



School # 17 is a beacon for our community and the center of an urban village.

Our Diversity is Our



Strength!

Audience: SBPT	Date: 6/21/18
Time/Location: 8:00 Art Room	Facilitator(s): Coddington
Materials:	Minutes: Aguero Time Keeper:

Present: DeMario, Jackett, Castro, H.Starks, Vives, Coddington, Aguero, Leone, Cruz, Martinez

Time/ Minutes	Agenda Item	Discussion/Notes/Action Item(s)
8:00	Approval of Minutes	Discussion Notes on MTSS PD proposal were revised to say Approved
8:01 1 min.	Approval of Agenda	Approved
8:02 2 min.	PD Approvals	Curriculum Planning and co-teaching 20 hours (beginning with 2:00-4:00 during the week of our school-wide PD) – submitted by Heather Summer was approved. The details for the constructivist conference that is taking place in the week of August 20 th – 24 at St. John Fisher will be finalized during the ILT retreat. The conference will focus on hands on pedagogical approaches, standard based performance tasks, literacy integration (or literacy focused heavily in content).
8:04 10 min.	Staff Updates	Ms. Heather Power is going to #33 Ms. Shurland-Farrell is going to #2 Still vacant: <ul style="list-style-type: none"> • 2nd grade, 4th grade and K • Abby is slated to be pulled out of our building <ul style="list-style-type: none"> ○ <i>RTA Debbie Jackett motioned that we as a team send a letter; motion was seconded by Cruz and unanimously approved.</i> • Ellen Wadpole is transferring out • Marie Giulette (candidate for English in place of Wadpole) • Jorge Degro (candidate for social studies) <ul style="list-style-type: none"> • Bailey is still looking for a position in her area of certification; Ben is a possibility for that Tech position, given the end of his contract with the agency.



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	<p>Staff Updates (continued)</p>	<ul style="list-style-type: none"> • SPED allocations have not been changed so we do not have that opening yet. The gap for SPED remains at 4th, 6th, 7th and 8th <p>Paraprofessional titles pose a barrier into transferring them from one position to another if they are assigned to work in a bilingual classroom. Usually, the principal has the power to change their assignment from one classroom to another or one child to another with a 5-day notice, but because of the compensation difference, the process has become lengthier and more complex.</p>
<p>8:33 7 min.</p>	<p>ILT Updates (every meeting)</p>	<ul style="list-style-type: none"> • 4th grade go 5 submitted a list of how to split their kids. They presented two options with the ideal situation being that the group of 10 students who receive CT services be separated. • Leadership met with grade levels to discuss positives and minuses from this past year. The general concern revolved around schedules. • RTA Rep, Ms. Jackett, met with the union regarding the APPR teacher evaluation. It was confirmed that all buildings, even those under receivership, need to fall under the same evaluation process. Discussions as to how much weight will SLOs and testing have on the evaluation will continue until legislators close session this summer. <p>One of Ms. Leone’s proposed changes at the lower level is to use Fountas and Pinnell reading assessments to measure student growth.</p> <ul style="list-style-type: none"> • Language dominance was brought up by RCSD Placement Dept. It was said that some of our kids are assessed in a language other than what the language that was assigned to them by Placement. The process for identifying a child’s home language was further discussed during the meeting.
<p>8:40 7 min.</p>	<p>Parent Engagement (1st) ATOMS (3rd)</p>	<p>MTSS / Atoms is evaluating how to make the Atoms tickets more of an integral part of the restorative practice. “How do we make the Atoms be part of change that is happening with the students and not something that is done to the child?”</p>

Mission Statement

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We strive to educate the whole child maintaining high academic standards with respect for all learners. We seek to have our parents and community actively involved in our students’ learning. As a school community we value a safe environment in which to teach and learn.

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**8:44 10
min.**

Community School
(1st)
Student Support (3rd)

Heather Starks, our on-site CCSI coordinator and supervisor to all of our community partners in the building gave a general overview of the work they group has accomplished this year.

Highlights of her report follow:

- As a leadership group the meet regularly
- They have key leaders from the community involved (i.e. representatives from child protective services, probation officers, directors and/or leaders from various Human Services agencies for the City and County).

There has been a lot of work done this year:

An adult education program: 2 workshops a month (they are integrating what parents and the neighbors are asking for). They have, among many other topics, provided workshops on child abuse, mental health, and resume writing.

An Out of school youth development program is underway. The program will take advantage of the city rec' location to provide youth who lives around school 17 with other learning opportunities such as cooking.

In addition to her administrative role within our school in relationship to our community, Heather has been working a liaison between child protective and other agencies to help one or more of our children and their families through their crisis.

Human Services: they are helping parents to access health insurance right here on school 17 grounds. They are looking to create a kiosk where different services and enrolling for them can be featured each month.

Foodlink: Heather and the partners made it possible for Foodlink to work with us in our school; our PTO is very active in this topic as well. This collaboration has been identifying kids who might have trouble accessing food through the weekend and sending the child home with a backpack with groceries every week. They have also started to create an onsite food pantry.

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Dental and Medical services: In addition to onsite dental care, they are working on connecting students who are already linked to Rochester Regional Health System to receive urgent (triage) care directly from our site in collaboration with their PCPs

Community Outreach on Saturday Mornings. They had community partners, parents and volunteers talking to the Josana neighbors. They reached out to 300 households and were able to engage 50% of those in face-to-face conversations. They were able to ask neighbors what do they need and want to see in their community.

Moving forward, the group intends to have targeted outreaches in the summer to see what services and supports our families might need to help them increase their students' attendance. Heather and our partners are linked and prepared to offer support in many of the basic needs, including day care and housing issues.

Q&A Discussion Notes

Question: Is there such a thing as a current list of all the partners that working in the building? Additionally, is it possible to know which of those agencies have money exchange involved and which ones are truly volunteers?

Answer: There is an up-to-date roster of all agencies available for anyone interested in seeing it; nonetheless, a new one will be finished in 2 weeks.

- In regards to which agencies are paid and which ones are not: Not all of the money that is being disbursed to the paid agencies onsite is coming from the school (we are primarily only paying for Ghandi, Center for Youth and Earthworks). The rest of the paid services may be funded through grants, public funding, etc.

Question: What is the mechanism for assessing their effectiveness?

Answer: The agencies' purpose and effectiveness are regularly assessed and their tasks may be adjusted to meet the needs of our families. For example, since their arrival, Ibero's function morphed into case management, which is what many of our families were needing.

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		<p>➤ At this time, Heather, Leah and Anna Rinsky are working directly on meeting the immediate needs of school 17's kids and families that can affect the kids' attendance. Heather and her leadership team are designing a data collection system to be able to track their impact in the outcomes of in kids' lives...</p> <p><i>Ms. Leone and Heather shared how the work that has been accomplished so far is at the forefront of the community school model, as compared to other initiatives around the country. The tackle is to keep the district focused on education while we tap into and rely on the various professionals and organizations, who are experts in the field of human services, to help us lift the work in and around our community.</i></p> <p>Ms. Jackett suggested that Heather comes to the SBPT meetings twice a year to allow the committee the opportunity to be more attuned with what is going on. Heather also reminded the committee that membership to the CEP is open; they meet on the first day of each month; we are welcomed to those. Heather also made herself available to come to SBPT to update the committee on the state of the community school / community partners work.</p> <p>The committee's standing agenda was revised to the new, recurrent updates.</p>
<p>8:51 1 min.</p>	<p>Hot Topic/Current Issues</p>	<p>The committee did not formally discuss any hot topics, but dates for summer SBPT meetings were briefly surveyed by Ms. Cruz. The electronic invitations will come out shortly.</p>

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