

## CSC Meeting 1/23/19 3:20-4:50PM

### **Mission:**

*At Jessie Whaley Maxwell Elementary, as an inclusive community and in partnership with parents, we develop our students' independence, critical thought, and enduring love for learning.*

### **Working Agreements Agreed Upon:**

- Start on time and end on time
- Presume positive intentions seeking to understand positions presented
- Talk about things that affect the whole team
- Limit side conversations and appropriate use of technology
- Come prepared
- Stay on topic

**CSC Members Present:** Rocio Cazares, Fabiola Garcia, Ciera Yorks, Karen McDermott, Norma Zoetewey, Meredith Melgar Miner, Nivan Khosravi

**SLT Members Present:** Beth Corona, Andrés Pazo, Julie Rager, Nivan Khosravi, Emily Barthel, Cecile Johnson

### **Agenda Items:**

- 1) Framing: Mission, Members Present, Agenda Overview, Working Agreements (5 min)
- 2) Recap from meeting on 1/14/19 (10 min)
  - a) Other items:
    - 2018-19 Literacy Data (aimline)-*we are using the high cut scores,*
    - Planning for Mr. Khosravi's leave of absence - Mr. Khosravi will be taking paternity leave - likely 6 weeks, starting in March/due date.
    - Bond Project-*sound/projector in auditorium, projectors in classrooms, and chromebooks have gone through, slow, but on track*
    - BESS Social/Emotional screener and Second Step- *on hold until things are back to normal in the building after potential strike*
    - Strike Information- new information continues to be released, we will update you as soon as information comes out. Questions and discussion. *We are a community- let's not let this challenging moment divide our community.*
  - b) FY20 Budget Info and Process
    - School Priorities- *NK-not changing things from year to year, keep getting better at what we are best at- Next year: data, culture, inclusion, coaching- our staff at our school should support our priorities.*
    - Overall Budget picture/process- *Projected for 602, currently funded for 575, school is huge- big and medium class sizes, many student needs/parent needs. NK would like to budget for 580 to not go over on budget and to not increase class sizes. Title 1 funds- 90% or higher FRL- \$107,000-115,000. Currently at 90.03- tiny bit of gentrification/make sure all applications are in. Number is good for next this year and next year. NK- Ecare-Kinder para professionals- good to go, 4 paras are funded*

*through budget assistance-1 AN, 3 1-1 for students with special needs, don't anticipate these positions not being funded (support is written into IEP's)*

3) 1/23 Budget Update from Mr. Khosravi (10-15 min)

a) Update from Mr. Khosravi

- Enrollment/actual planning - need for contingency planning (*want a plan in place in case certain funding doesn't come through- 602, but plan for 580*)
- Arts waiver/info- *Consensus to keep current arts rotations. MM-some concerns around overlap of technology- this can be addressed to by continuing unit planning*
- ECE para requirement change- *District stated no longer paying for 2nd para in ECE-3, send email, push-back at board meetings. NK will be writing budget assistance and will find a way to pay for the position as it is needed and valued at Maxwell. EA-more needs than a regular classroom (many students on IEP's, can we write letters/speak at a event, talk to Mark Ferrendino/Jen Bacon) School is solving for it, but the district is cutting funds- Moby Max, Learning Ally, Lights on After School.*
- Need for contingency - *SPED paras yearly request- Every year budget assistance has to be written for 1-1 paras BY-even though it's already written into the IEP*
- Budget Scenarios (with contingencies) and process for developing other scenarios *Current-added ½ ELA-S 3rd grade and ½ SPED. 4 around K-4, added 5th grade teacher, added ½ time SPED co-teacher, current open 1.0 SPED teacher, increased nurse to full time, added paras- 1 district funded, 1 school funded*

Scenario 1-Keep current staffing, would have funds for 0.5 teacher, 1.0 para in reserve

Scenario 2-current staffing plus add .5FTE of SPED ELA-S teacher - this would turn a current .5FTE SPED position to 1.0 and then we would need to hire 0.5 ELA-S 3rd grade, we could put contingencies:

1. if we are not able to hire someone for the ELA-S SPED, would keep positions the same,
2. change the .5 3rd ELA-S that's being replaced to 1.0 if budget allows and the other ½ would be co-teaching. Would be hard to know if we have funding, could have it depend of budget assistance. JR-hiring that position (especially at 0.5 is not easy)

Scenario 3- Keep current Staffing plus add a General assignment para or SPED para.

Discussion:

KM-SPED chair position is being pulled in many directions and isn't able to be in the classroom as she is supporting other co-teachers. Perhaps there needs to be a 0.5 SPED chair position. JR-would have to give up classroom time to be a paper-pusher. Remove the stipend as role would be built into the schedule, NK- already thinking this with more release time such as .25FTE release - does it need to be a 0.5. EB-Inclusion facilitator- take on some of that IEP writing work? NK-the way the grant is funded, they are not allowed to. JR-1 SPED and 1 Intervention- remove the dual roll and have the intervention teacher co-teach with classes not with IEP's. MM- not sure this would work for ELA-S as SPED teacher would have to cover all grade levels. KM-Scheduling 45 min Blocks of time as a way to plan co-teaching time to

meet minutes. JR-impacted classrooms need another person for other times. MM-blocks wouldn't really work to be present for R and W. CJ-what about 90 minute blocks, NK-add a para to support across classrooms, even with co-teaching rooms. Some classes have higher needs. BC- SPL/pysch can stand in as co-teachers- NK- moving to full inclusion AP- minimum of 12 c-teachers- $\frac{1}{2}$  and  $\frac{1}{2}$  in each on complete grade in both classrooms. BY-currently 2.0 ELA-S, to make sure we are supporting students with IEP in both languages would mean choosing to increase to 2.5. JS- seems like para support, paras do so much- can't utilize her in some ways because they are being pulled and have more responsibilities. NZ-Too much duty for kinder paras. AP-general assignment para where duty is part of schedule. RC-paras are prepared for teaching and would better service kids in classroom. JR-Does funding change for students with IEP's- yes, \$800-\$1,000 for the following year. KM-not sure of needs in grade levels. Where would the additional SPED go, where is there a need? Could that SPED teacher cover similar needs for the K para- yes. JR- Does this account for the .5 SPED share. NK-team is on board for more release time for SPED chair. We still have 1.0 SPED that we have not hired for.

CSC members unanimously voted (consensus) to engage in a process that listed priorities for where to add, starting with the .5FTE teacher (or 1.0 para) that we are currently able to add, based on the budget. Then, with (a) budget assistance being granted, and/or (b) additional enrollment in the fall (though increased enrollment/class-size increases is not the goal) to determine where these funds would go next. Two scenarios came up, after some discussion and some work time:

Priority lists/Scenario 1: keep all the great stuff we have and add in the following order:

1. Definitely adding: .5 SPED ELA-S (if current .5SPED, .5 3rd ELA-S moves into a 1.0SPED role, this is *adding* .5 SPED, requiring us to hire for the .5 3rd ELA-S. No funds needed to keep the .5 3rd ELA-S (the other half of teaching time in room 181).
2. First Contingency: .5 3rd ELA-S (would make the teacher position for the person who teaches  $\frac{1}{2}$  time in 181 a full time position -  $\frac{1}{2}$  day teaching in 181,  $\frac{1}{2}$  day co-teaching elsewhere)
3. Second Contingency: Add a Para
4. Third Contingency: Add another Para
5. Fourth Contingency: Add another SPED Teacher

Priority lists/Scenario 2: keep all the great stuff we have and add in the following order:

1. .5 SPED ELA-S (if current .5SPED, .5 3rd ELA-S moves into a 1.0SPED role, this is *adding* .5 SPED, requiring us to hire for the .5 3rd ELA-S. No funds needed to keep the .5 3rd ELA-S (the other half of teaching time in room 181).
2. .5 3rd ELA-S (would make the teacher position for the person who teaches  $\frac{1}{2}$  time in 181 a full time position -  $\frac{1}{2}$  day teaching in 181,  $\frac{1}{2}$  day co-teaching elsewhere)
3. Second Contingency: Add another SPED Teacher
4. Third Contingency: Add a Para
5. Fourth Contingency: Add anotherPara

CSC members then all gave thumbs up to vote via the handbook guidelines adopted this year - by secret ballot. 6/7 votes were for scenario 1, but the vote for scenario 2 could support and uphold the vote for scenario 1. Consensus was reached.