



**Central Park East I Elementary School**

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**SLT Meeting Minutes  
November 9, 2023**

Present in person: Gabriel (Staff/Principal), Atiyya (Parent), Kent (Parent), Stephanie (Staff),  
Laura (Parent/Chair), Andy (Parent), Adriana (Parent/PA), Anika (Staff), Najah (Staff)  
Present online: Bianca Moncada (Parent)

**A. SLT Meeting Minutes of October 26, 2023**

1. Approved the minutes.

**B. Bylaws**

1. Gabriel: the Open Meetings Law does not include the five-year recording clause. The FAQ document contains the clause about maintaining recordings for five years.
2. Discussion about recording SLT meetings:
  - a. Stephanie: posting the notes should be sufficient for people who don't attend the meeting to have access to what took place.
  - b. We will begin posting the notes to the school's website.
  - c. Gabriel: recording the meetings may have a chilling effect on attendance or participation for people who value privacy.
  - d. Laura: I have no objection to recording the meetings, I am comfortable with our discussions being available on a recording.
  - e. Kent: recording does not seem necessary based on the purpose and spirit of the meetings; unlike, for example, a CEC meeting.
3. Consensus is to change the bylaws to reflect that meetings will be available online but not recorded. Laura will make the revisions and the SLT will vote to effect the change during the next meeting.

**C. Committee Updates**

1. PA (Adriana)
  - a. PA meeting this evening online.
  - b. Plan to create an enrollment and outreach committee.
2. Friends of CPE1 (Anika)
  - a. Nothing to report.
  - b. Next meeting taking place soon but not yet scheduled.
3. Faculty Council
  - a. Nothing to report.
  - b. Next meeting scheduled for Tuesday, 11/14
4. Teaching and Learning
  - a. Nothing to report.

#### **D. Finances (Gabriel)**

1. Approximately half of a teacher's salary will be removed based on enrollment figures (about \$43,000). We had seven fewer students than projected and one fewer multilingual learner (four) than projected (five).
2. Some money, approximately \$11,000, will be recouped based on funding for two students with disabilities whose IEPs are being finalized.
3. The mayor is proposing a \$2.1 billion budget cut for the DOE.
4. Currently it takes 21 students to cover a teacher's salary, soon that will be 22 students based on rising teacher salaries.
5. Kent: could the PA fund a teacher's salary? Gabriel: it's possible, perhaps F-status staff. Other schools' PA's that raise a lot more money have covered teachers' salaries. Our PA's annual budget is approximately \$42,000, which is not enough to cover a salary.
6. Andy: what are the school's choices if there is no change to the anticipated budget shortfall? Gabriel:
  - a. Secretary position is discretionary.
  - b. Theoretically possible to have two special education teachers cover all the mandated services, rather than the three that we have.
  - c. Jim as an interventionist is discretionary.
  - d. Full time guidance position is funded when a school has 80 students getting mandated services. We have far fewer than that number, but Tina is full time.
  - e. In the past we have carried eight paraprofessionals even when not required by IEPs.
  - f. Two cluster teachers are required (Jasmine and Mingie) so that classroom teachers can have their mandated prep periods.
  - g. Donna and Darryl are on central budgets and not accounted for on the school's budget. (Darryl is assigned to late arrivals, assisting with work time when requested, covering for absent teachers, some art classes.)
  - h. Parent coordinator money cannot be used for a teacher position. The money designated for a parent coordinator (about \$30,000) covers 80% of that position and there is discretionary money available for the remainder.
7. To be clear, there's no impact to this year's staffing. (Fewer supplies.)
8. Atiyya: has CPE-1 considered becoming a community school?
  - a. Laura: when the SLT considered this two years ago, we got pretty far in the process, but there were concerns about potential community partners, misaligned principles, sharing classroom space. Big impetus was afterschool program.
  - b. Atiyya and Gabriel: there are many types of community schools and a variety of services offered. Parent workshops, funding for teachers to run afterschool programs, EL services, health services, dentistry, vision screening, hot dinner.
  - c. Gabriel: we previously considered going through a state community school grant, which was a more limited program financially.
  - d. Gabriel: I'm still interested, but only a program that comes with the funding that makes it worthwhile. Community partner needs to be approved for pre-k afterschool.
9. Anika: how do we get pre-k afterschool? Gabriel: We could pay a current pre-k teacher procession to stay and cover afterschool. But it's \$150 for three hours. If parents had to pay, it might cost \$150 per family per week.

## **E. Governance**

1. Not discussed except for the bylaws, above.

## **F. Comprehensive Educational Plan (CEP)**

1. Attendance.
  - a. Gabriel: attendance is currently 94%. Chronic absenteeism is down. Currently 21 percent are below 90 percent percentage wise, but there are none in the 60 percent range. There are far fewer children in the 60-80 range. Often attendance drops in winter. Likely to send letters to each family reflecting attendance.
  - b. Stephanie: there are already protocols in place to ensure that students who were late are not marked absent.
  - c. Stephanie: Some of the students on the list have been sick, and the family has appropriately kept them at home. If their attendance improves over the rest of the year then they could rise above the chronic absenteeism line.
  - d. Also teachers and Stephanie regularly discuss outreach to families whose children miss two days in a row.
2. Screeners.
  - a. Gabriel: most notable about first round of Acadience (screener for foundational skills; the comprehension portion is junk, but the nonsense word portion for decoding and recognizing phonics has some value): big push in first grade for foundational skills, reading recovery, small groups, and this year every student who was in CPE-1 for first grade was at benchmark or above for oral reading, and many were far above the benchmark. (This is higher than when we started screeners a few years ago.)
  - b. Stephanie: for iReady, the results were not as strong. Stephanie administers. For the most part the teachers were not surprised by the results although there were some instances when the result seemed off. Also the administration of iReady on a device is challenging: students not familiar with the technology, distracted by the “brain break” games. Overall more likely to trust teachers’ assessments.
  - c. Gabriel: Andrea is working with a group of 2/3 students who need support in a different modality than we’ve done in the past, and differently than in K/1. Also the teachers’ Orton Gillingham training gives us another modality. Places to improve include tiered interventions for students still struggling with reading in the 4/5s, and also access to different modalities for students struggling in math. CPE-1 relies a lot on classroom teachers for these services as opposed to pull-out services.
  - d. Najah: I’ve seen how the daily interventions make a difference to students’ comfort level with math.
  - e. Gabriel: since math is cumulative, and students are now gaining fluency later than we hoped, we are off target.

## **G. Miscellaneous**

1. Next meeting: December 7 at 3:45.