

## Dec 8, 2016 – Claremont Sounding Board Budget Meeting Notes

### Priorities

- Supports testing coordinators for elementary schools. Would like to see higher FTE allocation for schools with higher enrollment and needs. ATSS requirements would require additional responsibilities for testing coordinator.
- Staff allocations are the same across all schools although Claremont is an immersion school which requires different needs than a non-immersion schools. Spanish portion of the curriculum feels unfunded. Additional support is needed, especially on the Spanish instruction to include the following:
  - Spanish Specialist
  - Spanish language arts and English language arts
- ESOL/HILT planning factor has not been changed in years and staffing allocation should be revised.
  - Current planning factor for ESOL/HILT Level 1-4 should be reviewed to provide additional staffing for increasing needs.
  - Staffing should also be provided to serve students in Level 5 and 6. ATSS requirements provide intervention to Level 5-6 students. Difficult for schools to prioritize limited staff to meet the needs of students in various areas.
- Due to increased needs, additional math support is needed in addition to the current math coach. School specialized staff that speak Spanish currently serve the math needs.
- Reading teacher planning factor allocation should be reviewed since the current allocation provides a 1.0 FTE for 1-499 students and an additional 0.5 FTE for 500-999 students which is not sufficient allocation to cover the needs of the students.
- Teacher training in intervention is needed. Difficult to provide with no training.
  - Provide additional subs where training can be provided during the school year and not during the summer. Results of training during the school year can be used right away in instruction.
  - Increase subs—currently school needs to use specialized staff as subs which takes away from their primary responsibilities. As a result, the class taught by the specialists are canceled and teachers lose planning time.
  - Professional development should be tailored to school/teacher needs and school staff can provide these professional development needs.
- School instructional space is a concern due to increasing enrollment.

### Tradeoffs

- Exemplary Project (SPARK) should be reviewed.
- Humanities Assembly
- iPad 1:1 initiative:
  - Grades 2 and under do not need 1:1 initiative. Classroom set should be sufficient.
  - Grades 3-5 1:1 initiative should be reviewed. In some cases, classroom set should be sufficient. (Some benefit to testing coordinator for 1:1 initiative to help in testing.)
  - Would rather have specialists than iPad initiative
- Teachers do not need high-end personal devices and device does not need to be replaced as often.

- Planetarium field trips
  - Need to tailor the experience more with curriculum
- SOL Remediation
  - Few staff available for after-school remediation and students are not as focused by the end of the day. School would prefer funds be available for during the school day.