



School Leadership Team Meeting January 19, 2020

ATTENDANCE:

(Virtually via Zoom application)

School Staff:

- Robin Edmonds (Principal)
- Yudelka Vazquez, (Teacher)
- Amy Dulsky Little (UFT Representative)
- Janilda Valentin (Teacher)
- Kendall Bayer (Teacher)

Parent Representatives:

- Lucy Mendieta, PTA President (Parent),
- Michelle Bell, PTA Co-President (Parent)
- Carolyn Coffey (Parent)
- Soraya (Erickson) Gonzalez (Parent)

Absent: Kaiesha Scarbrough (Parent)

Meeting Start Time: 7:04am

Member Update: Stephanie Santos has stepped down as SLT Chair. Yudelka Vazquez, Teacher, has volunteered to join the SLT Committee.

OFFICER REPORT:

Robin: Stated that the school was closed again (at the time of this meeting) due to covid-19 investigations. Robin will keep the committee and the PTA abreast of any updates. There were also previous issues with middle school admissions that meant we could become monolingual, but Robin received an update stating that Amistad would remain dual-language for now.

WEBINAR OVERVIEW:

The SLT Committee is required to watch a webinar video session as mandated by the DOE – The Webinar was viewed and the following notes were discussed:

SLT Roles and Responsibilities:

- CEP Plans
- Goals
- Consults with PAC, PFEP and SPC
- Represents entire Community
- SAM
- ESSA

CEP:

- The previous CEP had various sections and sub sections. This year there is a smart-goals builder that focuses on an area and builds out depending on what is identified.
- Due to Covid-19 the CEP for 2020-2021 is simply an *update-year*.
- There are two parts of the CEP that interface - the Parent and Family Engagement Policy (PFEP) and the School-Parent Compact (SPC)



Budgets:

- Each year the parents vote on the allocation of additional funds for items such as planners etc.
- Every budget comes with a School Allocating Memoranda (SAM) indicating what (specific) funds can be used for. They can't be used for anything other than what's indicated.
- Tax levy money is important for allocating towards other things.

Robin: Stated that targeted assistance means that Title 1 money will only be specific for those students who meet the economic threshold. Since Amistad has more Title 1 families, we agree that we would all benefit from the (1%) budget allocated.

Title 1:

- Parent Advisory Council ensures that there is involvement between all title one parents. The PAC informs Title 1 parents of issues and conveys issues to the SLT.
- The Title 1 parent communicates all information with the SLT.
- Brenda Gonzalez is the Amistad Title 1 parent.
 - o Alternate: Eden Martinez's mom
- The Title 1 parent can attend the SLT meeting, but they will not be active members due to the bi-laws. The bi-laws state that they may create an uneven balance in the meetings between parents and teachers.

Parent Advisory Council:

- The work of the PAC is limited however, they can make decisions in terms of budgets such as global connect.

GENERAL DISCUSSION:

Robin: Stated that there are a few things that Amistad is grappling with:

- The SAT test will be delivered to the building today although not much is known about administering the test until Ms. Haddy takes a training. If the building is closed it may affect testing. All the kids are supposed to take the test at the same time.
- The concern is that there will be a re-open/close/re-open/close trend. The problem may not be for most of middle school.
- Amy and the team are helping the kids to prepare and submit their auditions via a virtual platform.
- Another concern that the major and chancellor announced is the 5 days a week plan. It requires more space and more staffing that Amistad doesn't have; The only option would be if the middle school kids don't return. If they don't return, we can then use the cafeteria space to prioritize the smaller kids coming back. A walkthrough was done to imagine what that might look like and we had concerns to accommodate 21 groups in A & B

Kendall: Stated that the team was concerned that it would be a distracting setting regarding sound, and no barrier. The desks were spaced out, but it would not be developmentally appropriate for younger kids.



Robin: Stated that there was a sound absorbance barrier that was 8ft tall, and with the humming sounds as well, it caused concerns for the kids developmentally. Therefore, kids being there 5 days a week might not help developmentally. Several parents expressed their preference for 5 days a week and some did not. Others were on standby.

Amy: Stated that unless the school is in a situation where the education will be an improvement, its silly to entertain the idea. The cafeteria will not work due to the space allocation, lights etc. That will never be a good space for any of the children specially those on the spectrum. At the district 6 meeting, it was discussed that 60% of the schools will be opening/closing and opening/closing, and right now its not working at all. Amistad is unlikely to get any decisive guidance on opening the school - until there are more vaccines in people's arms.

Michelle: Stated that putting kids in large noisy classrooms is not ideal or productive but we learn to adjust, and then the teaching needs to adjust as well. Amistad should explore the idea of utilizing outdoor spaces - something like a "nature class" or forest class/school and having that as part of the space.

Lucy: Stated a concerned with respect to the fact that there's much change and uncertainty and adjustment to the teaching and setting, and it doesn't help with the stress factor.

Robin: Stated a concern that that next year might be similar to this year. The chancellor stated that as you begin to plan for next year to begin learning about what you learned from blended learning.

Michelle: Stated that any way that we can expand the footprint of our learning space will help. Even with just a 3 day a week model theres so much back and forth. On the teacher's side theres so much planning every night, and for parents who don't have the luxury it's a struggle to plan last minute.

Amy: Stated that for classes where kids don't attend every day, when you switch schedules constantly it throws off the special classes where some kids get more than the other.

Michelle: Asked if there is a way to have a schedule when kids are in class and when they are blended.

Robin: Stated that the issue then becomes that you are looking at the entire grade all having groups of 50 at a time which is not ideal. Most teachers prefer the remote schedule as opposed to blended.

Amy: Stated an example for second grade -10 kids in blended learning have music however all of the remote kids have music for one 40-minute period remotely. In remote learning, every kid gets music 2 times a week. With pear desk there's the opportunity to see how kids are doing in real time. Remote only days work better.

Meeting End Time: 8:04am