consider the change(s) a significant departure from past practice or expectations. In this case, the changes being presented do not require new approval based on these guidelines, though Director Beery felt that the Committee should have all updated information and a chance to pose any questions about the revisions.

Ms. Reed began by explaining that despite the dedicated Common Core funding reaching its final year, the district and staff still have a strong need for development, particularly around the Common Core math curriculum. After district staff participated in the SVMII and it proved to be so powerful that the question became why all teachers weren't receiving it, the goal became to send all 4th and 5th grade teachers to this training to take advantage of the established partnership. The shift to Common Core math and the "A Story of Units" curriculum has been very challenging, more challenging than expected and the feeling is that teachers need this extra support. The hope is that this training will put everyone on the same page moving forward in thinking about what students need across the district. The cost would cover mileage reimbursement and sub days for staff to attend. Associate Superintendent Scuderi added that in trying to think deeper about math, one of the barriers to math learning for students is the fact that math comes along with elitist constructs about who is "good" at math, and even K-5 practitioners can carry these mindsets, so this is an opportunity to make a long-term investment to turbocharge and give perspective to teachers on how to teach this math better. Ms. Reed explained that this training supports tier 1 instruction which is throughout the school day, providing a strong base for thinking deeply about math and starting to bring coherence to teaching K-5 math, in the same way we have had the opportunity to do at the middle school level.

Rep Simon asked if there had been any conversation about starting the training at the K - 1st grade level rather than 4th-5th, because by older grades kids may have already developed negative math identity. It could be that teachers in earlier grades can help get kids moving along in the right direction before that negative identity can set in. Ms. Reed responded that farther into the document there is also an ask to fund a pilot program for a math release position, which would allow time to be allocated and dedicated for a position that is focusing on math instruction. The goal there is to see if departmentalizing one person to take the helm in a grade level subject could produce more movement and

progress for kids. Ms. Iglehart added that many staff who have participated in SVMI have turned around and provided math PD at their sites, and the finding there is that the teachers most open to making these shifts seem to be right around grades K-1-2; the 4-5 teachers are less so and that may have to do with their own math identity and perceived difficulty in the math content for those grade levels. So this is where we need to address first. Rep Irwin asked for clarification, if the cost shown in this document is to cover the classes while teachers are attending, how is the district paying for the teachers to attend the training? Ms. Reed answered that BUSD has an ongoing membership with SVMI, which was previously paid for with expiring common core funds, and it is such a small amount for all the PD, so we made sure to include it in the more limited GF budget.

Rep Paxson expressed that she was glad to hear about this program, as her older student had 3 different math curricula while her younger has had only Common Core, and across the district we can see how much having a Coach position (like for RtI and Literacy) has improved the instructional situations in those areas. In her experience 4th-5th grade math does not feel as smooth as that of K-3. Associate Superintendent Scuderi noted that district data bears this observation out, we see in test scores that there is a dip in student performance in grades 4-5, and then some increase again in middle school. We want to view this as a K-9 math challenge rather than only a middle or high school issue.

Director Beery responded to Rep Van Hout's question about whether the overall budget increase presented is less than 10% or whether it needs a formal vote. She clarified that in Measure A Professional Development was its own resource; but in the structure of Measure E1 once the Class Size goals are reached, any remaining funds may be used to support High Quality Instruction in a discretionary manner, so PD is now part of a much larger budget of around \$4 million, of which these changes are well under that 10% threshold. She added that technically this follows the 10% rule, but this body should discuss in the future whether this is in line with the spirit of the guidelines established by the group in the past. There should be a later discussion if this is something that should be clarified in P&O bylaws. These additions are also in line with the original goals of the Plan, so there isn't a departure from the original intent. Rep Glimme commented that he appreciates the proactive transparency in bringing this to the group despite it not being technically required; had these items been included in the original plan they would have had wholehearted support from the committee because they fit the goals of the resource and clearly serve an established need.

Ms. Reed proceeded to the next item, explaining that the Constructing Meaning (CM) training is an ELD integration program that is in use in BUSD in grades 6-12 and, according to BHS principal Erin Schweng, is integral to the unified instruction there. The district wants to expand this training to elementary grade levels. This funding will provide 5 days of training by Teacher Leaders, and trainer preparation time as well. Rep Rabinowitz asked if this training is to serve ELD students or all students in the district. Rep Glimme explained that though the program was initially created for ELD students, it

has applications across curricula for all students. In the past couple of years we have seen all staff at BHS doing this training, as a result of substantial investment to get all teachers to implement the program. Now the ongoing training is primarily to make sure that new teachers coming in receive this training too and that it stays strong and remains a focus when new lesson planning is constructed each year. So this is not only serving ELD classes, but every teacher in every classroom--math, science, etc. Ms. Reed added that after BHS success the program's use was expanded to the middle schools, as it is really about providing access to the content area for all learners in the classroom. Associate Superintendent Scuderi added that it represents something that as a district we want to do more of, working to improve continuity in strategies across grades 6-12. This program has proven to be very useful across demographic groups.

Rep Rabinowitz shared that in her experience working with CM, sometimes students can get trapped in the provided sentence frames, and she felt that there needs to be a next step to transition students to using their own academic language. Rep Glimme agreed, citing the expert language effect, explaining that at that point the teachers' function is to know when it's important to remove that scaffolding of support from CM so that students can progress further. This is a part of tailored learning, some students will need this support and for some it's detrimental, and striking this balance is discussed at length by teachers.

Rep Irwin asked for an explanation of what math teacher leaders do. It seems a small amount being asked for the pilot, is the function for them to return to schools with extra knowledge and convey it to other teachers? Ms. Reed explained that this \$4,000 item is different from the budget paying for math teacher leaders; this new money will fund a pilot program for 4th-5th grade classroom teachers to work at figuring out how to make a compartmentalized math period work at a site, using peer-to-peer support, building strong math periods in their day across the school. The aim is to support more students to make more progress in math. Rep Irwin stated that there is still a concern about the quality of substitutes who stay with classes while these teachers are out of the classroom. Ms. Reed acknowledged that it's a hard tradeoff, it can be hard on kids if the substitute isn't good, but in the long game the hope is that math will be improved across the district. Rep Rabinowitz also wanted to point out that the preparation for subs by classroom teachers is key as well, substitute teachers very much need a plan to work from.

Rep Simon commented that regarding the math pilot program, a strong reaction he has is that this is one place in our K-12 system where learning is still integrated, and with programs like this it is becoming more fragmented. No matter how well it is planned, when you give a single subject to one person makes it harder to integrate that subject across a school day. Also, the district is clearly hoping for improved outcomes with these programs, how will they be measured? Ms. Reed answered that the district has been using the STAR 360 assessments for literacy, we have the math assessments as well and we can use that as a measure to see if we see growth with the model. We also have module assessments that we continue to use and the SBA. We can continue to use these tools and

follow cohorts to see if there is a shift. It would be possible to compare the STAR data multiple times across the year. This needs to be student-centered and has to work well for kids, and we don't want to pull our kids apart but at the same time we need to be creative in finding ways to get students loving math and becoming mathematicians.

Ms. Reed then explained that the expense for Wilson Literacy Program will fund the reading/literacy program to help students with persistent phonological decoding deficits, students who struggle with reading, processing disorders and dyslexia. The goal is to fund a training this summer to have Wilson come to BUSD to provide a 3-day training for RTI teachers, Literacy Coaches, and Special Education staff. The Wilson program has been used in grades K-8 and has proven successful, but the interventions are intensive and should be done one-on-one or in very small groups, and students start at different points in the program depending on where their deficits are. Rep Rabinowitz asked if the program could be taught to aides who work one-on-one with students. Ms. Reed replied that some training has begun with Instructional Assistants, during the October PD day and again in November. These are just a start, though; to learn a program like this you need time and practice, but also a part of the training model is that 5 of the attendees can go on to become trainers themselves in the program to spread it throughout the district.

For the final funding item, Ms. Reed explained that currently the district uses an RTI (Response to Intervention) model, but there will be a shift towards this MTSS (Multi-Tiered Systems of Supports) model. As a district we need more time and training and discussion around what this shift will look like and what the shifts will be. But it really is about supporting kids across the school site and in the classroom and wrapping around them while not giving them labels like an IEP; kids have different needs at different times and we aim to be fluid and flexible in how services are provided. The funding is to pay to train our RTI teachers and district staff to build a common language around MTSS and to make good solid plans around how we will shift to this new model of looking at and supporting students across the district. Rep Gaber asked why the district is transitioning from RTI to MTSS. Ms. Reed responded because this is the new language and trend in supporting students, though she shared that she honestly has a lot of questions also as she is still learning about the model herself. Associate Superintendent Scuderi explained that this is not a move away from RTI, some of the system incorporates the role of RTI while more broadly supporting both social-emotional and academic development. He acknowledged that as a district we do need to learn more, because there is some conflicting information about the program that we need to resolve and understand. Broadly for us it means better, clearer communication around what universals we can offer kids in support systems. Also, the ask to invest in our RTI teachers to hold some of that work is directly related to the significant reduction in supervisory staff within Ed Services. We are lacking a little in bandwidth and we're hoping that the RTI team can get this going. Rep Flett asked what the \$15,000 is targeted for. Ms. Reed has been researching and looking for trainings and vetting what could work, but currently this dollar amount is a ballpark figure based on the estimated 20

people who would need to attend the trainings, and then it would also pay for the work to be done by those staff members in mapping out our plan of what needs to be shifted in our current model. Rep Tunks Demel asked if MTSS would allow for differentiation in math instruction in grades K-5. Ms. Reed responded that in the MTSS model differentiation is a part of the planning before the lesson begins, thinking about students and planning lessons accordingly both for kids who need more either in extra support and in shifting ways in which lessons are given. It incorporates figuring out what resources are available in the classroom and how to apply them to all student experiences. Associate Superintendent Scuderi added that in conversation with principals and RTI teams, math intervention came up consistently in K-5, discussing what supplemental supports can be provided for students struggling with basic discrete math skills, so this will all be included as a priority. Ms. Iglehart added that the previously discussed SVMII program also allows for greater math differentiation.

#### **10. For the Good of the Order**

*Natasha Beery, Director of BSEP and Community Relations*

In recognition of the lateness of the hour, Director Beery planned for the BSEP staff to follow up with the committee members using an end-of-the-year survey to gather feedback on the overall processes from 2018-19. Chair Pastika thanked the BSEP Office staff for preparing the training materials, and presented two requests about the committee training manuals provided at the beginning of the year. First, she would like them to include the overall School Plan budget summaries that were presented earlier in this meeting. She would also like to see the manuals include specific documentation of what monies are required to be allocated toward certain purposes (such as site funds contributing to Literacy Coach salaries at each elementary), rather than only communicating that expectation through internal conversations with principals who then must relay the information to their SSCs and school communities.

Rep Simon complimented Chairpersons Pastika and Bradstreet on their successful handling of their first year (hopefully of many) leading the Committee. Chair Bradstreet thanked the committee members and presenters for their patience as he and Chair Pastika learned the ropes of the position. Rep Paxson acknowledged the site budget data presentation, recognizing that the data presented tonight encompasses the different formats that have been used over many years. She also recognized that having district staff, the Superintendent, and program supervisors attending P&O meetings both to provide information and answer questions, and also to listen to the members' feedback from their personal experiences, has been very helpful and is a big positive in that members feel they can have a dialogue with district leadership. Rep Paxson shared that this is very noticeable and appreciated, and she often takes this experience back to parents in her school communities and shares how hard everyone in the district is working. Director Beery also encouraged committee members to join the celebration of Library Coordinator Becca Todd's retirement.

**11. Adjournment**

The meeting was adjourned by acclimation at 9:20 pm.