

## Senate Agenda December 15, 2015

Approval of minutes 12/1/2015 (see attached)

- I. **Common Principle:** None today
- II. Administration
  - A. Program changes need to be submitted to Dr. Hudson ASAP
    - i. Includes any changes to cost money and impact budget
    - ii. Used to be that we funding some Hale programs (ie: Academy) via I-728; these funds are gone
    - iii. Used to get more LAP funding, but severely reduced this year
  - B. Hudson trying to stay on top of schedule changes (ie: district expectation that all schools be on same schedule) and Core 24 mandate
    - i. Core 24 will go into effect for kids who are currently in 7<sup>th</sup> grade
    - ii. Need to look out for our kids who are most fragile and have most challenges
    - iii. Interested in looking into online learning opportunities for all students, not just those who have failed classes
- III. ASB
  - A. Devin—Winter Ball coming Jan 30
  - B. Ian—making plans to plan
  - C. Sam—Seniors working on Mr. NH; also did a survey to find out what types of fun activities students want to do; MLK planning is underway
- IV. **Old Business—none to discuss today**
- V. **New Business**
  - A. There is a request from a SS dept. member to discuss how many classes are over the 32 limit, how many are at capacity, and what are we doing about the situation.
    - i. Hudson—some high schools at over 100 sections that were overloaded. Sherry Kokx looked into this after some of these schools were notified that they were slated to lose FTE.
    - ii. McKittrick—Why did this happen? Hudson—central office just looks at head count vs. # of sections. Does not look at complexities of a master schedule.
    - iii. Hudson—huge problem that district does not fully fund high schools. Attrition, Running Start, lack of I-728 make master scheduling very difficult at HS level.
    - iv. Hudson—happy that Sherry Kokx is good at using data to make decisions.
    - v. Camero—only 3 sections of History are over 32, and only by 4 students total.

- vi. Hudson—working to keep our enrollment to 1160 students. Our 9<sup>th</sup> grade class has 300 students. Almost all of our 9<sup>th</sup> graders stay here for 10<sup>th</sup> grade, so we will continue to need that 10<sup>th</sup> section of 10<sup>th</sup> grade IS.
- vii. Lindner—what can we do to alleviate the pressure in our Master Schedule?  
Hudson—we will need to make some adjustments to Math, Science and other programs next year.
- viii. Jacobson—what can we do to maintain CES principles and keep class sizes low.
  - 1. Coon—having an intern helps
  - 2. Hudson—need to get funding for a 6<sup>th</sup> period day. Right now, only get funding for 5 periods. We need to get more money for FTE. Funding on average annual enrollment. At Hale, we might lose 50 kids, but we also gain 50 kids.
  - 3. Hudson—in CBA, the building has the month of September to make adjustments to class size.
  - 4. McKittrick—has a class with larger % of students with special needs compared to building average. What can we do about this?
    - a. Hudson—PowerSchool cannot tell us if we have over 5-6 IEP kids in a class. Teachers need to inform admin when this happens.
    - b. Jamieson—does this include electives as well? Hudson—no.
    - c. Hudson—need to recognize that we our building has a high number of kids with special needs.
- ix. Shafkind—what about moving IS classes to 3, 4 and 5? This would open up 1<sup>st</sup> and 2<sup>nd</sup> period classes to sophomores.
  - 1. Hudson—math, PE and world language teachers tend to take preps during 3<sup>rd</sup> and 4<sup>th</sup>
  - 2. Hudson—would impact the Music program. These classes run 5<sup>th</sup> and 6<sup>th</sup>.
- x. Huston—wonders what we can do with Mentorship time to give kids a closer connection with their mentorship teachers.
  - 1. Renouard—used to be policy that 11<sup>th</sup>/12<sup>th</sup> grade mentorships—students would be placed with a student they already had or would have that year.
  - 2. Roberts—not all students can/will/should form a close bond with their mentorship teacher

**B. How can we allocate money to departments from the general fund?**

- i. Renouard—Hudson reported that she gets requests from departments for funds every year.
- ii. Shafkind—could policy be that departments/teachers ask when they have needs?

- iii. Renouard—history dept discussed that they dislike a set policy. Departments with needs should get what they need. Departments without needs don't need to ask for money.
- iv. Jamieson—transparency is important. FACSE dept didn't realize it was possible to ask.
- v. Hudson—there is no money. We do not budget for supplies. LA has asked for books because they are essential for teaching their subject.
- vi. Hudson—need to pay for buses for Late Starts. Self-contained programs need additional busing service on late start days.
- vii. Hudson—math, LA, music new teachers need supplies.
- viii. Hudson—next year, we should put \$50,000 aside for supplies, testing, compensatory ed, accreditation, substitutes
- ix. Overlie—what is going to happen to busing with all high schools changing to Tier 2 start time?
- x. McKittrick—fine money needs to be allocated correctly. Hudson—many kids with fines and fees don't actually pay them. 30-35% FRL students—these kids often can't pay.
- xi. Hudson—get some Invest Ed \$\$ to support kids with FRL.
- xii. McKittrick—seems like we need \$200 per staff member in each dept for supplies. What should we do? Hudson—doesn't want to go this route.
- xiii. Lindner—this is an outgrowth of the budgeting process. Used to be there was money for supplies, professional development, etc. Every since we moved to Site Based budgeting, we have decided to put every \$\$ into staffing. The reality is the burden fall on each staff member to buy their own supplies.
- xiv. Shafkind—do we mail report cards? Is this a law? Hudson—only mail 9<sup>th</sup> grade progress reports and all report cards. Need to mail progress reports to IEP students.
- xv. Jacobson—wonders if this is the status at all high schools. Can we talk to other building leadership teams? Can we discuss this with the School Board? Instead of continuing to make do with less.
- xvi. Hudson—we spend over quarter of million on 9<sup>th</sup> grade Academy program. We pay for 2 teachers and 1 9<sup>th</sup> grade coordinator. Used to get \$200,000 for NH Foundation. Not getting this money anymore. Not suggesting that we get rid of Academy, but this explain why we don't have money for supplies, electives, and incidentals. We need to set aside money.
- xvii. Furtick—can't get this money from Foundation b/c its used for staffing? Hudson—purchasing power of Foundation has gone down. Cost of teachers has gone up.

VI. **Next Meeting:** January 5, 2016

Adjourned at 4:11 PM.

