

## Site Council 2-27-18

Ana opened the meeting at 5:15 to have council members review surveys as they ate.

5:25 p.m. Community building exercise “Favorite thing about elementary school”

5:25 p.m. 2019-2019 Budget discussion  
Process Basics

- Gather stakeholder input Dec-Feb
- Budget Allocations provided to schools on 2/23/18
- Use stakeholder input and allocations to play for SY 2018-19
- School budgets due to district finance office on **3/16/2018**
- Final budget approval meetings at the end of March through mid-April

Ana proposed an additional Site Council meeting in early to mid-March to review budget scenarios, gather further input and make revisions.

### Role of Site Council

- Consider the needs of the school’s students (connect to SIP)
- Advise the Principal

### Role of Principal and Vice Principal

- Provide info to Site Council
- Guide discussion
- See input
- Participate in planning for the use of Compensatory Funds in the alignment with the SIP.
- Make final budgeting decisions and communicate to Site Council
- Propose final budget to the district

### District priorities

- Equity
- Social Emotional
- MTSS

Reading and math goal: increase reading and math proficiency and reduce gap between students of color and white students (FAST and MCA)

Science: increase proficiency and growth, reduce gap (measured by 5<sup>th</sup> grade MCA)

Engagement: increase students’ connectedness to adult and community as measured by the climate survey.

#### Last year budget input from teachers

- Ideal: class size, more reading and math interventionists, intentional technology, common prep for all teams
- Must haves: curriculum, technology, more input on schedule, support for individual student needs, support and intervention for all grades, planning time

#### Site Council input from last year

- Social emotional growth
- Kids learning from teachers not tech
- More adult support for students
- More opp for families to support classrooms
- Support for advanced learners
- Reading and math intervention
- Maintain what we have currently to ensure health and safety of all kids

#### Budget implications SY 2017-18

- More toward more collaborative model
- AEs will be scheduled and trained to provide more direct support to students
- Workshop model in reading writing and math will be expectation
- Specialist schedule will look different
- Will need to be creative about lunch and recess schedule

#### Factors impacting SY 2018-19 budget

- \$33 deficit = 2.5%-3% reduction in funding for building
- Salary increases across the board (1 teacher = \$100,605; 1 SSW, Nurse, Media Specialist = \$103,252)
- If money allocation changes, Ana stated that will team will come back to staff and Site Council

Discussion: some schools are taking different cuts in funding, but the district doesn't provide details on other schools.

A 2.5% reduction for Burroughs is a larger hit because we cannot pay for teacher salaries.

#### Estimated Enrollment SY 2018-19

- Last year Burroughs had 29.5 fundable classrooms
- Next year projection 29.2 fundable classrooms (same # of classrooms)
- Class sizes are projected to be similar; no new students for second grade

- Kindergarten projected for 25 students
- Projection is to stay at a 5K
- Continue to have 28 classrooms

Discussion: A substantial (11 students) would have to leave in first grade this year to allow for new second grade students to enroll next year. It depends on the grade level.

Families start with community school and then if it that school is full, they go to other schools. The schools in the area are full and all have large class sizes.

If we only get 100 kindergarteners? Desired to stay at 5K. Only had 87 community school kids. To get enough new kindergarteners, increase Burroughs Facebook, presence at community events, market Burroughs.

One of the drivers for new parents considering schools: keep classrooms smaller.

Big data: more kids projected to go North and Northeast. Another reason to keep up the marketing to increase enrollment.

More people are looking at private school as well these days.

A "full" classroom is typically 2-3 students more than the on-paper classroom number.

There is little the principal and vice principal can do with classroom number control and there was encouragement by a site council member to get involved in district meetings to let district know parent concerns.

#### Funds

- Restricted Funds
  - Class size referendum and class size general (5.8 specialists required for classroom prep for teachers)
    - If stay with 28 teachers, then required 5.6 specialists
  - Q comp
  - Special Ed, city wide, ELL
  - Other grants, funded projects
- Unrestricted funds
  - Basic per student

#### Discussion of 2018-19 Budget Allocation

- The district took out 2.5% out of multiple places of the Burroughs budget
- Total allocation is nearly flat because some categories had an increase

#### Budget allocations need to be done by Ana and Kelly this week

- Last year took a cut in AE support (by seniority)
- Were able to offer some other funds to a few AE's
- As of now, parent funds cannot pay for teachers

#### Budget allocation 2018-19 district requirements

- If there are places to potentially buy up, it is noted
- If it has to be funded by Burroughs, noted
- If it has to be funded by district, noted
- Blank: decide how to fund these positions

Discussion: A lot of blanks. Is there a number to decide with one pot or smaller pots? Yes, small pots. Ana and Kelly will bring back funding options in the next meeting.

Budget parameters for SY 2018-19 found on the MPS finance part of the website.

Classroom money surplus?: potentially extra money for specialists or interventionists

6:20 p.m.

#### Staff survey results

- Full time nurse a priority. District only funds 0.6
- Math and reading support
  - Media specialist and separate technology specialist

#### Family survey--ILT provided themes from families:

- Class sizes too large
- Consistent communication from teachers across grade levels
- Advanced learners pros and cons
- Social emotional
- Too much "traditional learning"
- More time outside
- Interest language and STEM specialist options
- Interest in a fully funded health office
- Specialist rotations do not seem to be working well for students

- Tradition of how we place students should be re-evaluated (siblings following to teachers, choosing a “friend” to have in your next class)
- How can we make info available to parents who don’t feel as involved in school?
- Interest in more writing instruction

Discussion: District guidelines for specialists? PE, some type of art

Missing link: parents may not know what would be sacrificed if one of the requests could be honored

All of the requirements from the district: already not enough time to cover all the blocks.

Parents need to have more information about what teachers are required to do. Teachers cannot please everyone.

If there was better grade-level alignment, perhaps parents could buy into things more. As a parent it is confusing to have different teachers giving different work. Ana reports that the staff is having and the goal is consistency for the grade level across teachers.

Recognition that teachers are under a lot of stress this year, and there needs to be a balance.

6:33 p.m. Questions? Input? Feel free to email Ana and Kelly with questions.

Blanks are where we are working to fill. Site Council is focusing on priorities and Ana and Kelly will have a number to tailor the blank spaces.

What is the process?

Idea is that we come to table with three different scenarios. Site Council will have a chance to give feedback. Then final version with input considered.

On March 16, not sure if everything will be final.

Aside from classroom teachers, what other staff are at Burroughs?

3 AEs support either reading or math (via intervention)

- Kim M. and Melissa F. trained AEs to do intervention work
- Melissa F. is a math interventionist at 0.8
- Kim M. reading interventionist at 1.0
- Terri E. at 0.4

What policy issues are driven by dollars?

- Burroughs taking tests at minimum, so not driving funding
- Teacher evals at minimum, not driving funding

Future discussion: intersections of need and funding?

- Consider where we spend things
- ALPs: students who are identified as ALs are required to have certain level of service
  - How do we do this in light of current funding?
  - In the past, we had a trained person to work with ALs
  - Not there yet, but still have to provide services
  - There is not district requirement for a person but requirement for programming for AL
  - For example: Lake Harriet teachers received training so not need extra AL
  - What does it look like to certify teachers for AL vs to have a 0.4 position? Tipping point for return on investment?
  - Teacher input: watched the AL become a real thing and having the school have AL training so that all teachers have district level training is a valuable thing because it frees up room to how teachers group students
    - Clustering model: second grade is universal screening
    - Clustering may be causing a rift
    - Ana will bring recommended model from the district; Burroughs was required to have a plan to provide AL curriculum
    - Teachers: parents have misconception that there is a different curriculum but AL is supplemental.
    - Parent input: specific marketing about what Burroughs is doing for AL students and is causing controversy.
- Clustering: Many kids near the level of ALs and need support as well. Most teachers are working hard to give students what they need. Many kids not identified who are getting full support as well.
- Parents have issues with clustering and AL.
  - The change is challenging for students and parents.
  - It is not exclusively the change that is happening.
- Ana: clustering could be explained more clearly.
  - There is work to do about ability and clustering communication
- Parent input: Frustration about clustering and AL

7:00 p.m. Meeting adjournment: suggested next meeting Tuesday, March 13 at 5:00 p.m.