

Barton Leadership Council Meeting

5/10/2007

Members present: Peggy Clark, recorder, Shams Farah, Steve Richter, Carl Wilson, Steve DeLapp, Karen Karis, Mark Downing, David Curle, Tim Hockenberry, Anne Sterner, Karen Holicky-Michaels, Andrea Borgmann, Kate Glasenapp, Tom Hockenberry, Judith Forbes, Katrina Belding, Amber Damm, Megan Cummings-Krueger, Brian Milavitz, Marie Franchett, Andrea Breen

Budget & Staffing Update

We received 35 hours for the bilingual aide instead of the expected 20, so we were able to move the .9 SERT to 1.0 full time. We were also able to hold off posting the 35 hour bilingual position until the summer when Fadumo will have finished school, and will then be eligible to bid on the position.

The possibility of a bundled uppers Spanish position with Field will not work out. Field also needs their coverage in the afternoon. We will post the position as .4, which will not be as strong as the bundled option we had hoped for.

We have been allocated a CFC (Content Focused Coaching) position for 2007-08. This individual will work with teachers and provide resource support for them, rather than direct service to students like Karin provides for reading. Another possibility for engagement for this individual might be working with the Sunday tutors or other classroom parent volunteers. Steve wasn't sure why we were allocated this staff position, and doesn't think we will be interviewing the candidates. The district will probably assign those individuals they feel are qualified to the individual schools awarded full or half time positions. One thought is that Barton received this allocation due to the size of enrollment of our school.

Teacher Interviewing Schedule

June 4 and 5 are the scheduled dates. Usually the interviews take place at Anne Sullivan. The positions up for bidding will be .8 uppers language arts and .4 Spanish middle school positions. Email Steve if you are interested in serving on the interview committee.

Candidate Statements for Leadership Council

Please submit to Steve by email or in writing by Friday, May 18. This will allow publication in the Bugle, adequate time for the balloting process, and the opportunity for any newly elected members to be present at the last council meeting of the year.

Family & Neighborhood Fundraising/Bugle Advertising Policy

Should the Bugle and website just be informational or is it permissible to accept advertising? If we do accept advertising should it be limited geographically, limited to families, limited by type of business, decided on a case-by-case basis? We will decide on a case-by-case basis, as we have only had two requests in two years. If we find there is a higher demand, we can look again at a more formal process to accept advertising.

Self Governing Schools

John Paar from Education Evolving has discussed what would be entailed in moving forward with an application for a self-governed school. We would form a small group to develop a plan for our school if we wanted to move in this direction. We agreed that we have three primary issues that might lead us toward such a plan: a) succession plan for our principal, b) ability to interview and select teachers that fit the philosophy of the school, and c) ability to select the curriculum that fit the philosophy of the school. Many factors can influence the success of any of these goals. They include the position of union on interview and select rather than the seniority based teacher placement today, how the teachers would feel about more involvement in administrative building decisions, how complete the application process for self governing schools is today, and a concern that teachers may be steered into too many extraneous issues that divert their attention from the classroom. If we don't develop anything over the summer to apply for the 08-09 school year, we would have to

wait until the application process for 09-10. There are currently no schools actively seeking such a designation, although many are in the discussion stages.

Our short-term plan is that David will gather a group of parents to come up with a strategy for working with the district on our three key initiatives: principal succession, teacher interview and select, and curriculum selection. We will see if we can move forward on these initiatives informally over the next year without going through the application process for a self governed school. If we are successful, there would be no need to explore further. Meanwhile, the application process may be better defined and other schools may have gone through the process and might be able to provide insight about how well it worked.

After School Program Planning

For the short term, we don't want to create the perception that it is an alternative after school day care. If we provide programming for younger kids (4th grade and under), we should state that students still are picked up by parents. This would also apply to the after school University Language Center Spanish students. Steve would like to be sure that teachers get younger students on the bus. Community ed teachers and Spanish teachers have not traditionally been able to oversee loading the buses because they leave when the classes are over, and they aren't as familiar with our students as the classroom teachers. The bus drivers can vary from day to day on the activity buses. The younger kids sometimes don't know their addresses, and sometimes they have to walk several blocks to get to home or day care, a potential safety risk. The option of using ALC funds to pay for teachers requires more paperwork, because the classes must be remedial and attendance recording is required. General consensus was that teachers could decide on an ad hoc basis when they wanted to offer additional after school assistance, and on a limited time basis when student needs warranted it. Parent volunteer led activities and community ed courses can be part of our after school offerings for grades 5-8 initially.

Steve will invite Cindy Smedberg to come to a future council meeting to talk about how Community Ed can be supplemented with after school buses. We may be able to ask Rus Thomas, options coordinator, about his interest in coordinating the actual bus schedule for such a program. If this is successful, we could explore adding this service for additional grades, particularly if an older sibling is also on that bus.

Some concerns expressed by teachers about an active after school program include their need for quiet time after school to grade papers and prepare lesson plans, the disruption that can occur when many students are present after school in less structured activities, and the attitude of the kids themselves after a full day of classroom activity (sometimes they just need to blow off steam and relax). We need a higher ratio of adult to student after school to monitor what students are doing if they are not in a classroom. We need to see if buses are actually available at 3:15 or 3:30. Suggested days were Monday and Wednesday. Staff members will bring this idea to their grade level teams for further discussion.