

PS 516 Sunset Park Avenues Elementary School Leadership Team (SLT)
 December 10, 2019
 5:00 - 7:00 p.m.
 Multi-Purpose Room

Present	Absent	Guests
Roberta Cordeau Dennis Holinka Amanda Blevins Dayanna Davis Emily Baskin Claudia Lechuga Jessica Knudson Tory Messina Serafin Luqueno Brenda Garcia Melody Sosa Catherine Sanchez		Ms Kiriam

The meeting was called to order at 5:02 pm.

We read last meeting's [Minutes](#) and approved them. (next time)

1. Norms (5 min.)

- a. Agenda items added by 7pm, one day ahead of time

One teacher brought up the school rules: be kind, be safe try your best. To bring these rules to our adult space, please take turns talking, so we can have equity of voice and minutes can be efficiently taken. It was also discussed being respectful of time and the timekeeper will offer a 2 min warning and a 1 min warning for agenda items. Another teacher brought up the importance of adding the agenda items by 7pm the day before.

2. Principal's Report (20 min)

- a. CEP check-in & next steps for January meeting

Ms. Knudson shared about the protocols around CEP progress monitoring.

Data we need to bring to progress-monitor our CEP goals

- ELA Goal: Interview about sample size of students student goal (Blevins can interview during teacher prep); Excel reading data; Pedraza (Cordeau will reach out) sent out an email for teachers; parents ask child if they know their reading goal

- IEP goals (sample size of interviews included)

- Math Goal - Establish an environment where students are given opportunities and encouraged to share their mathematical thinking.

For mid unit we will have exit tickets so teachers can track math progress more specifically and in a standards based way. Exit tickets are done independently at the end of a lesson and can influence report cards. Teachers will also reach out to other teachers about opportunities for math conversations (math talks, interactive learning structures, etc.) in order to show mathematical thinking.

-SEL goal: Establish structures where students gain social-emotional strategies to help them self-regulate, develop independence, and become lifelong learners.

This goal is based on school survey (measurement) in which teachers reported that only 75% said that “students rarely or never harassing, intimidating, or bullying”. One parent brought up assessing/tracking this at recess/lunch when fewer teachers are there. Teachers come up with questions to interview students: “What makes you feel safe in school?” “What can you do...?” “What are some strategies to help you (Dayanna will reach out to Ms. Falanga about what questions to ask)

A parent shared that student interviews could help us gather CEP data.

A parent asked about tools that we can use to increase this. Ideas shared included restorative circles, Responsive Classroom, and interviewing students to see how they were using their SEL skills.

3. Teachers’ Report

- a. CEP check-in: Teachers had vertical team meetings. Teachers had choices about which team they would grow from. We worked in teams to pursue a specific goal with their professional development. For example, a team worked on Specially Designed Instruction. On December 9th teachers shared what they had learned with other teachers so that we could learn from one another’s group. le: the Special education group shared out to all teachers so all of us could learn how Specially Designed Instruction would look in our classroom.
- b. Girls on the Run: Social & Emotional Learning is so much Fun! -- each lesson also includes social emotional skills, building relationships with teachers and peers. 5K was on Sunday, Ms. Kiriam and Ms. Knudson partnered with runners in addition to other teachers (19 teachers in total partnering/mentoring runners). Parents asked why there is not a program for boys. It was explained that “Girls on the Run” is an international program that support’s girl’s confidence. It was created after research showed that girls demonstrated less confidence than their male peers and so a program was created to build girls’ confidence. After-school programs for boys were suggested like “Mighty Milers”(co-ed) or other after-school programs.

4. Parents’ Report

- a. Key points about allocation of PTA funds in regards to fundraising:
- b. PTA must hold a vote (during general meeting) to approve any EXPENSE that is not represented in the approved annual budget. Ideally, communication between

teachers, parents, and PTA Exec Board about specific funding requests (like 5th grade graduation) would occur before the next year's budget is approved.

- c. Any teacher or parent may engage in fundraising projects independently, without PTA approval. REVENUE that is not reflected in the approved annual budget does not require approval by PTA vote. If PTA involvement is required, either through a school event, PTA coordination, or if the PTA's tax exemption status is required, then the funds must pass through the PTA and the allocation of funds (expenses) must be approved by the PTA through a vote at the general meeting. If none of the above are required, then the funds can go directly to the project without PTA involvement or approval. (ie. snack money for classrooms). If you're doing a fundraiser it has to be voted on, or if you would like to use PTA funds, it must be voted on.
- d. Key points about 5th grade graduation:
 - i. We want to confirm whether the 5th grade teachers have requested \$3,700 from the PTA, but the budget only allocated \$3,300. The remaining \$400 will be included from the class funds from the PTA. After the 5th grade teachers' presentation at the October general PTA meeting, parents have expressed concern that the PTA's general fundraising efforts allocate more to this event than to supporting other grades in the school. Parents want to ensure that every student benefits equally from PTA fundraising events, and that funds and donations collected from events that are not earmarked for 5th grade graduation (ie every event except Winter Carnival) support the other grades equitably. Ms. Davis said 5th grade agreed, which is why they tried to come up with more opportunities for fundraisers so all grades can benefit from fundraisers. Another suggestion was the Graduation Committee work fundraiser separately with 5th grade teachers and 5th grade students that can be used for funds for all grades. Dennis will bring this up at the PTA meeting. Action Item: Who is on the 5th grade graduation committee?

5. Fundraising/Grants

- a. Update on CPB status for AC in multipurpose room (CL)

Knudson is waiting to hear back from School Construction Authority. Waiting to hear back. Ms. Messina said that they're looking for Participatory Budget Delegates on December 13th around 6pm-8pm for a training about CPB.

- b. Box tops

6. New Business

- a. Addendum to the fundraising about CASA funds (only approved through councilmember): Dennis has reached out to Menchaca's office, but has not heard back. CASA must be partnered with another community organization (i.e., LEAPNYC--arts, music). Maybe it can be partnered with Wingspan, instead. The

website will open up that you can propose after-school funding that we're looking for. Dennis will try to get in touch via the Manhattan office. Parents will meet via phone to talk about next steps as after-school is a high need for many families.

- b. Larger, school-wide grants: what is the capacity? What are current programs that have been grant-funded.

7. Public Comments

Meeting was adjourned at 7:00 PM.

Action Item From Meeting	Owner(s)	Due Date
<p>Dennis will share WHO is on the 5th grade graduation committee and WHO is on the fundraising committee.</p> <p>Dennis will share the list of committees with UFT and Jess</p>	Dennis	EOD, Friday
<p>Current programs that have been grant-funded.</p>	Jess	Next SLT meeting