



**Waters Elementary School
Local School Council**

Budget Committee Meeting Minutes - APPROVED

Date	April 28, 2021
Meeting Type	Budget Committee Meeting
Time Start/End	9:00am/10:04am
Location	Google Meet
Chairperson	Liz Chandran
Minutes Prepared By	Lydia Milman Schmidt
Attendees	<p>Present: Liz Chandran, Titia Kipp, Alison MacDonald Ryan, Lydia Milman Schmidt</p> <p>Additional LSC Members present: Ron Dean, Greg Foster-Rice, Mark Williams</p> <p>Additional Staff Present: Nilsa Alvarez</p> <p>Guests: Scott Neil and Danica Lewis from Lead180</p>
Minutes Approved Date	May 5, 2021

Actions

Approval of Agenda	<p>LC: I'd like to move the discussion of the FY21 spend down to the first item for discussion</p> <p>LC: Motion</p> <p>LMS: Second</p> <p>Unanimous approval</p>
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**Approval of Minutes
4/16/21**

LC: Motion
AMR: Second
Unanimous approval

Discussion

Discussion of spend down for FY21 budget

TK: Introduced Scott Neil and Danica Lewis from Lead180. This is a company that our network has worked with a lot.

Scott Neil: Founded Lead 180 six years ago. Based in Scottsdale, AZ.

Danica Lewis: Former teacher, been at Lead 180 for two years.

SN: Presentation shortened to 15 minutes. Presented overview of Lead 180.

DL: Typical one-year progression would start with working with developing understanding of cognitive rigor, then look at standards and prioritize. Then examine vertical alignment. Then design scope and sequence and unit planning. Sixth session can vary depending on individual school and staff needs.

LC: Questions from the budget committee?

LMS: Is this only focused on math and ELA?

DL: Most start with math and ELA, but can look at ways to intentionally make connections with humanities and fine arts.

LMS: How does this inform intervention and differentiation?

DL: Understanding grade level expectation and skills students go through - within the work, baseline skills are defined. Further - what does it look like to go beyond standards by deepening understanding of the concept and going to a more rigorous place of thinking for enrichment? First, you need a clear picture of a standard, then can pinpoint assessment.

AMR: What's the measurement for success for this program? Test scores? What would success look like to parents?

SN: With a completed scope and sequence, you'll start to see evidence that standards are addressed. Internally, you have a guaranteed viable curriculum. A strong core curriculum is an essential foundation for intervention and enrichment. If a new teacher came to Waters, Ms Kipp could give them unit plans as a starting point. Parents will start to see kids bringing home different kinds of assignments. As a principal, I'd bring parents in to explain what DoK means. There needs to be transparency.

We're not prepping for the test. What we do in the classroom will be much more rigorous than the test.

AMR: What is the timing? A whole year?

SN: We look at it as a multi-year relationship with a school. We don't believe in one-and-done. The ongoing coaching is a relationship with the teachers. We are partners and check in. It's usually a 2-3 year relationship. It's a lot of work. The principal has to be ready to do the work. Ms Kipp reached out to us. She believes Waters is ready to take the next step.

GFR: I appreciate the transparency and accountability your program could bring. Could you briefly talk to us about your work in CPS K-8 schools? Successes and challenges? Could we connect to any of those schools?

SN: We've worked with about 60 CPS schools in the past five years. We will have multiple schools in Network 2 we'll be working with next year. There could be opportunities for teachers to connect across schools.

DL: I see some common factors - a lack of teacher collaboration over time. Teachers aren't used to working together to dig in on instruction. I try to talk to teachers individually to determine frustrations they are feeling within their work and determining how to move forward, but maybe on a slightly different path. I can't say we've had a school where we haven't made progress. It's dependent on the leadership in the building being willing to continue the work between meetings.

SN: Bronzeville Classical dove into this work a couple of years ago. Wildwood in Network 1. Principals are advocates for this work. We could share principals who could answer questions from their perspectives. The Network 2 chief engaged with us to work with all of the principals.

Discussion of AY22 Budget

TK: I shared the budget for FY22 with the committee. The budget is up \$56k, but there is a little over \$100k negative that we are in the progress of clearing, looking at different options to move forward next year. We're looking at FY22 as a first draft. We have additional dollars coming in this summer, which are not part of the Hyperion budget. Discretionary allocations

of around \$80k will come from the federal government for social emotional needs and accelerating learning for next school year. That is supposed to be a 2-3 year funding plan. We will also receive some Out of School Time Funding for around \$50k. We don't have directives in how to spend those funds yet. It will help with planning to know that funding will be coming in the summer. We may potentially increase enrollment from lottery students, but that won't come through until the 20th day.

We have about \$49k in 124 lines, but no income is currently coming in. We moved comparability money this year, and are looking at using some of those funds to pay for positions next year.

LMS: I thought the internal accounts balance went back up?

TK: \$38k was dropped back into a 124 line in Oracle. We have a negative of \$8,680 on a bucket position line.

LMS: Can we use 115 to clear negatives in buckets?

TK: Checking with the budget office. Buckets are currently in 124. Buckets are for overtime, things like that.

AMR: You talked about using some comparability funds to pay for positions next year? Is that correct?

TK: Using comparability funds to pay for .5 music position, thereby freeing up WT funds. I'd use 124 funds to create a full-time position, but then in January utilize comparability funds rather than 124. I'll make sure in advance that the budget department knows in advance. Right now it's a 50/50 split from SBB and 124 to have a balanced budget.

LMS: What's the deadline for the FY22 budget?

TK: May 20. We're talking to OLSCR to see whether one of the public meetings can be a budget committee meeting.

LMS: We need to present the budget twice and give LSC members time to give feedback. It needs to be final before the May 18 meeting so we can vote on it, which means having another budget meeting between now and then.

LC: Can we create a prioritized list so we can just go through and approve depending on how much money we have?

AMR: I'm confused about the process - Do we work collaboratively, or do you present the budget and we can ask questions?

TK: We are very teacher salary heavy. We lost some funds in teacher salary adjustment. We got an enrollment advance of \$14k. We also went down in SA. The ELPT is almost a \$70k position that we're paying for the other half of that staff member. We're still paying for the .5 case manager position. I'm in conversation with the budget department about that. That's another \$55k. We need a case manager, but based on the formula of how a case manager is determined, we still don't technically qualify.

AMR: What percentage of our budget is non-salary? Can we talk through priorities for the rest of the budget?

TK: The way it is right now, we're at \$27k for any supplies and materials for next year. That is likely to change because of the movement we had to do to clear negatives. We had to close a position. We cleared the negatives, but we still need that position for our homerooms. That's an additional \$100k deficit. We are over-budget. We have to look at where do we cut and what's going to make the most sense so we get the most money back in the budget so we can get a homeroom teacher back?

AMR: Can we predict how many homerooms we will have?

TK: We currently have 25, and don't anticipate growing a homeroom. The homeroom teacher we added last fall is currently shown as a split fund from 115 and 124. We want those funds as much as possible to come out of 115. We may potentially need to close another position. With the funds that we will receive in July, there is a strong possibility that we could use that \$80k to fund an additional position to replace the position that we have to close.

LMS: Are there non-teacher positions that we can close?

TK: A 6th essential position is no longer on the table. We could reassess after the 20th day depending on lottery seats.

LMS: That doesn't answer my question. I think we need to see the full budget proposal.

GFR: My head is swimming with all of these numbers. Can you present a visual at next Wednesday's meeting for FY21 and proposed allocations for FY22? It's difficult to understand currently. It would be nice to have the cost for the Lead 180.

TK: It would be \$25k next year.

Adjourn	LMS: Motion LC: Second Unanimous approval
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