Bates SPC/SSC Meeting  December 21, 2016

Welcome

• Review of Minutes from 11/16/16 meeting and motion to approve: approved
• Recognition of December events:
  o Book fair – thanks to Kristen Bonstein and Ryan Dowd who organized the winter book fair. This was the first SPC run book fair as teachers have run it in the past – gross $3,800 – $1,877 net profit in “Scholastic bucks” school gets back to use on Scholastic products, Mr. Vega and teachers will work together to determine how best to use the funds.
  o Shop local/Give Local – thanks to Meg Skaar who worked with Birch Street and Dandelions to create this fundraising event! Feedback that timing so close to other December events was a challenge and more time to advertise the event would help it be more successful in the future
  o Movie night – thanks to all of the teachers Ms. Ras, Coach D, first floor teachers who let us use their classrooms and parents who helped make movie night a success for so many families
  o Fox Fund – thanks to Bob Damon, Travis Marshall, Somy Kim, Courtney Barth, and Lauren Manasse-Latham!
  o Original Works – thanks to Ms. Drakes and Courtney Barth for all of their work organizing this!

2017-2018 Budget Presentation – Mr. Vega

• Driving our work (and work of all BPS schools) this year: Equity, Coherence, Innovation
• Budget Deficit of $90,242.20
  o Mr. Vega has to cut this amount from our current budget by January 6
  o School Site council votes to approve how discretionary funding portion of budget, not funds that are for positions
  o Where does the deficit come from?
    ▪ Enrollment projection in gr 3-5 decreased by 25 students, producing net loss of $133,250
    ▪ We lost a large portion of 4th grade students
    ▪ Loss from centrally funded inclusion support – Mrs. Burke is school-wide inclusion specialist, some schools have no inclusion specialists, so in the interest of equity that position is being decreased by $36,816
  o Enrollment projections are based on 5 year formula that doesn’t account for our being an inclusion and EFA school (parents who selected schools last year weren’t notified about Excellence for All until 2 weeks before making their
selections). Projections do account for students we will get through the lottery and other schools, particularly the Mattahunt Elementary school which is closing

- Excellence for All Showcase happening at the Bates in February after AWC invitation letters go out to families
- Protected activities: Spanish, Robotics, etc. – the Bates will continue to offer these activities to Excellence for All students in grades 3,4,5
- Per the school district: AWC program will continue at schools that currently have it, Excellence for All will continue at schools that currently have it
- An increase in enrollment is the only way to overcome the current deficit

**What are we losing?**

- One 4th grade homeroom – Ms. Withrow is the only provisional teacher and so will be “excessed”. Excellence for All will lose Writing and Humanities program
  - The district is looking into centrally funding a shared humanities teacher (to be shared between a few Excellence for All Roslindale schools) so that the type of work that is happening in the 4th grade Humanities room can continue
- We will be unable to hire new paraprofessionals – inclusion grades currently have 2 paraprofessionals in each classroom, next year will be the first year for full inclusion in 3rd grade, so the school had planned to make new hires to fill this need
  - To work around this challenge, inclusion grades will be moving to a programmatic paraprofessional model:
    - the paraprofessionals we currently have on staff will float between 8 classrooms next year
    - paraprofessionals will have a “home” grade but will float when additional adult support is available in classrooms (related service providers, inclusion specialists in the classroom)

**What are we preserving?**

- Administrative-level strand coordinator to support systems and adults in inclusion classrooms – Mrs. McCormick is a BCBA (Board Certified Behavior Analyst) and does work to support students with Autism Spectrum Disorders. (Two ABAs (Applied Behavior Analysts) who are district employees also worth with Bates students)
- Mrs. Burke will continue as K2 inclusion specialist
- Supply budget
- Stipend for teacher leadership
- Keeping Title I resources for ELL students
• We don’t have money to prepare the physical space in 3rd grade classrooms for inclusion
  o furnace covers, sensory tools, tables (rather than desks)
  o Could come from School on the Move money, but this is not a sustainable source of funding and we will continue to need funds each year as we move toward becoming a fully inclusive school
  o OT service providers will evaluate what supplies will be needed and what the cost will be
  o Question asked: Do we have other ways to access supplies: Tables in other grades? Supplies from other facilities (schools that are being closed?) Possible to explore all of these
  o As it stands we will have an empty classroom on the 4th floor – lots of ideas for how to use this space

• What do we still need?
  o We do not yet have our allocation for Extended Learning Time specialists (needed to cover the extra teacher meeting time that extending the school day requires)
    ▪ This will determine which special we can increase (priority is physical education)
    ▪ Schedule A ELT schools have just been asked to create schedules for ELT before Budget Collaborative Meeting, meeting hopefully moving to January 19, waiting for response from superintendent. Need more time to create schedule for ELT – challenging given unknown funding
    ▪ OPPORTUNITY FOR ADVOCACY: requesting .2 increase of a new position. Currently have .4 – would need .6 to make whole position) to have an additional specialist

• Attendee questions:
  o What will 5th grade look like next year: 2 heterogenously grouped classes switching between two teachers
  o Losing Ms. Withrow affects our teacher diversity, how can this be addressed: we are currently in the bottom 10th of teacher diversity in Boston, but since Ms. Withrow is the most recent hire and the only provisional teacher. In future hiring, the SSC of the Bates will continue to prioritize diversity.
  o When will we know about shared Humanities teacher (this will come from Excellence for All citywide funds): possibly as late as May or June

Fox Fund Holiday drive update – Bob Damon
• Through BEDF (Boston Education Development Fund) we now have full 501c3 status
• Goal is $100 for every student at the Bates; we currently have funds for 8.5 students, with just one week into the year
• Targets for fundraising: technology, Playworks, supporting inclusion through physical materials
• This first phase is directed at families and extended families
• The hope is for this to supplant our other fundraisers and reduce the number of total fundraisers we run

EdVestors Grant -
• Need to create a new BEDF 501c3 to hold these funds – Mr. Vega and Ms. Cindy will do
• Would like to put money towards:
  o Technology (being evaluated by district OIIT head to see what our tech needs are)
    ▪ Whole class – Smart boards or other single shared screen for lower grades
    ▪ Individual screens in upper grades
    ▪ Will the district replace the outdated laptops on the laptop cart upstairs
  o Making the physical space of the school ready for inclusion: e.g. sensory tools – furnace covers (not centrally funded), enhanced “cool down” corners in each classroom
  o Playworks - $15,000/year for one coach 1 day a week - is this sustainable with other fundraising in the long term?
• EdVestors would like to know some of the things we are going to use money for
• We have $80,000 to use, $20,000 devoted to research to be done
• No time limit on when we need to use the EdVestors money
• Other suggestions from staff have been to use money for outdoor classroom, stage

Attendee Questions/Discussion:
• Empty room uses – bubble classroom: Our school can’t accommodate a “bubble” classroom because we don’t have space to accommodate an additional class on each grade and “bubble” classes pose staffing problems
• Unused grand piano – can we get it out of the cafetorium? Belongs to BPS
• What is Playworks: coach to teach sportsmanship, conflict resolution, playground games, setting up and running programming during recess, teaching leadership to kids during recess
• For February’s meeting Mr. Vega will have a list of estimated costs for the three areas of need so that SPC has a target amount of money for fundraising
• Are there other ways to bring adults into the school? Boston teacher residency? Student teachers? Answer: 3 student teachers starting at Bates in the coming weeks, and we do not have a large enough school for Boston Teacher Residency to consider us
• Is moving toward reduced enrollment beneficial vs pushing for keeping the class?
  o If schools overproject their enrollment they have to repay the money to the district
If students leave or are not coded correctly we can lose out and have to return funding if the change exceeds 5%.

How is capacity evaluated by the district? How will the empty classroom be viewed by the district? Are there benefits/challenges to different ways to use the space: Mr. Vega is keeping all of this in mind as he and staff decide how best to use the room.

**ELT and concerns about school start/end times** – Barb Damon, Jocelyn Marshall

- We have spoken to the Conley (where school starts at 8:30) about possible bus sharing in order for us to become an earlier start school, the Conley is open to this. Conversations took place last year.
- A few parents have emailed the district contact regarding possible bus sharing.
- Contact has replied that she will bring our concerns to other relevant offices.
- Families who feel strongly about early start time/late end time should contact the district and work together to make their voices heard.
- Extended learning time will begin next year, but it is possible that parents can advocate for a change in the planned 9:30 start 4:10 end time.

**Attendee questions/discussion:**

- Social emotional well-being for early childhood students, especially inclusion students is a factor to consider – young students often wake up early.
- What does earlier start time actually look like – if we bus share with an 8:30 school it could be around 8:45.
- Classroom parents will disseminate information via email about how families can get in touch to voice any concerns they may have.
- Question: how many Bates students are walkers vs. bussers: about half and half.