

Morningside Elementary School

Date: Wednesday February 12

Time: 3:00pm

Location: Amy Mather Library, Hybrid on Youtube and Zoom

- I. **Call to order; Start Live Stream** - 3:09 PM, by Brooke Linefsky
- II. **Roll Call; Establish Quorum** - Quorum established by Kristina Benavides Davis

| Role | Name (or Vacant) | Present or Absent |
|---------------------|----------------------------|-------------------|
| Interim Principal | Brian Baron | Present |
| Parent/Guardian | Kristen Cincotta | Present |
| Parent/Guardian | Chappelle Washington Freer | Absent |
| Parent/Guardian | Brooke Linefsky | Present |
| Instructional Staff | Kristina Davis | Present |
| Instructional Staff | Allison Espelosin | Present |
| Instructional Staff | Amelia Morel | Present |
| Community Member | Betsy McKay | Present |
| Community Member | Kristen Pollock | Present |
| Swing Seat | Kareem Hall | Present |

- III. **Public Comment** - One public comment was submitted from Zachary Juno, PTA Co-President. Zachary Juno stated that he would like for the GO Team to reconsider discussion regarding a Pre-Kindergarten class at Morningside Elementary. He is asking that the team discuss the possibility of making this a priority, or locating the proper channel or team to bring this matter to.

IV. Action Items

- A. **Approval of Agenda:** Amelia Morel motion to approve, seconded by Kristen Cincotta, passed unanimously.
- B. **Approval of Previous Minutes:** Amelia Morel motion to approve, seconded by Kristen Pollock, passed unanimously.

V. Discussion Items

- A. Go Team Survey for Staff:** Allison Espelosin shared a survey with staff members regarding staffing positions and qualities in our next principal. This survey will help GO Team members when creating questions to ask principal candidates. Survey results are listed at the end of the meeting minutes. In the survey, some teachers mentioned that there was some confusion regarding the flex teacher and what this teacher would actually do within the school. GO staff members were able to explain that the flex teacher would be able to help students that do not necessarily fit into an instructional bucket.
- i. Brooke Linefsky mentioned that this kind of survey will be going out to families and community members for their input as well.
 - ii. Amelia asked, “What happens if we don’t approve the final budget?” Brian Baron answered that if we do not approve the final budget, the district would make the decision for us.
- B. Budget Development Presentation**
- i. Go Team discussed budget draft, presented by Brian Baron. Brian presented ranked priorities and rationales for each priority. For Signature Program Funds, there is an approval process from the district. The district allotted less funds than requested due to lower enrollment numbers next year. Because of this, we have been approved for a Signature Program Coach and a Signature STEAM Teacher, but will not be able to allot a business manager.
 - ii. Amelia asked about the second STEAM teacher that was in the request of funds. Brian Baron noted that this part needed to stay strictly to what is in the program. The difference to cover the one STEAM Coach and one STEAM teacher will be coming from other areas.
 - iii. Amelia Morel asked about the allotted funds and how we are able to use those funds after allotment. Brian Baron answered that when positions are funded, but not staffed, those positions, and the funds, go back in the pot to be used elsewhere.
 - iv. Brian Baron presented possible changes to positioning based on the survey questions that went out to staff members.
 - v. Amelia Morel asked about the two STEAM teachers asked for by the GO team for next year. Brian Baron responded that we were not allocated positions back, we are allocated dollars based on a district wide formula. Amelia Morel asked follow-up questions about the positions that are funded but not staffed.
 - vi. Brian Baron is recommending some position changes, including a .5 third grade and .5 third grade teacher added, and two .5 master teacher leaders removed. A .5 reading and .5 math teacher are being added.
 - vii. Amelia Morel added how a building substitute supports teachers by allowing them time to attend PD or do other things to support the school.

- viii. Brian Baron turned attention to the budget considerations handout. There are four proposed options that include abolishing an assistant principal. The highlighted choice on the MES Budget Considerations document adds a .5 reading teacher, .5 math teacher, 2 hourly paraprofessionals to support classrooms and coverage, and 4 tutors for Saturday School. Amelia Morel clarified that these hourly tutors would be MES staff members. She also asked why EIP is not funded this year. **Brian Baron will reach out to the district to ask why EIP is not being funded.**
- ix. Allison Espelosin asked about the hourly assistant principal position and how often they are working at the school. Brian Baron said the school has been running predominately with one Assistant Principal and one Interim Principal.
- x. Brooke Linefsky asked if it would be clear who parents go to regarding different needs. Brian Baron said that he would work towards making this clear if we do move forward with only one Assistant Principal. Amelia Morel added that building the capacity for leadership amongst teachers is a priority and teachers would be able to share some responsibilities of a second Assistant Principal.
- xi. Brian Baron discussed the other options on the MES Budget Considerations handout. The fifth option, keeping 2 Assistant Principals, includes adding only one hourly paraprofessional or an hourly tutor for Saturday School.
- xii. Allison Espelosin asked what an hourly tutor for Saturday School equates to and what other positions we could get with this allotment. Brian Baron answered that, because of budgeting, there would really be no equivalence.
- xiii. Brooke Linefsky asked Brian Baron to speak about how a paraprofessional can help with students versus how they help teachers. He responded with, paraprofessionals can help run a small group in a class or grade level or help with diagnostic screeners.
- xiv. Brooke Linefsky asked the GO Team if choice four was the preferred choice. The team agreed for choice four.
- xv. Brian Baron discussed the non-staffing tab. It has been approved to keep one teacher salary in reserve in order to allocate funds elsewhere. Amelia Morel asked whether teacher stipends for Saturday School would come out of the Teacher Stipend category. Brian Baron responded that these are two different pools of funding. Kareem Hall asked what district funded field trips include. Brian Baron responded that these field trips can include in-house trips per grade level, or other field trips.
- xvi. Allison Espelosin asked about in-person permanent substitutes and what their roles would be each day. Brian Baron answered that they would provide support for grade level team planning days and would provide cover for teacher absences. The paraprofessionals would help with recess and lunchroom duty, as well as class coverage for up to 2 hours. These positions are delineated differently.

Amelia Morel asked if these positions could be structured to ensure maximum support of teachers and students. Brooke Linefsky added that transparency is key and structures should be put in place to prevent too much down time happening in the future.

- xvii. Kristen Cincotta asked about the difference between teacher and academic stipends. Brian Baron responded that teacher stipends are given for additional work for teachers, academic stipends are for grade level purposes.
- xviii. Amelia Morel mentioned garden sustainability and watering the garden over the summer. We need to figure out a water plan and possible stipends to make sure the garden is cared for so a small team is not overworked. Watering, clean up, planting, need to be considered for the next school year and a plan put in place, especially since this coincides with our STEAM certification.
- xix. Brian Baron shared our allocation for FY 25-26. When looking at the budget, it looks like there is a discrepancy, but it is due to the \$45,000 security grant. Kristen Pollock asked what happens to the budget if projected enrollment is lower than expected. Brian Baron answered that we have a reserve (an additional teacher position) we could use. Kristen Pollock mentioned that it looks like the trend is lower enrollment with less houses available for families to move into and some families choosing private school in the area. This Morningside area is difficult for families to access.
- xx. Brooke Linefsky asked a clarifying question about taking a Master Teacher position and putting that position into third grade. What does the one Master Teacher position focus on? Brian Baron answered that the focus would probably be math, with time split evenly between working with teachers and students.
- xxi. Brian Baron shared information regarding the reserve budget. After October FTE, we will know how much is still in reserve. The GO team can make decisions regarding the reserve once we see what is or is not needed based on new positions added based on the proposed budget considerations. Brooke Linefsky brought up STEAM and something parent reaching. A position dedicated to helping new families could be added that would also support our priorities, or a STEAM/tech focus. Amelia Morel added that we could think about dance or some other performing arts. Brian Baron added that if we need to have this discussion sooner than the beginning of next year, he will bring it to the GO team.
- xxii. **ACTION ITEM: GO Team vote on Draft Budget** - Voting to accept the drafted budget for SY25-26, implementing choice number four. Amelia Morel motions to approve, Allison Espelosi seconds, unanimously passed.

VI. Information Items

- A. **Principal's Report** - Brian Baron discussed updates including an agenda item for the next GO Team Meeting, adding Pre-K and asking the district about EIP. Brian Baron

- gave updates about current events around MES. GO Team declarations, 1 teacher slot, 1 parent slot, 1 community slot, and 1 swing seat, are due the 28th of February.
- VII. Announcements** - Brooke Linefsky reminded team members that budget training is to be completed. Talk to people in the community about open GO seats. Regarding the new principal hiring process, Town Halls will give the community, staff, and parents an opportunity to discuss the principal candidacy. Our next meeting will be on March 5th at 5:00 pm.
- VIII. Public Comment** - One public comment was given at the beginning of the meeting.
- IX. Adjournment** - Motion to adjourn by Kristen Cincotta, seconded by Allison Espelosin, passed unanimously at 4:50 pm.
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Minutes Taken By: Kristina Benavides Davis

Position: Secretary

Date Approved:

MES Budget Considerations:

| <u>25-26 MES BUDGET CONSIDERATIONS</u> | | |
|---|---------------------------|--|
| <u>Meeting #2</u> | | |
| <u>CATEGORY</u> | <u>ACTION</u> | <u>TRADEOFFS</u> |
| School Administration | Choice 1: Abolish 1 AP | Add: <ul style="list-style-type: none"> .5 Reading support teacher .5 Math support teacher AND <ul style="list-style-type: none"> Hourly AP (29.5/25 weeks) |
| | Choice 2: Abolish 1 AP | Add: <ul style="list-style-type: none"> .5 Reading Teacher .5 Math Teacher AND <ul style="list-style-type: none"> Hourly teacher for support (29.5/35 weeks) |
| | Choice 3: Abolish 1 AP | Add: <ul style="list-style-type: none"> .5 Reading Teacher .5 Math Teacher AND <ul style="list-style-type: none"> Hourly teacher for support (18/35 weeks) Hourly paraprofessional (29.5/36 weeks) |
| | Choice 4: Abolish 1 AP | Add: <ul style="list-style-type: none"> .5 Reading Teacher .5 Math Teacher AND <ul style="list-style-type: none"> Hourly paraprofessional (29.5/36 weeks) Hourly paraprofessional (29.5/36 weeks) Hourly Tutors for Saturday School <ul style="list-style-type: none"> 10 weeks, 4 tutors |
| | Choice 5: Keep 2 APs | Add: <ul style="list-style-type: none"> Hourly paraprofessional (29.5/36) OR <ul style="list-style-type: none"> Hourly Tutor for Saturday School |

Go Team Staff Survey Results:

| Time mp | When looking at the budget for next year, what would your priority/top choice be? | When looking at the budget for next year, what would your priority/top choice be? | What is a top priority for you when looking for a principal? Select all that apply. | If you chose "other," what is your top priority? | In what areas do you feel our next principal should have strengths? | If you chose "other," what is your top priority? | If you could ask all candidates one question, what would it be? |
|------------|---|--|---|---|---|---|---|
| 2/3/2025 | Second Master Teacher Leader (5 5th grade classes projected at 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Experience in administration | | Instructional leadership (Sets high expectations for learning outcomes and monitors and evaluates the effectiveness of instruction.) | | |
| 2/3/2025 | 6 5th grade classrooms (projected classes would be 20 vs. 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Experience in administration | | Building relationships (with students, staff, parents, and community) | | What's your favorite children's book and why? |
| 2/3/2025 | Floater teacher that could work with any student on any grade level (5 5th grade classes projected at 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Experience in the classroom | | Develops the organization (Encourages a school culture of change and promotes shared knowledge and shared responsibility for outcomes.) | | |
| 2/3/2025 | Floater teacher that could work with any student on any grade level (5 5th grade classes projected at 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Experience in the classroom | A leader who is decisive and kind... | Develops the organization (Encourages a school culture of change and promotes shared knowledge and shared responsibility for outcomes.) | | Are you capable of allowing innovation in the classroom. |
| 2/3/2025 | Floater teacher that could work with any student on any grade level (5 5th grade classes projected at 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Other | Their view on work-life balance and how they treat those they lead | Other | | What are three words that would describe how your teachers feel under your leadership? |
| 2/3/2025 | 6 5th grade classrooms (projected classes would be 20 vs. 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Other | All of the above, equally | Other | Recognizes the expertise of teachers/school staff while handling the load of parent demands | In your work as a building leader, how do you promote and delineate the difference in students who truly meet guidelines for special services (EIP, Spec Ed, ELL, GATE) and those that may simply have a relative academic weakness in an area that doesn't constitute any interventions outside of Tier 1 (general education)? How have you been successful in the contributing to the growth and understanding of this concept for your teachers? |
| 2/3/2025 | Floater teacher that could work with any student on any grade level (5 5th grade classes projected at 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Experience in the classroom | | Develops the organization (Encourages a school culture of change and promotes shared knowledge and shared responsibility for outcomes.) | | Do he or she values you? |
| 2/3/2025 | Floater teacher that could work with any student on any grade level (5 5th grade classes projected at 23) | Have 2 assistant principals and a bookkeeper (what we currently have) | Experience in the classroom | | Other | A principal that supports the teachers and isn't scared to tell parents no. | How do you plan on supporting the staff with all of the district initiatives and PD while protecting teachers' planning time. |
| 2/3/2025 | Second Master Teacher Leader (5 5th grade classes projected at 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Other | Really you need some experience in all of these. | Building relationships (with students, staff, parents, and community) | and accountability | |
| 2/3/2025 | Floater teacher that could work with any student on any grade level (5 5th grade classes projected at 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Experience in the classroom | | Instructional leadership (Sets high expectations for learning outcomes and monitors and evaluates the effectiveness of instruction.) | | |
| 2/3/2025 | Floater teacher that could work with any student on any grade level (5 5th grade classes projected at 23) | Have 2 assistant principals and a bookkeeper (what we currently have) | Experience in administration | | Accountability (Promotes internal and external responsibility and accountability for student achievement and well-being.) | | How do you intend to hold staff accountable with responsibilities? |
| 2/3/2025 | 6 5th grade classrooms (projected classes would be 20 vs. 23) | Have 2 assistant principals and a bookkeeper (what we currently have) | Other | Interpersonal skills. Ability to connect and relate to people. skilled listener | Develops the organization (Encourages a school culture of change and promotes shared knowledge and shared responsibility for outcomes.) | | Tell me about a time when you led a diverse group of people across various age groups to work towards solving and creating solutions for student growth and achievement. Specifically how did you do this? What obstacles did you face and how did you overcome those obstacles. What were the results. |
| 2/3/2025 | Floater teacher that could work with any student on any grade level (5 5th grade classes projected at 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Experience in administration | | Accountability (Promotes internal and external responsibility and accountability for student achievement and well-being.) | | |
| 2/3/2025 | 6 5th grade classrooms (projected classes would be 20 vs. 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Other | all these above | Accountability (Promotes internal and external responsibility and accountability for student achievement and well-being.) | | |
| 2/3/2025 | Floater teacher that could work with any student on any grade level (5 5th grade classes projected at 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Experience in the classroom | | Develops the organization (Encourages a school culture of change and promotes shared knowledge and shared responsibility for outcomes.) | | How will you bring a sense of calm to the workplace? |

Budget Feedback Meeting Agenda

| Time stamp | When looking at the budget for next year, what would your priority/top choice be? | When looking at the budget for next year, what would your priority/top choice be? | What is a top priority for you when looking for a principal? Select all that apply. | If you chose 'other,' what is your top priority? | In what areas do you feel our next principal should have strengths? | If you chose 'other,' what is your top priority? | If you could ask all candidates one question, what would it be? |
|------------|---|--|---|--|---|---|--|
| 2/3/2025 | Floater teacher that could work with any student on any grade level (5 5th grade classes projected at 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Other | Experience in an Elementary School Classroom | Instructional leadership (Sets high expectations for learning outcomes and monitors and evaluates the effectiveness of instruction.) | | What are the most important aspects of a good reading and math curriculum? |
| 2/3/2025 | 6 5th grade classrooms (projected classes would be 20 vs. 23) | Have 2 assistant principals and a bookkeeper (what we currently have) | Experience in administration | | Building relationships (with students, staff, parents, and community) | | How can you support teachers in a way to promote a positive work environment? |
| 2/3/2025 | Second Master Teacher Leader (5 5th grade classes projected at 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Experience in the classroom | | Develops the organization (Encourages a school culture of change and promotes shared knowledge and shared responsibility for outcomes.) | | |
| 2/3/2025 | 6 5th grade classrooms (projected classes would be 20 vs. 23) | Have 2 assistant principals and a bookkeeper (what we currently have) | Experience in the classroom | | Building relationships (with students, staff, parents, and community) | All are important. | Do you consider yourself an empathetic person and what does that mean to you? |
| 2/3/2025 | Floater teacher that could work with any student on any grade level (5 5th grade classes projected at 23) | Have 2 assistant principals and a bookkeeper (what we currently have) | Experience in administration | | Accountability (Promotes internal and external responsibility and accountability for student achievement and well-being.) | | |
| 2/3/2025 | 6 5th grade classrooms (projected classes would be 20 vs. 23) | Have 2 assistant principals and a bookkeeper (what we currently have) | Other | Experience in classroom and admin. It wouldn't let me select more than one answer. | Other | Must have all four | What are ways that you foster connections with the staff members? |
| 2/3/2025 | Floater teacher that could work with any student on any grade level (5 5th grade classes projected at 23) | Have 2 assistant principals and a bookkeeper (what we currently have) | Experience in administration | experience in the classroom | Accountability (Promotes internal and external responsibility and accountability for student achievement and well-being.) | | In a political world where inclusion and diversity is being eliminated, how would you make all students and teachers from different backgrounds feel accepted and not marginalized? Would you continue the diversity committee efforts to acknowledge all cultures at this school? |
| 2/3/2025 | Floater teacher that could work with any student on any grade level (5 5th grade classes projected at 23) | Have 2 assistant principals and a bookkeeper (what we currently have) | Experience in administration | This didn't let me make more than one choice. | Building relationships (with students, staff, parents, and community) | I would have liked to make more choices, but I only let me choose one | What are your 5 year goals for Morningside? |
| 2/3/2025 | | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Experience in the classroom | | Develops the organization (Encourages a school culture of change and promotes shared knowledge and shared responsibility for outcomes.) | | |
| 2/3/2025 | 6 5th grade classrooms (projected classes would be 20 vs. 23) | Have 2 assistant principals and a bookkeeper (what we currently have) | Experience in the classroom | | Develops the organization (Encourages a school culture of change and promotes shared knowledge and shared responsibility for outcomes.) | | |
| 2/3/2025 | Floater teacher that could work with any student on any grade level (5 5th grade classes projected at 23) | | Experience in the classroom | | Develops the organization (Encourages a school culture of change and promotes shared knowledge and shared responsibility for outcomes.) | | |
| 2/3/2025 | 6 5th grade classrooms (projected classes would be 20 vs. 23) | Have 2 assistant principals and a bookkeeper (what we currently have) | Experience in administration | | Instructional leadership (Sets high expectations for learning outcomes and monitors and evaluates the effectiveness of instruction.) | | |
| 2/3/2025 | Second Master Teacher Leader (5 5th grade classes projected at 23) | Have 2 assistant principals and a bookkeeper (what we currently have) | Experience in the classroom | | Develops the organization (Encourages a school culture of change and promotes shared knowledge and shared responsibility for outcomes.) | | How do you approach fostering a positive school culture that supports both student growth and teacher development? |
| 2/3/2025 | 6 5th grade classrooms (projected classes would be 20 vs. 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Other | A FIERCE gatekeeper and advocate for teachers at MES. A leader who is relentless in the goal of making significant change for teachers, (with emphasis on teacher connections, workload and time). | Develops the organization (Encourages a school culture of change and promotes shared knowledge and shared responsibility for outcomes.) | | 1. Would you give one or two examples of when you have challenged a current practice and successfully created positive change? 2. Where would your staff say you spend most of your day? 3. Tell me specifically about a time you needed to rebuild/rejuvenate a staff culture? What steps did you take to build relationships with staff and create a community culture that includes respect, empathy and trust? 4. What specific systems have you used to ensure expectations/standards of the job are met by all employees? How do you address individuals who are not meeting standards? Give a specific an example of this. |
| 2/3/2025 | Second Master Teacher Leader (5 5th grade classes projected at 23) | Have 2 assistant principals and a bookkeeper (what we currently have) | Experience in administration | | Building relationships (with students, staff, parents, and community) | | |
| 2/3/2025 | Floater teacher that could work with any student on any grade level (5 5th grade classes projected at 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Other | Experience in the classroom AND experience in admin | Building relationships (with students, staff, parents, and community) | | |

Budget Feedback Meeting Agenda

| Time mp | When looking at the budget for next year, what would your priority/top choice be? | When looking at the budget for next year, what would your priority/top choice be? | What is a top priority for you when looking for a principal? Select all that apply. | If you chose "other," what is your top priority? | In what areas do you feel our next principal should have strengths? | If you chose "other," what is your top priority? | If you could ask all candidates one question, what would it be? |
|------------|---|--|---|---|---|---|--|
| 2/4/2025 | Floater teacher that could work with any student on any grade level (5 5th grade classes projected at 23) | Have 2 assistant principals and a bookkeeper (what we currently have) | Experience in administration | | Building relationships (with students, staff, parents, and community) | | What are your visions and goals for Morningside and yourself? |
| 2/4/2025 | Floater teacher that could work with any student on any grade level (5 5th grade classes projected at 23) | | Experience in the classroom | | Develops the organization (Encourages a school culture of change and promotes shared knowledge and shared responsibility for outcomes.) | | |
| 2/4/2025 | 6 5th grade classrooms (projected classes would be 20 vs. 23) | Have 2 assistant principals and a bookkeeper (what we currently have) | Experience in the classroom | | Building relationships (with students, staff, parents, and community) | | How do you foster a positive school culture and climate while also maintaining your leadership role? |
| 2/4/2025 | Second Master Teacher Leader (5 5th grade classes projected at 23) | Have 2 assistant principals and a bookkeeper (what we currently have) | Experience in administration | | Building relationships (with students, staff, parents, and community) | | |
| 2/4/2025 | 6 5th grade classrooms (projected classes would be 20 vs. 23) | Have 2 assistant principals and a bookkeeper (what we currently have) | Other | Experience with both classroom and admin | Building relationships (with students, staff, parents, and community) | Be able to get into the weeds to actually experience the day from the teacher's and students perspective to understand and to make changes and fulfill needs. | Would you be willing to substitute for a day in a randomly picked classroom once a month? |
| 2/4/2025 | | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Other | Organized, follow through, effective discipline, supporting of ALL teachers (not just testing grades) | Instructional leadership (Sets high expectations for learning outcomes and monitors and evaluates the effectiveness of instruction.) | | Why is public education important to you? |
| 2/4/2025 | 6 5th grade classrooms (projected classes would be 20 vs. 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Experience in administration | | Accountability (Promotes internal and external responsibility and accountability for student achievement and well-being.) | | Principal - How do you motivate and retain high-quality teachers and staff? Business Manager - What experience do you have with financial planning and budgeting? New Teacher - What do you know about our school's mission and values, and how do they align with your teaching philosophy? |
| 2/4/2025 | 6 5th grade classrooms (projected classes would be 20 vs. 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Experience in administration | | Other | Establish a shared Vision. Meaning, how the school defines learning, teaching, and progress. The core trait of a strong leader is a clear vision and sense of direction. A leader must not only communicate those things, but can work skillfully with faculty, families, students and the broader community to make progress on things that the school values. That means all students will make progress, all will grow. This will show a connection between actions and results! | What does emotional Intelligence look like to you? |
| 2/5/2025 | 6 5th grade classrooms (projected classes would be 20 vs. 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Experience in administration | All three. Experience in administration is #1 but principals that don't have experience in the classroom may not be a good match. Principals should understand what day to day life is like in the classroom beyond testing/data/student achievement. All of the other things that teachers do, everyday. | Develops the organization (Encourages a school culture of change and promotes shared knowledge and shared responsibility for outcomes.) | | What do you think is already working great at MES? What areas do you think need to be improved and what are your ideas on improving those deficits (that don't take away teacher planning time)? |
| 2/5/2025 | 6 5th grade classrooms (projected classes would be 20 vs. 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Experience in administration | | Accountability (Promotes internal and external responsibility and accountability for student achievement and well-being.) | | How can you improve our current achievements? |

Budget Feedback Meeting Agenda

| Time stamp | When looking at the budget for next year, what would your priority/top choice be? | When looking at the budget for next year, what would your priority/top choice be? | What is a top priority for you when looking for a principal? Select all that apply. | If you chose "other," what is your top priority? | In what areas do you feel our next principal should have strengths? | If you chose "other," what is your top priority? | If you could ask all candidates one question, what would it be? |
|------------|---|--|---|--|---|--|---|
| 2/5/2025 | Floater teacher that could work with any student on any grade level (5 5th grade classes projected at 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Other | Has a vision and stands behind APS mission. | Accountability (Promotes internal and external responsibility and accountability for student achievement and well-being.) | | Do you hold up to the APS mission? |
| 2/5/2025 | Floater teacher that could work with any student on any grade level (5 5th grade classes projected at 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Experience in the classroom | | Instructional leadership (Sets high expectations for learning outcomes and monitors and evaluates the effectiveness of instruction.) | | How do you structure feedback to staff and could you please give an example of a time you were given constructive feedback and how you implemented it into your routines at work? |
| 2/5/2025 | 6 5th grade classrooms (projected classes would be 20 vs. 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Experience in the classroom | | Building relationships (with students, staff, parents, and community) | | What would you do to help support teachers so they can support their students. |
| 2/5/2025 | 6 5th grade classrooms (projected classes would be 20 vs. 23) | Have 2 assistant principals and a bookkeeper (what we currently have) | Experience in the classroom | | Develops the organization (Encourages a school culture of change and promotes shared knowledge and shared responsibility for outcomes.) | | |
| 2/5/2025 | Floater teacher that could work with any student on any grade level (5 5th grade classes projected at 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Experience in the classroom | | Develops the organization (Encourages a school culture of change and promotes shared knowledge and shared responsibility for outcomes.) | | What self-reflection techniques/skills have you done to prepare yourself for this position? |
| 2/5/2025 | Floater teacher that could work with any student on any grade level (5 5th grade classes projected at 23) | Have 2 assistant principals and a bookkeeper (what we currently have) | Experience in the classroom | Experience in administration | Develops the organization (Encourages a school culture of change and promotes shared knowledge and shared responsibility for outcomes.) | | |
| 2/5/2025 | 6 5th grade classrooms (projected classes would be 20 vs. 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Experience in administration | | Develops the organization (Encourages a school culture of change and promotes shared knowledge and shared responsibility for outcomes.) | | What hobbies do you have that are not school related. |
| 2/5/2025 | Floater teacher that could work with any student on any grade level (5 5th grade classes projected at 23) | | Other | A human principal who knows their staff and helps them to advance in their professional goals and is personal on a professional level. | Building relationships (with students, staff, parents, and community) | | Why have you chosen to apply to be the principal of Morningside Elementary? |
| 2/5/2025 | Floater teacher that could work with any student on any grade level (5 5th grade classes projected at 23) | Have 2 assistant principals and a bookkeeper (what we currently have) | Experience in administration | | Develops the organization (Encourages a school culture of change and promotes shared knowledge and shared responsibility for outcomes.) | | How much autonomy do you give your educators? |
| 2/5/2025 | 6 5th grade classrooms (projected classes would be 20 vs. 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Experience in the classroom | | Develops the organization (Encourages a school culture of change and promotes shared knowledge and shared responsibility for outcomes.) | | What are your look fors in instructional planning? |
| 2/5/2025 | 6 5th grade classrooms (projected classes would be 20 vs. 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Experience in administration | | Building relationships (with students, staff, parents, and community) | | |
| 2/5/2025 | 6 5th grade classrooms (projected classes would be 20 vs. 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Experience with budgets | | Develops the organization (Encourages a school culture of change and promotes shared knowledge and shared responsibility for outcomes.) | | |
| 2/5/2025 | 6 5th grade classrooms (projected classes would be 20 vs. 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Other | All of the above | Other | All | |
| 2/5/2025 | Floater teacher that could work with any student on any grade level (5 5th grade classes projected at 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Experience in the classroom | | Develops the organization (Encourages a school culture of change and promotes shared knowledge and shared responsibility for outcomes.) | | What do you plan to do in your first 6 months as principal? |
| 2/5/2025 | Floater teacher that could work with any student on any grade level (5 5th grade classes projected at 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Experience in the classroom | | Develops the organization (Encourages a school culture of change and promotes shared knowledge and shared responsibility for outcomes.) | | |
| 2/5/2025 | 6 5th grade classrooms (projected classes would be 20 vs. 23) | Have 2 assistant principals and a bookkeeper (what we currently have) | Other | I feel that experience in the classroom and experience leading a school are equally important for effectively running a school. | Develops the organization (Encourages a school culture of change and promotes shared knowledge and shared responsibility for outcomes.) | | |
| 2/5/2025 | Second Master Teacher Leader (5 5th grade classes projected at 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Experience in administration | | Develops the organization (Encourages a school culture of change and promotes shared knowledge and shared responsibility for outcomes.) | | |

Budget Feedback Meeting Agenda

| Time mp | When looking at the budget for next year, what would your priority/top choice be? | When looking at the budget for next year, what would your priority/top choice be? | What is a top priority for you when looking for a principal? Select all that apply. | If you chose "other," what is your top priority? | In what areas do you feel our next principal should have strengths? | If you chose "other," what is your top priority? | If you could ask all candidates one question, what would it be? |
|------------|---|--|---|--|---|--|--|
| 2/5/2025 | Floater teacher that could work with any student on any grade level (5 5th grade classes projected at 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Other | Leadership skills- (building relationships, understands needs of staff and students, positive motivation) | Building relationships (with students, staff, parents, and community) | | Please describe the work climate you strive to create for staff and building environment for kids. What are the top 3 most important areas of focus to achieving that climate and environment? |
| 2/6/2025 | 6 5th grade classrooms (projected classes would be 20 vs. 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Experience with budgets | | Develops the organization (Encourages a school culture of change and promotes shared knowledge and shared responsibility for outcomes.) | | What will be your approach to managing the parents of MES? |
| 2/7/2025 | Floater teacher that could work with any student on any grade level (5 5th grade classes projected at 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Experience in the classroom | | Develops the organization (Encourages a school culture of change and promotes shared knowledge and shared responsibility for outcomes.) | | |
| 2/7/2025 | Second Master Teacher Leader (5 5th grade classes projected at 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Experience in the classroom | | Develops the organization (Encourages a school culture of change and promotes shared knowledge and shared responsibility for outcomes.) | | How do you envision fostering a positive school culture that supports both student learning and staff well-being? |
| 2/7/2025 | Floater teacher that could work with any student on any grade level (5 5th grade classes projected at 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Other | Someone who has experience (in the classroom and has administration experience). I also think it is important to have someone who understands the teacher experience, values the whole child (not just data), and expresses empathy. | Building relationships (with students, staff, parents, and community) | | Why do you believe you are the best fit to the principal at Morningside? What positive changes would you make and implement immediately during pre-planning? |
| 2/7/2025 | Floater teacher that could work with any student on any grade level (5 5th grade classes projected at 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Other | Experience in all of the above WITH experience | Develops the organization (Encourages a school culture of change and promotes shared knowledge and shared responsibility for outcomes.) | | Have you worked at MES teachers, parents, and students? |
| 2/7/2025 | Floater teacher that could work with any student on any grade level (5 5th grade classes projected at 23) | Have one assistant principal, a business manager (that would absorb the work of a bookkeeper and part of the principal/assistant principal's load) AND 2 paraprofessionals | Experience in the classroom | | Building relationships (with students, staff, parents, and community) | | |