

**PDC Meeting Minutes
March 20, 2007**

Stacy Graven called the meeting to order.

Attendance

Parents	Stacy Graven, Facilitator	Leslie Feller
	Yolanda Rubio-Couttolenc	Susan Schwam
	Ramsay Ringo, PTSA Rep	Krista Glass
	Holly Westerberg, Secretary	
Staff	Carma Young (1)	Sue Shannon (2)
	Daina Calixto (3)	Linda Myrick (4)
	Stephanie Allen (5)	Paula DuBois (Specialist)
	Shannon Leahy (Classified)	Johnnie Gregory, Principal
Guests	Judi Chinn, PTSA President	
	Michelle Snyder, PTSA VP Finance	

Stacy asked for any discussion from the last meeting. Stacy announced that she had forwarded the revised Student Profile to Shannon; we'll see how it works this year.

Principal's Report

Kim Borden (Student Counselor) and I (Johnnie Gregory), based on the number of students coming into the office for disciplinary problems, see that it's clear that there is nothing to do at recess. We are receiving no funding, and our playground area needs help. I called the District and we are getting some new 4 squares painted and a new tetherball. The next day, we received a check from Washington Mutual for \$243, and I went out and spent it on new equipment for the playground (balls, jumpropes, etc.)

PTSA Report

Our big deal is the Auction this Saturday. Many people put LOTS of time into it, so when you see one of those people, thank them/give them a big smile/etc. After the Auction, we are into budgeting and thinking about next year.

PDC Recommendations

Today's meeting is the discussion to make our recommendations to PTSA about funding obvious. Stacy thanked everyone/teachers for their very diligent work. Stacy will summarize PDC's recommendations after the meeting to get them to PTSA. PDC is one portion of the decision-making pie. The breakdown is as follows (approximate):

PDC Recommendation	1/3
Parent/PTSA Input	1/3
Principal (Johnnie)	1/3

Regarding Stacy's summary, make sure that it is accurate, and let her know if there are any major errors—we want to make sure this is right.

In order to keep the meeting flowing smoothly, and make sure that everyone is heard, Stacy will be calling on people to speak, not our usual “speak at will” format. We will try a discussion to get to an end point, but if we end up in disagreement, Stacy will don her Facilitator hat and get us to an agreement.

Judi Chinn added that the PTSA funding pie is only so big, so remember that to increase funding for one thing, funding for another thing must decrease.

Also, in the summary, the grade level comments were intentionally mixed up, so it is not obvious who said what.

Third Grade Team—Daina Calixto

We sat together and went over the survey, had our staff meeting, and then re-met to finalize our stance.

Reading This is most important to us. We love Deb and Dawn, we’d love it to be more consistent so it is not as spread out. This position does not need to be certificated, as Deb shows.

Math The facilitator (certificated teacher) can focus more on classroom, would like the facilitator on a more consistent basis.

Tech Based on this year, most of the time we’re doing it ourselves. We can sit as a team and come up with a plan for the grade. Most kids have the basics, we can show them to use PowerPoint. Tech is a 50 minute block that the other schools don’t have, and it’s difficult enough as it is to fit everything into the week.

Grants These we only get a few times per year. We’d rather get a lump sum to spend as needed.

Aides This is also very important. Whether in or out of the classroom, we need to figure out the best way to use the aides. We should provide training to the aides regarding our curriculum. It takes time/energy to share the aides effectively

Priorities (high to low)

- Reading
- Math
- Aides
- Grants
- Tech

And if there is extra money, funding an afterschool tutorial or homework help sessions would be great. These help the kids immensely.

Judi Chinn asked which is more important, Aides or Tutorials? Daina answered that they are both every important. Some kids that need the support cannot make it to an after school program, so they go with an Aide. Shannon reminded the group that we started the year with one aide per class, but we lost one to Medina to support our kindergarteners there. To finish up, Daina stated that all the teachers are very grateful for the funds that PTSA can give and for their hard work.

Fifth Grade Team—Stephanie Allen

Math: We gave a 5/5 ranking. It is very important, especially with AVID in the classroom.

Reading: We gave a 4/5 ranking. We don't feel we need certificated teachers in this position.

Technology: We think that 40-50 minutes per week is too much to require, but it is nice to have the tools available.

Grants: We love the grants, and love the start up money. We'd like to see the competitive element removed.

Aides: We'd like to see one aide per grade, and maybe provide them some training on the curriculum.

Fourth Grade Team—Linda Myrick

Math: Our current Math Facilitators understand the curriculum well, they are amazing. We give our current situation a 5/5 ranking.

Technology: As it stands, we go to the lab and there is no facilitator. It is not required curriculum, so we should not be required to do it. We could make it an after school program someday (?).

Grants: We are very grateful for the grants, but we'd like it if they weren't competitive. We need parent volunteers to be grant writers. Certain programs fall under grants (field trips, visits, etc.) maybe they could be budgeted somewhere else, as they are very worthwhile for everyone.

Reading: The program is very important, but we don't think we need certificated teachers. They can be described differently than aides, and we'd like no "pull-outs", help the kids in the classroom.

Aides: We understand the reorganization that happened after Pat went to Medina. It would be nice if they were more familiar with the curriculum.

If we need more help, we can have parent volunteers, BHS students, etc. We should check that option if the money is short. Parents do reading/extension groups and they love it.

First Grade Team—Carma Young

Reading and Math are both important. We need more support for the students.

Reading: Not all the students are reading at grade level this year, but they were at this time last year.

Math: We would like to see people for both primary and intermediate grades.

Technology: We can teach this in the classroom.

Grants: We are grateful for the funds, especially for the field trip transportation and the Rick Hartman Field trip. We don't want competitive grants, we'd like to see funds divided equally.

Aides: We are grateful for the assistance. We'd like more time with them, one per grade would be ideal. For instance, they could set up all science experiments for a grade team, help with each class, then take it apart.

Second Grade Team—Sue Shannon

First, we want to acknowledge the financial support from the PTSA and the people delivering the programs. Thank you.

Reading: This is most important; it would be more effective for struggling readers to have help on a consistent basis, and if we had more enrichment opportunities. The lunchtime programs are great. We do not feel that this needs to be a certificated position.

Math: We appreciate this program and it provides lots of support. The teachers did a math recess program that was loved by teachers and students. The facilitators helped with math night. It is a strength to have two certificated teachers. We would like to see them more than once per week.

Technology: It is a benefit to be able to expose kids to technology and to explore it together. We do not need a tech teacher.

Grants: We appreciate the funding/materials/etc. We'd like more opportunities in grant cycles. We'd also like line items written into the budget to cover things like Weekly Reader and Rick Hartman.

Aides: Not only do they support us all, but they give emotional and moral support to the kids. We see no drawbacks with the aides, and would love one per grade level.

Pie in the Sky: We would LOVE two full-time reading specialists and two full time math specialists. Also, more recess alternatives for kids would be great.

Specialist Team—Paula DuBois

We cannot comment on the classroom situations, since we are not in them all day, every day. After seeing what there is in other schools, we can say that Clyde Hill has LOTS of PTSA support compared to other schools.

Our rankings of importance are as follows:

1. Reading (not necessarily certificated teachers)
2. Aides
3. Math—One certificated teacher for help in classroom, and one non-certificated for remedial would work.
4. Grants—Grant funds are low and we seem to have less grant cycles than in the past.
5. Tech—It was valued years ago because it was new. Now teachers are more tech-savvy. We should increase Mary's hours to maintain the lab.

A side note on grant history: PTSA has increased the line item on the kids to \$100 for 25 classrooms = \$2,500. The grants are competitive now because the start-up money is more.

Shannon suggested that maybe at the PTSA welcome back teachers lunch this kind of information be reviewed with the staff.

A discussion went on about how to divide facilitators (part time, half time, full time). Judi Chinn added that the PTSA will provide funding for what it takes to get the job done.

Shannon posed the question of whether it would help to have a breakdown to see the costs. Michelle Snyder responded that no, it is in the best interest to see what the kids need in the classroom, instead of bartering the positives. You can fill 2 non-certificated positions for what it costs to fill one certificated position.

The question came up of why we think we need certificated teachers for math but not for reading. The reason behind it is that our math curriculum is so specialized that we need certificated teachers to come in and explain it. Some teachers like certs to come into the classroom, while others are fine with a non-cert in the classroom. Reading skills are universal, but math, in our district, is very specific. Parents agreed that they can see the different needs between math and reading.

Michelle mentioned that we will have an aide returning to Medina next year. Keep in mind, Clyde Hill has the largest PTSA budget in the state, behind Medina. It would be nice to have more funds, but there are definitely schools in the state that have far less.

Stacy intervened, getting back on track: We care about reading and math.

Summary—Stacy Graven (Facilitator)

Math: Our math program is working in large part due to the people in the positions. We are getting high scores, and we propose to keep the funding as is.

Reading: We think there could be some changes, don't want to tell PTSA how to spend the money. If we don't need certs and want Instructional Aides, we can get more "bang for the buck". Reading specialists definitely help, we'd like to have 2 non-certs.

Aides: How is aide time is divided? Took total number of students per grade, divided by total student body to get a percentage. Then that grade level got that percent of total aide hours to use as they see fit. Teachers agreed that it would be nice to get one aide per grade level, they could be utilized in an effective way. Judi Chinn added that parents feel strongly that they don't want aides doing "clerical" work, like billboards, copying, etc. The aides should be doing "thinking jobs." Stacy added that we should have some basic guidelines for making use of aide time so that it is meaningful and specific.

Technology: Guidelines for teaching technology should be in place, if teachers are to teach it. And the teachers need some support/framework. Teachers can meet as teams to come up with plans, if one teacher is good at a certain aspect, they can co-teach, or flip classes to get the material covered. We can also get some fantastic parent tech volunteers. Mary is our support person, paid ½ time by district & part-time by building. Her job has increased due to the lab upkeep, and she helps when Early Childhood Center needs assistance.

Grants: Obvious that no one likes competition for grants. Teachers just want to get the money and decide what to do with it, within limits. PTSA is leery of the receipt-turn-in as there is no oversight. Johnnie added that we should either do away with grants or increase start up funding. Paula mentioned that in the past we had lots of grants and had to turn in receipts, plus they had competitive grants, which made sense. Now the grants have decreased, so the competitive grants no longer make sense.

Another discussion came up as to whether classrooms could be open after school and how they could be staffed. Not all kids love recess, could we modify recess to kids can do other things? How would this be funded? Leadership fund. When teachers stay to help outside of their normal classroom duties, it comes from the leadership fund. Should we request that PTSA fund recess programs and extended after-school homework club? Ramsay answered (emphatically!) YES! We should make them priorities and we can put them into the pot for next year for volunteers and funding. The question came up: Do all assemblies support the curriculum? Ramsay asked the question of whether assemblies are valued and important. A few teachers responded that they are not of much value. Ramsay responded that they are a big part of funding and she will bring that up at next PTSA meeting.

Minutes from last meeting were approved. Meeting was adjourned.

Next PDC Meeting: Tuesday, April 17, 2:45pm