

SLT Meeting 11/30/17

Minutes

Present:

Charlotte Arboleda
Cara Biggane
AJ Cermak
Sarah Courtemanche
Karen Dahl
Jill Gabin
David Kerievsky
Nate O'Reilly
Scott Parker
Beate Sissenich

Guests: Shana Druckerman (student teacher), Dan Rubins (student teacher), Un Mi Lee (student teacher), Rachel Levy (parent), Olga Inglis (parent).

Jill Gabin opened the meeting at 4:05pm

Approval of Minutes for 10/19/2017:

Approved with one modification:

- "STEM: Consultation with Teachers' College representative in progress." Change to: "Consultation with a representative from District 3 in progress."

PTA President (Courtemanche):

Reported on the last PTA meeting on 11/28/17:

- Alternating morning and evening meetings to broaden turnout.
- Ice-breaker activity at the beginning of the session to forge new contacts.
- Presentation on music curriculum by new music teacher, Mr. Taylor.
- Principal's report addressed safety protocols when students are in distress.

Principal's Report (Parker)

- Mr. Parker reviewed the 2016-17 scores for PS452 on the [School Quality Snapshot](http://schools.nyc.gov/SchoolPortals/03/M452/AboutUs/Statistics/default.htm), which can be found on DOE webpage for PS452 (<http://schools.nyc.gov/SchoolPortals/03/M452/AboutUs/Statistics/default.htm>). PS452 scored 4 out of 4 in five out of seven areas: student achievement, rigorous instruction, collaborative teachers, supportive environment, and strong family-community ties. It scored 3 out of 4 on effective school leadership and trust.

Teachers Report (Arboleda)

1. Collaborative practice: Working with consulting group G&R Inclusive, special education teachers are continuing to refine their practices.
2. RULER: In the area of social-emotional learning, a new team is in the process of being organized around the RULER curriculum. Classroom teachers are being surveyed on how they use the RULER curriculum. A CEP goal stipulates a 10% decrease in incidents at the midpoint check on Feb 1; Assistant Principal Javidi noticed a decline in incidents from October to November. This includes all disciplinary incidents levels 1-5. See the [Citywide Behavioral Expectations to Support Student Learning](#).

Approve SLT By-Laws:

The SLT approved proposed changes to the SLT By-Laws that were discussed at the October 19 meeting. Next step: The PTA President, UFT Chapter Leader, and Principal need to sign the amended By-Laws before they become effective. [The executed amended By-Laws were distributed to SLT members on Dec. 6, 2017.]

CEP Update (Parker/Gabin):

- Principal Parker reported that the Comprehensive Educational Plan was approved by the DOE, including the SLT's last modifications of 10/19/17.
- The SLT approved a one-page amendment to the Comprehensive Educational Plan for 2017-18, section 5E (Strong Family and Community Ties). The amendment streamlines goals to a more realistic scope for the current year. It will need to go through the DOE approval process.
- The group discussed just how fluid the CEP document can really be, given the approval process needed for each modification.

School Budget:

No news to report yet.

Sub-Committee Updates:

1. **Community Building (Cermak):** there is currently no community building committee, but at least one parent has expressed regret that no event hasn't been held yet. Ms. Cermak to talk to staff to recruit interested parties. Karen Dahl and Ms Cermak will do targeted outreach to revive the committee, but there will also be an open invitation. Need new chairs for the committee.
2. **STEM Committee (Kerievsky):** Science Lab has been organized, cleaned up, and is now ready for use. The committee met on 11/29 to discuss the hardware grant (Reso A/Gale Brewer's office) in the amount of \$100K. Ms. Cermak will need to process equipment orders online; until Jan, need to determine what should be purchased.

Old Business:

- Emails: An email addressing community building was discussed; two emails raising safety concerns were circulated to SLT members.

- **Safety:** Mr. Parker reported that he realized that previous requests for information on safety procedures were not so much about mandated emergency drills but rather about disciplinary/behavioral interventions to create a safe learning environment. He explained that children in acute crisis are typically unable to follow directions, hence teachers sometimes move the class to another location while the person in crisis stays in place. Sometimes the school has to call mental health professionals. When the school calls 911, the request is for an ambulance; PS452 staff cannot take children to the hospital; this needs to be done by trained professionals. Police often come faster than ambulance. Police typically are “youth officers,” not regular beat officers.

New Business: Safe Learning Environment (Gabin)

- **Parents’ view:** Parents are interested in helping, but need guidance on where they can be most effective. Some parents do not feel the situation is fully under control.
- **Teachers’ view:** Asked about what behavioral challenges staff were experiencing, Mr. O’Reilly stated that each classroom was different; some teachers reported very challenging situations and experiences, whereas he personally had not seen major challenges. Ms. Arboleda said that ICT Kindergarten was not seeing any extraordinary situations. Having a bigger school means that not all teachers know what is happening in all other classrooms. Ms. Biggane commented that the situation was complicated; for instance, having an extra adult in the classroom was not always helpful. Teachers at each grade level are working together to address behavioral challenges effectively. She said she found herself troubled by the fact that some parents feel that children aren’t safe in the classroom. Staff in general have very supportive of each other, sharing knowledge.
- **Communication:** Several SLT members expressed that there is a need to explain the protocol for incidents to parents. Parents also need help with supporting their kids when they observe intense situations, sadness, fear in the classroom. The SLT discussed advantages and drawbacks of communicating widely about behavioral challenges and pedagogical strategies. Mr. Parker requested that parents should communicate their questions directly to teachers, who know the situation in each classroom best. The SLT formed a working group (Gabin/Dahl/Sissenich/Courtemanche/Biggane) to draft an SLT communication to parents. At the next PTA meeting, the school social worker, Ms. Debucquoy, will be introduced to families as a resource for teachers as well as families.
- **Support:** Karen Dahl proposed that she would connect with an expert who can serve as a resource to staff, recommend speakers to educate families, or serve as speaker herself. Mr. Parker has requested more time with the consultant from G&R Inclusive, not just working with ICT teams but also with other teachers. He is considering sending a group back to Yale for training in the RULER curriculum. There may be more tools in RULER that haven’t been leveraged yet. This will require more funds from PTA.

The meeting adjourned at 5:55pm.