





- The Mock Newbery,



- *Student Support, Appendix A: Family Engagement, Effective Student Support: Family Engagement Plan Overview: FY 2017-18 (4 pages)*

Beery passed out the above handouts and noted that there were some updates and that Appendix A was more fully fleshed out. Callegari stated that Family Engagement staff was instrumental in serving the needs of the families at school sites. This year they made over 3,000 connections with families, which was a huge difference for them. Attendance and academic performance were increased at school sites this year due to staff outreach and support to parents, families and teachers. She noted workshops were developed to connect staff with families and to promote various methods of providing support for students at home. Family Engagement added BHS as a site to work with, especially around class attendance, and they will also be providing a program to engage those students.

Callegari mentioned the immigration issue and that the OFEE team had stepped in to make sure that families knew their



lessons, especially in the library for research. There will be more consistency as they move into the 1:1 Chromebook initiative in the future with 6/7/8<sup>th</sup> grades. She noted that there was clarity of intention and a hope for this to trickle up, as with the BHS 9<sup>th</sup> grade re-design.

- Schoenfeld asked what the pros and cons were for taking funds from the surplus vs. from the personnel variance to fund summer school libraries. Todd was unsure but based on the classification/compensation study implementation there would be staff compensation increases over the next couple of years. She noted that some staff would be retiring, including two librarians at BHS this year. When newer people come in, there will be a decrease in costs. The staff projections take

- There are various partnerships as part of the VAPA program.

Gidlund addressed staffing and pointed out that the transfer to the GF could be confusing. VAPA and the GF essentially split the bill for the 4/5 teachers to get their prep time. Gidlund stated that the budget was pretty much the same and highlighted changes as follows:

- The VAPA Technician position, in charge of the database, instruments and sheet music was recommended to be reduced from 1.0 FTE to .6 FTE due to a low work load.



- Gidlund confirmed steel drums was not being taught at the elementary schools.
- Paxson stated that being on the P&O Committee long-term gives members a change to see progress, change and improvement. She noted this was true for VAPA.
- Schiller asked if there was an instrument donation program. Gidlund said that instruments could be donated to the VAPA office, and they purposely don't ask for donations or hold drives because they are covered by BSEP and he does not want to diminish that. There is a suggested donation of \$20/year for the instrument rental. This was waived if the student could not afford it.
- Gidlund confirmed that three core music classes: strings, woodwinds and brass would not be cut and after that, they could supplement if there was staff for that. He added that it was more difficult to find teachers for guitar, ukulele or vocals than for strings, woodwinds and brass.
- Huchting wanted to pick

**BSEP P&O Committee**

Krasnow

**11. For the Good of the Order**  
*For the Good of the*