

CSC Agenda  
Asbury Elementary  
1/14/2021

Members present: Amy, Kim, Becky, Sara B, Julie C, Meghan McCabe, Karen Hampel, Emily, Jenny, Clare, Maren, Nicole J, Elinore, Lean Borsheim, Courtney C, Nicole B, Lizzy Neufeld, Corissa, Kristi Leech, Courtney Waring, Stephanie Vieau

- Call Meeting to order @ 5:30pm
- Continued Dialogue on Budget
  - What we know about budget:
    - Schools are absorbing more of the cost of a teacher
    - Student budget is going up, but not enough to balance everything out
    - Certain positions are mandatory and some positions are more creative and support priorities and vision of Asbury
  - What are our priorities as a group?
    - Small Class Sizes
    - K-1 support at first grade
    - Intervention - literacy and math
    - Equity
  - What are the areas that we value and want to sustain?
    - GT
    - Intervention
    - Specials - materful teachers and how they connect the whole child is so value
      - Technology - where the students could have been in this position we are in without the support we have had over the years around technology
    - PBL - that position has been important in building that - what kinds of supports will be needed to keep that growing in the school. Our culture and community is felt with that position being there and continuing being there.
    - Whole Child Approach for Every Child - making choices for everyone who comes to the school not just for specific groups
    - Behind the scenes people have set us up for success.
    - Teacher Culture is part of who we are as a community - Family
  - Questions
    - 2 vs. 3 kindergartener classes? Then going back to 2 classrooms for first grade?
      - We talked about how it is a good buffer for starting school and helping develop those social skills. If we can give them

a strong start, then there is less need for more supports later. Always struggling to go from 3 kinders to 2 first, but feels strongly around the strong start. Especially since all that has gone on, there is interrupted education and missed skills over these months. The way the choice program is set up in the district it seems like parents are concerned about class size so having smaller classes is a good draw for families.

- Kinder numbers are hard to estimate, but several families chose to wait this year and start next year so our needs might be substantial.
- A question was asked if our numbers end up being smaller, then could that third person shift to support in a different way?
- Currently, Angela shifted to a K-1 split teacher due to the high numbers in first grade that we needed to help.
- How could we have maybe larger classes at kinder with more para support then the numbers could be smaller moving to fourth grade.
- It has been a hard year due to the socially distanced rules with large numbers. Mentioned the sale of the EMW furniture store and 300+ apartments going in there in the future. 35 is the district mark and we are always at 32 or 33 so don't make the cut.
- Marketing Asbury - Kindergarten is the best place to do that. This could be an intense year for choice. Parents are feeling skittish about the district. Small class sizes should be continued as a selling point for Asbury and that will help the numbers and our budget. It doesn't address first grade. Thinking ahead for where the revenue opportunities are for our school.
- Do we have the projected numbers? Answer - In the agenda is the current numbers for 20-21. Projected at 315 overall, but not broken down by grade level. Smaller class sizes makes a huge difference for specials
- It is nice with some kids online and making the in class sizes smaller and more manageable. Kinders this year moving to first, there will be a lot of catching up and parents may be concerned going into big classrooms
- Para support is essential - full time para for each first grade classroom if the third classroom isn't feasible.
- Intervention is crucial - Chapman and Margo for supporting reading. Math intervention is needed too.

- We are in a crisis. Priorities/Hopes and dreams are around smaller class sizes, intervention and MM.
  - We haven't been able to leverage the interventionists due to COVID and the rules and guidelines
  - Hope and dream - what does equity look like for Asbury? What does teaching even mean and how do we support these students? How are we supporting students who may not have had support over the past year and a half? What is best for all students?
  - What could math intervention look like for the older grades and how could we support you? Scheduling is challenging. We haven't had math intervention for years.
  - Acceleration within the classroom with targeted training for teachers (extensions) if we don't have all the staffing we need.
  - What is part of our budget and what is up for grabs? We decided to hold off on that, but right now we are going to stick with ideas now.
  - No changes in funding around GT (.25 is required)
- Projections are in
    - 315- 21/22
    - 335 - 20/21
      - \$124,000 difference

Current Numbers for 20/21

Grade Levels	Total students in grade	Current Classroom	Remote	MI Classroom	Projected Numbers
Kindergarten	46	43	3	0	46
1 <sup>st</sup> Grade	61	52	9	2	61
2 <sup>nd</sup> Grade	44	37	7	1	44
3 <sup>rd</sup> Grade	48	38	10	6	48
4 <sup>th</sup> Grade	57	37	20	5	57
5 <sup>th</sup> Grade	52	40	12	2	52

OVERALL	308	248	61	16	335
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Total Students	335 - projection				
Male	165				
Female	143				
Asian or Pacific Islander	0				
Black (Not Hispanic)	10				
Hispanic	71				
American Indian	1				
Mixed Race	17				
White (Not Hispanic)	201				
Special Education	16 - MI				
504	16 identified				
ELA	24				
Gifted/Talented	55 identified				

Action Steps:

Jeanna will set up a Town Hall to bring all of this to the larger community  
 CSC come together to decompress after the town hall and look at the Asbury vision and values that we believe in.

Future agenda items:

- Inclusion plan