

## Pillsbury Site Council

10/4/16

Attendance: Iris Altamirano, Erin Clotfelter, Jennifer Weisinger, Suzy Palen, Pat Oakes, Amanda McCastle

Members not in attendance: Jeanne Yanish, David Nestrud, other family members

1. Purpose and responsibilities
  - i. Purpose
    - i. Gather input of stakeholders to improve the academic achievement and emotional and social growth of students
    - ii. Priority = improving academic achievement; something we should work together on
    - iii. Input = valuable and necessary - not all parents' voices need to be at the table
  - ii. Responsibilities
    - i. Advise on site-based decisions
    - ii. Communicate regularly with stakeholders
    - iii. Budget is a big piece
  - iii. Discussion
    - i. Work on growing our group and having more family/parent representation
    - ii. Questions raised about student data and how it can be disaggregated
      1. African American vs. African or East African
        - a. Based on home language
        2. Latino students selecting white and so not captured in data
    - iii. Ensure SIP is on website
    - iv. Can we look over the SIP and FIP here and ensure events are aligned to parent cultures, promoted, and implemented (and done so equitably)
      1. Ex. Latino Heritage month - how are we recognizing it?
2. Referendum
  - i. Operating referendum questions ask voters to authorize a specific amount of funding per pupil that comes from property taxes to fund the operations of school districts. Nearly all school districts in Minnesota receive referendum revenue. For MPS, the expiring amount is \$1,604.31 per pupil.
  - ii. For the 2016-17 school year, the total referendum revenue, including the Board approved "Local Optional Revenue" of \$424 per pupil, is approximately \$74 million. This represents about 13 percent of the operating budget.
3. Family school compact
  - i. Share compact and request revisions
  - ii. Discussion
    - i. Like the idea - shows we have
    - ii. Parents have most bullets
    - iii. There should be mirroring in each one

- iv. Include “support the school discipline policy” under staff
      - 1. Doing so consistently and fairly
    - v. Include staff commitment to all student being grade level proficient
    - vi. High expectations and believing all student can learn
      - 1. Change language to “hold and model high expectations”
      - 2. Demonstrate high expectations
      - 3. Believing it isn’t enough - need to act as well
    - vii. “Seek to understand” or “try to understand” different cultures across all bullets
    - viii. Staff responsiveness - responding to families’ questions and concerns
    - ix. Add (s) to parent/guardian and teacher
    - x. Obey all school and classroom expectations (vs. rules)
  - iii. Email revisions to the group
4. Family Improvement Plan
  - i. Reviewed draft
  - ii. Like the idea of a schedule to call families or report academic feedback. Is that something we can consider?
  - iii. Need it translated?
  - iv. Feels pretty formal
    - i. Can we make a summary of what we will be doing?
5. Recruitment of more families
  - i. Work through BPAs to make connections
  - ii. Robocall?
  - iii. Website?
  - iv. Try to recruit a stable group who are willing to participate over time
  - v. Personal invitations
  - vi. Community representative needed
6. Next month agenda items
  - i. By-laws
  - ii. SOTS and Title I presentation
    - i. Student data
    - ii. SIP strategies
  - iii. FIP
  - iv. Enrichment time