

Bryant PTSA: 2021-2022 Budget Narrative

To accompany the 2021-2022 school year budget submitted for approval by membership vote in June 2021

The purpose of this narrative:

1. To provide context to the budget decisions and process used by the budget committee in developing the budget proposed.
2. Assist members when reviewing and voting the budget proposal
3. Guide future budget committees and future budget decision-making

Process

Gathering community input

Budget & Equity discussion groups

In March 2021, the PTSA co-President conducted small group discussions regarding PTSA spending through an equity lens. Invitations to participate were advertised at board meetings, in the Weekly newsletter and Facebook. The invitation included pre-read information referenced in the [appendix of this document](#).

Five community members participated in the discussions.

Summary of their feedback:

- **Identify the greatest needs in the community and how to address those first. Through funding, advocacy, education, and community building.**
 - Goal: Build the budget on a philosophy of equity and anti-racism. We don't exist in isolation.
 - Current concern: increased trauma suffered by students during pandemic
 - Communicate the budget as part of whole picture for Bryant PTSA - including advocacy, community building, etc. Acknowledge that the budget is not always a perfect solution for the structural issues that we are trying to address in the long term.
- Dedicate some portion of Bryant fundraising to equity, as a principle. Can do this in different ways, such as sharing resources within the district. Or donating.
- There are different views on the funding of staff positions, based on principle or how this can be justified in a broader picture of how we are equitably meeting the goals of our community

- Funding of positions and programs should be sustainable, based on the ability to raise sufficient funds for years to come
- Focus on enrichment programs and avoid offsetting district budget cuts

Survey

The lead Treasurer conducted a community survey regarding budget priorities, specifically funding of past and present positions at Bryant.

- The survey was shared via email, the Weekly newsletter and Facebook.
- The survey included descriptions of specific funded items. https://drive.google.com/file/d/1SyQLOjYV17jmhICENmYOBQyj_zxB3-eM/view?usp=sharing
- There were 181 responses to the survey. The results were shared in detail with the budget committee. <https://www.dropbox.com/s/xioapcm3xuw9xcc/Bryant%20PTSA%20Budget%20Survey%20Response%20Summary.pdf?dl=0>

The survey results indicated a preference toward academic supports such as reading/math interventionists and tutors, which may reflect community concerns about learning loss during the pandemic.

Treasurer prep

The lead Treasurer reconciled the latest current year balances and income projections. She also reached out to the various committee and program leaders to confirm what funds they would like to request for the coming year. She prepares a budget worksheet with estimated figures for the budget committee to review.

Budget Committee

The Executive committee, with leadership from the Treasury, advertised budget committee positions to the entire PTSA membership in board meetings, Facebook and via the Weekly newsletter. The budget committee includes members with students across grade levels and PTSA leaders from various committees, including Art, Equity and Executive.

The lead Treasurer provided the budget committee members with a prepared budget workbook with the latest income figures and historical expense amounts. The budget committee also received the survey data and equity discussion feedback for reference.

Bryant PTSA budget workbook link:

<https://www.dropbox.com/s/xfcum1b8z xuaxv0/2021-2022%20Bryant%20PTSA%20Budget%20Workbook.xlsx?dl=0>

Additional Info:

Bryant school budget allocation for 2021-22

<https://www.dropbox.com/s/ukofx5lehxes772/BY%2021-22%20Allocations.pdf?dl=0>

Bryant Staffing scenario (A was approved by Bryant Staff for 2021-22)

<https://www.dropbox.com/s/ltd5sxqlqoslhry/Scenarios%2021-22.xlsx?dl=0>

Allocation approved by Bryant Staff:

- 22 FTE to be used for Scenario A
- 0.50 FTE Certificated Core to be used for Teacher Librarian
- 3.0 FTE for PCP will be 2.00 FTE PE, 0.50 FTE Art , 0.50 FTE Music
- 0.20 LAP to be used for Reading Interventionist
- Per Pupil Allocation to be used to fund 0.25 Library Assistant
- Per Pupil Allocation to be used to fund 0.10 Tech Lab Manager

Budgeting

The budget committee reviewed community feedback and discussed priorities:

- **The needs of the community are varied.** In this year in particular, there is concern about student trauma and learning loss during the pandemic and building closure. Students are supported by having a variety of programs and make important connections with a variety of staff and teachers. Staff positions are part of our community and support our students, regardless of district funding or PTSA funding. No one program will be the top priority of every member of our community.
- **Bryant PTSA has tried to address learning gaps that are not fully funded / addressed at our school through SPS.** The district has built equity tiers in their funding model to account “holistically for the effects of race, poverty, language and culture on historical opportunity gaps”. This model is defined by tiers for allocating resources to schools. Bryant is a Tier 4 school in this model. To meet Bryant student’s academic needs, Bryant PTSA has historically funded programs/positions which help staff differentiate instruction, understanding that within a Tier 4 school we will still have students facing opportunity gaps. We would like is for *all* schools to receive a better base level of funding, within a tiered structure. The current baseline staffing can leave some students behind at all buildings.
- We want schools to be fully funded so that PTSA support of staff positions is not necessary. However, a complete defunding of positions would be destabilizing at a critical time of reopening school buildings. As we advocate for increased funding of education in Washington, **we recommend incremental and steady decrease of PTSA funding for staff positions over time.**

In budget meetings, the committee reviewed:

Income

Projected income (fundraising) for 2021-2022 school year is \$200k, which is 30% less than prior year and 24% less than the average for the last five years. This includes \$66k estimated carryforward of unspent funds from 2020-2021. The fundraising shortfall is due to:

- The pandemic prevented us from conducting an online auction, raffle baskets/carnival, and.

- The annual campaign raised fewer funds than in previous years.
 - Based on anecdotal feedback, we assume that lower annual campaign results stem from lower enrollment, pandemic economics, inability to conduct an auction or raffle baskets during the pandemic, and lack of understanding and/or support of PTSA budget priorities.

As a result of reduced income we will use a combination of approaches:

- Reduce budget expenses in 2021-2022
- Draw from reserve funds which are currently \$82,500. Amount to be drawn down is shown in the budget workbook (Currently estimated at \$27,169). (WA PTA recommends reserve funds for just these situations (“PTAs should plan to maintain a sufficient amount of reserves to cover their operating expenses for six months to a year in case of failure of one or more fundraising activities.”))

The Budget committee discussed the possibility of conducting additional fundraising in spring 2021 for 2021-2022. We are cautious about repeatedly asking for donations from our community, when we know it can be alienating to some community members.

Hence, while we feel confident that we could raise funds even in this time of crisis, we’ve decided to draw from reserves. The purpose of the reserve is to cover fundraising shortfalls, especially in times of emergency.

Expenses

As a percentage of Income: (approximate)

Staff position wages: 71%

Curricular materials: 14%

Extracurricular: 11%

Administrative: 2%

Unallocated: 2%

Full details are presented in the budget workbook. The following are notes based on committee discussion.

Assumption: based on district assumptions, we are assuming a hybrid in-person learning model in the fall with return to full-time in person during the school year.

Staff Position wages: The only line item which is increasing from prior budgets is Interventionist (Reading / Math Specialist). All other line items are flat (Instrumental music) or reduced due to budget shortfall:

- Tech lab/Library support funding from PTSA increased in 2020-2021, and in 2021-2022 is decreased to 0.45 FTE funded by PTSA.
- Recess supervision is reduced due to uncertainty of hiring a recess supervisor in a hybrid school model.
- Tutoring support
- Artists in Residence (AIR) reduced due to uncertainty of including AIR in the hybrid daily instructional schedule. We discussed increasing the AIR budget if the school schedule and in-person learning model can support. If the Arts teaching position remains at 0.50, based on lower enrollment, AIR time may be of higher priority. Note: the AIR program was not able to operate during 2020-2021.

- Substitute Time reduced from 2.0 days per classroom/PCP to 1.5 days per classroom. Substitute time is used teachers are conducting 1 on 1 learning assessments with each student. In discussion with the building, it was mentioned that requests for increasing this line item could be considered mid-year.
- The volunteer coordinator position was eliminated after retirement of the last coordinator. Mandatory tasks are being performed by the front office Admin staff at Bryant. Additional coordination tasks may be picked up by volunteers over time.
- We have not proposed any new positions at Bryant. The pandemic trauma support position proposed for 2020-2021 was never filled, and that line item is eliminated going forward.

Note: Additional descriptions of specific funded items are shared here:

https://drive.google.com/file/d/1SyQLOjYV17jmhICENmYOBQyj_zxB3-eM/view?usp=sharing

Curricular materials: Line items are either flat or reduced based on feedback from the program and committee leaders.

Extracurricular: Legacy line items are either flat or reduced based on feedback from the program and committee leaders.

- Families in Need (FIN) program is proposed at \$10,000. This is assuming school is hybrid / in person. Based on the current number of families in need. However, the number is not set in stone, and the PTSA board can always approve to allocate more funding for FIN during the next school year as need arises.
- We would like to reinstate programs eliminated during the pandemic: Grade level community building events (\$3,000), movie license (\$400), Science fair (\$2,450), Salmon in schools (\$100), Summer reading program (\$100), Writers Celebration.BBQ (\$350), Global reading challenge (\$575), Reflections (\$150).
- We would like to increase the Social Engagement budget (Community engagement committee) to support costs of events. (\$2,000)
- We would like to introduce a new line item to support **childcare** services during PTSA meetings. (\$400)

Administrative: Insurance costs increased from prior year budget based on actual cost this year. All other costs are unchanged from prior year budget.

Unallocated: The budget committee proposes to leave \$5,000 in the unallocated line item. These funds allow some ability to approve new funding requests in the school year.

Recommendations

In addition to the proposed budget, the budget committee recommends:

- Advocating for fully funding education at the state level.

- Continued steady reduction of PTSA funding for staff positions over the following years.
- Advocating for changes to the WSS model at SPS to lower thresholds by which positions are allocated to buildings, such as Assistant principal, librarian, PCP. So that we are not making impossible trade-offs every year between art, PE, library and administration positions.
- Advocating for the funding of full time counseling/social work and nursing in each school building.
- Advocating for the allocation of additional Special Education instruction at Bryant to support current and to allow admission of additional students with disabilities.
- Including Equity focus in the Annual Campaign in the fall of 2021, which would allow us to designate a portion of AC funds to support of Title 1 schools or other means of supporting students furthest from educational justice. One recommendation would be for the establishment of a district wide program for sharing of fundraising resources across the district, such as a Title 1 fund organized by Seattle Council PTSA.

Reference

*The small group discussions in March are meant to generate discussion and gather feedback to inform the budget committee.

- We hope to hear different perspectives.
- We are committed to work toward educational justice.
- We don't expect everyone to be an expert on PTSA budgets. We encourage reading the below reference information & links..
- We look forward to hearing your voice.

The following background information is shared for your reference.

Pre-Read information

If you have any questions, we'd love to hear from you at PTSAExec@bryantschool.org. And, if you'd like to reach any of our committee leaders, they can be found at <https://www.bryantschool.org/ptsa-board-committees/>.

PTSA Budget Timeline Example

Summary of PTSA financial timeline for Bryant with historical data (rounded to the nearest thousand (\$000's)).

+	<i>Fall</i> Annual Campaign Fundraising	<i>Mid-year</i> Fundraising (auction, raffle baskets, other)	<i>Spring</i> Approve budget for next year (proposed in May, approved in June, revised and reapproved in Oct)
2018-2019	\$184k	\$46k	\$300 k
2019-2020	\$184k	\$32k	\$284k**
2020-2021	\$120k	-	TBD

+ Note: The above examples do not include targeted program campaigns at Bryant, such as support for HIP, Hunger Prevention, 4th grade fundraising events for Islandwood, book fairs/read-a-thon, or Title I school donations.

** You may be wondering why the budget is greater than the sum of the fundraising numbers. This may happen when there are surplus funds carried forward to the next year. For example, the budget for 2020-2021 includes unspent funds in 2019-2020 that were carried forward into the 2020-2021 budget. The unspent surplus was primarily due to the building closure in March 2020.

Reading Materials

Equity	Funding
<ul style="list-style-type: none"> • Developing an Equity Lens by Erin Jones 	<ul style="list-style-type: none"> • Bryant PTSA budget by category
<ul style="list-style-type: none"> • Bryant PTSA & Anti-Racism 	<ul style="list-style-type: none"> • WA state report card data is an interactive report containing demographic and financial data. You can review Bryant's data as well as other SPS schools for comparison.
<ul style="list-style-type: none"> • National PTA perspective 	<ul style="list-style-type: none"> • Seattle Public Schools Equity Tiers overview • SPS Budget FAQ

ADDITIONAL BRYANT BACKGROUND

To reflect on past discussions of PTSA spending, we may refer to this statement from Bryant PTSA in 2019:

Mission and Vision (2019)

The mission of the Bryant PTSA is to provide meaningful and enriching experiences for all students, socially, emotionally, and academically; develop activities that cultivate a sense of community; and encourage partnerships between students, parents, teachers, staff and administrators.

Goals of the Bryant PTSA

- Involve and engage our community in our school
- Develop community-building events
- Support Volunteerism; creating a warm, welcoming school environment
- Raise and allocate funds to support sustainable funding for the enrichment of classroom learning in accordance with the Bryant PTSA membership's priorities

Guiding Principle for Fundraising

The Bryant PTSA supports sustainable funding for the enrichment of classroom learning and the betterment of our school. Our funding does not include supporting areas that are considered core positions, such as administration, classroom teachers, or librarians.

A more recent DRAFT mission may also be considered:

DRAFT Mission update (2021)

To unite our community to support the well-being of every student at Bryant.

Our supporting commitments

Our PTSA works to:

- advocate for the well-being and education of all children in our community;
- identify and prioritize the needs of students furthest from educational justice;
- dismantle the structural racism that marginalizes our black, indigenous and people of color communities;
- foster connections between students, families, teachers, staff and administrators;
- cultivate an inclusive community and sense of belonging at Bryant; and
- enrich the learning environment through volunteerism and sustainable funding.

Our Goals

We seek to achieve these outcomes:

- Each Bryant student is thriving academically, physically, socially, and emotionally
- Every member of our Bryant community feels welcomed and engaged in our school
- Our school has the support of our community for continuous improvement