SDMC Meeting

Budget

Hampton – They were supposed to release campus budgets to the public last week, but not sure if they have or where it is posted. So, if you see one it will not match what I have given you today.

$947,958 would be the total loss, so where does that come from.

They are no longer holding harmless the attendance so we will be losing money there which I expected but it is based off final attendance percentage rates which is 93.5%. They use 91.5 from the previous year in the preliminary budget. We would get that money back, but you don’t get the money returned until February which makes it difficult to spend so close to the end of the school year. I have increased enrollment projections expecting us not to meet enrollment so that when I attend the final budget conference they will even out.

High school allotment is being cut in half, and we knew that would occur, so we are at about where I expected us to be which was at a total loss of about $500-$600 thousand dollars.

Then if you look at the lines for one-time funds and some of the ESSER funds, we knew that they wouldn’t be returning each year. We knew that we wouldn’t continue to get that money as they were one-time funds.

Prelim with PUA increase, looks like we will receive more money and increasing budgets, but that is not accurate that is to cover the cost in raises for teachers.

So, what does that mean? In a 12-million-dollar budget, we won’t have to cut positions because we don’t have any extra positions. We spent a lot this year on updating the performance hall and computer labs so we would not have to repurchase each year.

Maddux – what is innovation and wraparound?

Hampton – Innovation, we were supposed to do what we wanted with it, and wraparound to purchase clothes support wraparound services, CCMR (college and career readiness); we paid for Huntington SAT tutorials out of that, looking at TSI tutoring.

Hebert – which funds can you move between budget lines?

Hampton – so general funds you have the most leeway on where you can spend it.

Staffing

 3 TA positions, one more allocated teaching assistant

 Also, an additional special education dept chair that’s in addition to not in place of Ms. Pickrom.

 2 ELA positions – one with dyslexia experience

 1 science position – that we have someone for

1 history position

I CTE position –

Bell schedule

A teacher mentioned just alternating the Monday as opposed to everyday.

Maddux – from the parent perspective they like the schedule, easier to schedule things.

Hall – we had straight alternating days the previous year.

Orfield – that might be confusing, nice to have the 8-period day to convert when needed for holidays.

Miyamoto – would be difficult to keep on track and might have chaos (with the one alternating day)

Hall – floaters would be happy because its challenging to move around and sometimes teachers can’t make it to class right at the beginning, so this would improve for teachers and students.

Hampton – would like to vote on a waiver to exempt finals in the fall but students would only be able to exempt either the spring or the fall for one class.

We are voting on a waiver that would allow us to exempt fall finals following the same guidelines as spring guidelines with the addition that you can’t exempt a final twice fall and spring.

Schaaf motioned, Pope second and unanimous vote yes.

New Business

1. Master schedule equity – Hampton directs the committee to the CTE pathways and indicates which pathways have dual credit. You can see how they have changed over the years. First pathway did not have seniors.
2. We are working on adding dual credit to AV, hopefully we will have it rectified for this school year.
3. Business track – doesn’t have someone credentialed for HCC.
4. Web Development – has had a DC pathway for many years.
5. Engineers – hard to staff.
6. Automotive – has dual credit.

Students that enter the DP no longer can continue their career pathway program because of the requirements and are allowed to come out of the CTE classes, so its inequitable for students that are not in DP.

So, the proposal is to allow rising juniors to drop their CTE classes – look at handout.

They can take additional 5.0 classes or another 4.0 if it conflicts with the times offered.

Potential pitfalls – could lose some CTE funding, but the CTE funds have been cut because they are not teaching one class, so we were funded at 88%.

Miyamoto – if we have a substantial amount of people that drop CTE and they want to take more AP courses, we must create additional AP sections, that will impact the number of students in the on-level classes.

Hall – I had some of the same, and what about the special pops in growing the on-level classes.

Hampton – I appreciate your feedback, but I don’t see it as many students more the students that are in the top 6%.

There aren’t that many places where these students could go, and the disparities are already huge with the on-level classes.

Maddux – I think its right that knowing most of the kids are in the top of the class and they would feel that its inequitable because they are transfers.

Hampton – they chose this, and they still have time as a sophomore to change to their home school and still become salutatorian and valedictorian.

One of the reasons the on-level classes are so large is because the freshmen numbers have been so much larger, so we have consistently been reducing the number in the magnet transfers. We don’t have as many students and transfers in the CTE pathways/IB.

We all have different feelings about how they think about GPA and that’s their business. I did the lookup and the top 10% its half DP and other advanced academics.

Maddux – I like that they must take another class because the DP students are taking all these 5.0 classes and work so hard.

Miyamoto – what if they take all these classes and realize it’s too much?

Hall – is anyone else going to look at the equity of the on-level classes?

 Hampton – we can come to that what is the unintended consequence of adding AP classes and losing on level sections.

Miyamoto – CTE funding how is that funded?

Hampton - we get positions based on the number of students in each program. In discretionary funds that we get we order some of the supplies that are specific to those types of classes.

Currently, only the CP and DP students get to take an advanced level art. So, we have looked at several different options. What should be happening: students should take an art freshmen or sophomore year or then PE the other year, this is usually what happens unless they are an athlete. However, we have a lot of students in this group of juniors and seniors that have managed to avoid taking an art class.

So, we can open the IB Fine art classes to students, but the problem is it’s a two-year commitment and then after they have completed the first year they will want to drop. Once those classes got to capacity they got to capacity, we would not add additional sections.

We can add a Pre-IB art 1 class open to everyone, that students can opt to take.

We do have more kids asking to take art 3 then we can add honors art.

We have talked about AP art, but we don’t have space for a class with low enrollment.

Maddux – I have received many texts and comments about this there is not a big clamor, its coming more from the athletes that are high achieving.

Hampton - These would be separate classes and students would have an opportunity to choose between regular and pre-IB.

Orfield – will they be de-incentivized from taking IB because they will not have to take IB to get the 5.0 Fine art?

Maddux – it might for some students, but they already don’t want to take IB, and do it because they are chasing GPA.

Orfield – I worry about CP because it’s within reach for so many students, I don’t want to de-incentivize potential CP students.

Maddux – These are the CP students with the concerns.

Miyamoto – I think these other options are better than opening the IB courses.

Hampton – we offered the GT independent studies class for our juniors and it’s structured, but the problem is that because last year it was a study hall it’s gotten a lot of bad feedback. And the problem is that only DP could take the class. Then my answer was they could take as many AP classes, but some sharp students said that we can only take the class in the fall year of my senior and when I take it as a senior I only get the 5.0 for the fall

I looked into that and really ran the numbers and wanted to see how it impacted the GPAs.

Ms. Hampton shared the numbers with the SDMC.

Orfield – how can you aim for that small of a difference when factors change every year?

Hampton – we can’t control for what they might have taken in middle school

And letting people know as early as possible and letting freshmen parents know which pathways offer weighted credit.

I have another campus slide about campus safety that I will email you.

Campus Safety – We had three fights the Wednesday before spring break – then it was spread all over social media that we had many more fights.

Just so you know if you have been in education for awhile then there is a pendulum, there was zero tolerance, had lot more tickets, and if they got a ticket or arrested, they were sent for 90 days to DAEP. The maximum number of days we can refer a student is 45, and there are very few discretionary placements made. Without a police case number for an illegal activity, it is very difficult to remove students from campus. We have ISS and OSS which aren’t great options either. We have to work with parents and work with restorative practices to prevent additional incidents and provide students with tools for anger management.

A question was asked why does it take so long for students to get withdrawn and go to DAEP if they have been referred. Ms. Hampton explained that we must follow due process and sometimes in take a while for the system to process the DAEP applications. Additional if it involves a students that receives services from special education, the process can take 4 – 6 weeks. An MDR must first be conducted to see if the misbehavior is a manifestation of the student’s disability. If so, we cannot send them to DAEP.

Hall – restorative practices. How are we going to be proactive about helping these students?

Hampton – Generally when we try to implement restorative practices we do not get much campus buy in from the campus. Ms. Hampton explained that when administrators use restorative practices without adding ISS/OSS, teachers often think we didn’t do anything about their referral. Restorative practices should also happen before this gets to an admin office. One of the reasons we hired Ms. Phillips is because she came in with a lot of great strategies, but it has been difficult to get it going this year.

Hall – Is there a training for teachers on documentation and proactive intervention for students with accommodations, discipline problems, etc.

Hampton – we will be sending out a survey to ask teachers what training they want. It will be sent out when grades are not due.

Action Items – Please take surveys.

At 5:45 meeting adjourned.