

PS 516 Sunset Park Avenues Elementary School Leadership Team (SLT)
 January 14, 2020
 5:00 - 7:00 p.m.
 Multi-Purpose Room

Present	Absent	Guests
Roberta Cordeau (teacher) Dennis Holinka (parent) Emily Baskin (teacher) Claudia Lechuga (parent) Jessica Knudson (principal) Tory Messina (parent) Serafin Luqueno (parent) Brenda Garcia (parent) Melody Sosa (parent) Catherine Sanchez (teacher)	Amanda Blevins (teacher) Dayanna Davis (teacher) Melody Sosa (parent)	

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

1. Call to Order at 5:02pm
 Minutes were read privately. We voted to approve them.
2. Last meeting's Minutes: review, voting, and approval (10 min.)
3. Norms: Be kind, be safe, try your best (5 min.)
 - a. 1, 2, 3 then me, giving space for people to share
4. Principal's Report
 - a. Register Projections

Ms. Knudson (principal) shared the Fair Funding Register Projections Site. She shared projected enrollment. Question about why the number of ICT (Integrated Co-Teaching class) students increases in later grades. Response was that the IEP (Individual Education Plan) process takes a while while students get identified. Additionally, as time goes on, more needs may be identified (ie: some things don't pop up until later, we need to try interventions before evaluations). A teacher shared that she would like to see more options in the community for students to get identified sooner, such as more options and access to early intervention services in the community. A parent shared about how frustrating it was to deal with this issue even coming in with a Pre-K student with an IEP.

A parent said she's interested in more workshops for families about identifying students who may need IEPs and services for IEP students. The principal shared that we can work on how to communicate the IEP and SPED process to families.

A participant shared that there are many roadblocks to get services in the early grades (for families, teachers and school) how can we work to reduce these blocks for families and teachers?

A parent asked how workshops are scheduled and the principal explained there had been one run by Ms. EG (SPED coordinator). In addition, a parent suggested having a workshop before PTA meetings, or name it something that doesn't feel intimidating. Create a workshop name that is not stigmatizing: like "navigating support services" or "helping your child succeed." Parent shared that using the word "IEP" in the workshop can intimidate. There were only 5 parents at the most recent workshop. Teacher asked, "what could we do to increase attendance?"

Parent shared out: "People used to come."

Parent asked: "What about using phones, remote?"

Parent asked, "I don't think tech is the answer"

Parent, "Access and comfort with technology?"

Parent asked, "what effects did some parents used to come more? But not as much?"

Parent shared: "some parents have moved or they work then?"

Parent shared, "it's always been lower attendance, it's not new. Perhaps parents don't want to get it through workshops"

Note: Due to time we moved the rest of this conversation to "new business."

Principal shared information about our projections. She referenced the Fair Student Funding Register Projections

- We are projected to have 36 students in Pre-K
- But we actually have 40 because we receive the extension and expect to receive it again next year.
- This is the first year we haven't added a grade, we used to be a "growing school" (ie: adding a new grade each year)
- This year, we didn't get new kids over the summer, in the past we got new kids in the summer.

b. Parent Coordinator Position

The Parent Coordinator's last day was January 13th, 2020. DOE mandates that the job is full-time and wouldn't let her do it part-time. Good candidates are welcome. The principal is reaching out to HR about this. A few requirements: Bachelor's degree.

Are there any high priority issues where we want to solicit assistance from parents? The principal will get back to us. Teachers will get back to us, as well.

c. G&T Testing

A test administered after parents-sign up. Students in K-2 have to have their families sign up if they want to take it. It happened last week. City-Test is only preK-2nd grade

d. K & PK Enrollment

- i. Kinder deadline January 21st
- ii. PK deadline March 16th

Parent asked: without parent coordinator, who will lead tours about our school?

The principal replied that pre-K tour dates are on the calendar. We are open to volunteers to help lead the tours.

- e. Middle School Admissions
 - i. Priority for Twins who list schools in the same order.
 - ii. Priority for 5th grade students with 6th grade siblings at D15 middle school.
 - iii. Knudson verifies for DOE that they are twins or siblings.
5. Teachers' Report
- a. Teachers are excited that Ms. Knudson is our principal and are thankful for her dedication to our community while she was principal IA.
 - b. Reading and Math Goals
 - i. Teachers surveyed teachers as per the CEP to get a sense of where kids are with their math goals. Here are the results:
 - 1. CEP goal: establish an environment where students are encouraged to share mathematical thinking
 - 2. PK: Math conversations counting, sorting shapes and objects in centers and individually. Everyday math. Sometimes do once or twice a month tallies and group voting.
 - 3. PK: Number writing, addition for those interested
 - 4. K: Small and whole group conversations. Math stations both independently and with a teacher. Some students only participate based on size of group or enthusiasm. Teacher modeling sparks lots of good math conversations. They enjoy discussing answers and explaining and sharing. Thoughts
 - 5. 2-5: Math conferences happen small, whole, and math stations, especially in ICT classrooms. Application problems, teacher and student led. They have these conversations 4x week. The conversations are more student directed as grades progress.
 - 6. Teachers talked about open ended questions and other communication stuff in math where there are conversations.
 - 7. Evaluating what's wrong with a problem.
 - 8. Equity- many 1st and 4th teachers use name-sticks or checklists to increase equity in conversations (ie tracking that boys and girls are both represented in conversations equally)
 - 9. Informal Assessment- many K-2nd teachers use rubrics and checklists to evaluate the quality of speech and listening skills during the conversations. Some classes had kids self-evaluate their work via the conversations.
 - ii. Reading goals: Starting to have a conversation about what effective goal sharing looks like in reading - motivating and helpful not shaming or stressful.

- iii. Parent requests that teachers send the charts that they used last year to show what kids are studying.
- iv. Parents shared that it helps when they can see a quick list of what topics in math a kid will be studying and perhaps sample questions related to the unit.
 - 1. Ms. Knudson: newsletters were a big commitment for teachers that caused them to use a lot of their engagement time. But maybe something that looks like a Unit key for the start of each Unit. A few sentences with sample problems or books etc.
 - 2. A parent shared that 2nd grade has tried something similar (the documents we made at Election Day PD). She showed a sample to [families](#).
 - 3. A parent shared that her child received a packet of problems (in addition to homework) in math based on the unit kids were studying. It was helpful because she could see the topics the child was currently in.

6. Parents' Report - Items to bring to SLT meeting:

- a. We are planning to attend the diversity training event. Call out to parents to attend as well. The PTA board will report back.
 - i. PTA president will fill in the name of the trainers.
- b. We are working on getting out word on events to the PS 516 staff/teachers. Let SLT know upcoming events and point people to contact. Upcoming events include Lunar New Year 01/30, afternoon and Winter Carnival 02/08, midday.
- c. For ongoing PTA general meetings we request that most important action items and messages from SLT be simplified. We request that notes be shared to PTA by email for review at Executive Board meetings to determine what needs to be shared with the parents.
 - i. Knudson pointed out that in past years this has been a role that parent leaders from the SLT take to PTA.
 - ii. Is there any formal communication from SLT to PTA?
 - 1. We do publicly share our notes on the website and parents are invited.
 - 2. We could invite a certain number of parents to attend the SLT meeting.
- d. All committee initiatives were sent out - waiting on updates from respective groups.
 - i. Request for fliers for parents and teachers with the name of committee and each committee.
 - ii. At 172 there is a list of PTA members and then a list of each committee with a contact method. PTA pictures are of parents with kids! So people know who they are.

- iii. A SLT parent volunteered for class parents, but then did not get a follow up email or anything after the initial round of contacts. A teacher shared that teachers prefer 1 (2 max) “class parents”, because having more is harder for teachers...involves coordination etc. But parents are always welcome to volunteer for 1x things or reach out with specific ways they want to help.
- e. Congratulations to Ms. Knudson on her appointment as Principal of PS 516 - we wish her much success and support on her vision for the school !
- f. We were listed on a comprehensive after school program with DYCD when funding expansion happens in the future. There are 2 other sources of funding we are looking to petition- we were told that CASA funded has been granted to a known organization currently working with the arts program.
 - i. We are where we wanted to be on the list for funding. PTA president spoke with Nancy Corona in Menchaca’s office today with a reminder that we are on CASA granting \$20,000 that goes towards Groundswell.
 - ii. A parent said that it is likely the funding went to the Mural Arts program with Groundswell last year.
 - iii. PTA president: We have this funding again? It’s not clear what is happening with this?
 - iv. Definitely not clear what they mean by “we have this again because last year the process was with Groundswell.”
 - v. Original grant was written by Ms. Wong and Ms. Smith
 - vi. DYCD funding is our goal, but we will only be able to access that funding if more funding is opened up. It will be our goal to stay a part of this process so that we can have it if it ever does become available.
 - vii. Parents saying that families want homework support
 - viii. Some PTA’s have run after-school programs
 - 1. PS 172 is funded by PTA and run by teachers for an after school clinic
 - 2. New school at St. Agnes has a PTA after school funding
 - 3. In Crown Heights, PTA run-program partnering with CAMBA
 - 4. PS 24 runs a program through the Center for Family Life. We have asked in previous years for them to partner with us, but it is worth reaching out again. PTA president will reach out.
 - 5. What about high school or college students? A teacher knows of a program that ran through Brooklyn College. Teachers found it was extra uncompensated work for teachers (bc they had to supervise the college kids a bit)

7. Fundraising/Grants

- a. Options for fundraising AC in Multipurpose room.
- b. Principal: Call with the CEC about being in a non DOE building. Working on budget for capital funding route for non-DOE building budget for CEC and

- including air-conditioning for the multipurpose room and a covered walkway to the outside space and to re-do the dance room floor. This was put into the
- c. Parent: Soliciting feedback from the church, City Growers, impact and environmental questions to teachers. To create a representation that uses space. On-line anonymous link.
 - d. Parent: Cesar and Menchaca said it is such a small need that it is not going to be included in participatory budgeting but their office is committed
 - e. The budget from Capital Funding quote request may be \$750K-1M because of electrical issues and outside access for that room. If we do get Capital Funding then the cost is not relevant. A parent will solicit teachers and parents for the story of the need for the multi-purpose room. Also will need a recent grant to give a sense of amount, scope.

8. New Business

- a. Parent Workshops
- b. Assistant Principal: AP role is not mandated, parent-coordinator is mandated. We are waiting on final budget info, but as of now we don't have a budget for an AP.
- c. What is a family-worker compared to a parent-coordinator? A family worker is part of the SBST. They do the scheduling and paperwork associated with the SBST and do parent workshops. Needs a high-school diploma or high-school equivalency. The jobs' tasks can be flexible.
- d. A parent said that at PS24, they make money at their events, even small events. They are making good money. Bake sales, clowns. Selling lunch to teachers. Maybe AJ's bakehouse can do this.
- e. Money from families is limited and it is important to have events that are free and open to all. Important part of the PTA of fundraising but important to have free and open events.
- f. Teacher shared that SLT isn't a space for small-scale fundraising. Perhaps save this for the fundraising committee. SLT can focus on CEP goals and our other goals.
- g. Daedalus is looking for an opportunity to partner with a local school to do a project.
- h. What else would the school need/what's a helpful grant look like:
 - i. Partnership from a past grant that partnered with Hellenic Classic for **Reading Rescue** that included stipends for teachers, 2 AmeriCorps volunteers that were here every day. Grant from the Literacy Trust (whatever they were called in the past - New York City Dissemination grant). Grant plans for the work to continue after the grant is done. Best practices learning. That grant included compensation for time which allowed teachers to really take on extra work and time.
 - ii. Finding ways to get Americorps or grad students or some other set of human power to take on specific tasks.

- iii. Supporting and having structure for **recess** for Kids Orbit or other movement based foundation.
- iv. Robinhood provided for an enormous amount of money but it did not cover the amount of administrative man-hours - there needs to be a grant coordinator, someone or something covered for admin some that teachers are focused on the work of teaching and training teachers.
- v. Orten-Gillingham - **specialized special educational** training. Incremental training the trainer.
- vi. For the new school year: materials.
- vii. Intervention: we have three tiers of intervention.

9. Public Comments

Meeting was adjourned at 7:00 PM.